1.
The thesis is the result of work done during the period of registration.

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Women's Physical Education in Great Britain, 1800-1966,
with special reference to teacher training.

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Women's Physical Education in Great Britain, 1800-1966, with special reference to teacher training.

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This thesis records the development of women's Physical Education in Great Britain from 1800 to 1966. Organised physical education for girls dates from 1878 when the School Board of London invited Miss Concordia Lofving to become Inspectress of Physical Exercises in Girls and Infants Schools. Prior to this Callisthenics, dancing, drill and games were recognised forms of physical education in selected schools. The dancing mistress and the drill sergeant were equally responsible for the physical activity given to the girls in the High Schools, while in Public Elementary schools little attention was paid to this section of the curriculum.

Martina Bergman succeeded Concordia Lofving as Inspectress and realised the need for systematic training. She founded a college at Hampstead and with four students started a new profession for women. Other colleges were established, associations formed and the importance of physical education was gradually brought to the notice of Parliament. The Swedish System of Gymnastics was established in Great Britain through the efforts of the early pioneers. As Educational Theories and practices developed so the methods of teaching Physical Education
have changed and at times have been in the vanguard of accepted methodology. Further, with social and economic changes private colleges have become state aided and students "recognised."

The national shortage of teachers has influenced policy as have the recommendations of government sponsored reports. The McNair committee suggested the establishment of Institutes of Education which has led to closer co-operation between the Universities and the Training Colleges. The Robbins report recommended an even closer link with the institution of a Bachelor of Education degree.

There is urgent need for acceptance of research into the subject if Physical Education is to retain a respected position in the academic sphere. Women's Physical Education has always been closely linked with the teaching profession.

Individual women led the way, major changes have been influenced by varying circumstances and future progress depends on further development of the subject.
PREFACE.

Women's Physical Education has from very early days been closely linked with the teaching profession. This has been its strength and also at times its weakness. The founding and development of acceptable methods of Physical Education for girls has revolved around personalities, colleges and to a certain extent, Acts of Parliament and Educational Policies. It has taken a course parallel to the emancipation of women (1) in British society, but "Education cannot stand still and as new ideas and theories arise they must be examined." (2)

This thesis will attempt to trace the close link forged between the leading members of the Physical Education teaching profession and the resulting changes in Women's Physical Education from 1800-1966, with a glance towards the future.

Notes.

(1) Sullivan, D.T. A Comparative Study of Physical Education in the U.S.S.R. and in England. Thesis - M.A. (Ed.) 1964. University of London, Institute of Education. P.258. "A properly documented account of the way in which the physical education of women and girls has developed has yet to be written. ....our basic theory being that the movement has been essentially related to the wider movement for the emancipation of women, and to the movement for improving education for women and girls."

It has been necessary at certain stages to examine some parts in greater detail in order to stress the overall picture and to show the growth and development of Modern Physical Education. Equally there are sections worthy of a greater depth of study but beyond the limitations of this thesis. The latter has led to an unusually large number of references.
CHAPTER I

Introduction. 1800 - 1870.

The situation in Great Britain and the background to Scandinavian influence in Physical Education.
CHAPTER I

Physical Education is an integral part of Education. There are many approaches, interpretations and accepted forms of the subject, but it has always been interwoven with the education given in recognised school establishments.

In Great Britain at the beginning of the nineteenth century, education for girls was, on the whole, the privilege of the upper social class. (1) It was given in private establishments, fashionable schools or by underpaid governesses who laid great stress on deportment and behaviour. (2) "Society has agreed to set a high value upon a young lady's music, dancing, and general air of good breeding...." (3) Fees, at private schools varied from ten guineas per term for day girls, to sixty guineas for "parlour boarders" (4) and could be as high as £500 per year at schools where "Music, dancing and callisthenics counted highest in the scale of subjects." (5)

Notes.

(1) Barnard, H.C. A History of English Education. P.22. "....but most of the girls of the upper and middle classes who were not educated at home by governesses, attended private schools."

(2) Ibid. P.157. "Much stress was still laid on behaviour and deportment, but physical exercises and games were scouted."

(3) Beale, D. Reports issued by the Schools' Inquiry Commission on the Education of girls. P.46.

(4) Harrison, John Anthony. Private Schools in Doncaster in the Nineteenth Century. P.92.

At the slightly less expensive schools "demure walks" (6) two by two in crocodile, constituted the only form of physical education given to the pupils. Attention all the time, although recognition was given to some form of physical activity, was on mild exercise, learning to walk correctly and to attaining a pleasing carriage. The words "useful," "genteel," "polite" and "elegant" appear many times in the boarding school prospectuses of this period and reflect the attitude of this section of the community to the place of women in society. (7)

Herbert Spencer, writing in 1859 in his essay, "Education, Intellectual, Moral and Physical," comments on the vast difference between the aims of physical education for boys and girls. "We have a vague suspicion that to produce a robust physique is thought undesirable; that rude health and abundant vigour are considered somewhat phlebian; that a certain delicacy, a strength not competent to more than a mile or two's walk, an appetite fastidious and easily satisfied, joined with that timidity which commonly accom-panies feebleness, are held more lady-like."

He further condemns the lack of understanding shown when gymnastics have to be substituted for play. "The natural spontaneous exercise having been forbidden and the bad consequences of no exercise having become conspicuous,

Notes.
(7) Harrison, John Anthony. Private Schools in Doncaster. P.89.
there has been adopted a system of facilitous exercise—gymnastics. That this is better than nothing we admit, but that it is an adequate substitute for play we deny. The defects are both positive and negative. In the first place, these formal, muscular motions, necessarily less varied than those accompanying juvenile sports, do not secure so equable a distribution of action to all parts of the body; whence it results that the exertion, falling on special parts, produces fatigue sooner than it would else have done; to which, in passing, let us add, that if constantly repeated, this exertion of special parts leads to a disproportionate development. Again the quantity of exercise thus taken will be deficient not only in consequence of uneven distribution but there will be a further deficiency in consequence of lack of interest.

"Competition it is true, serves as a stimulus; but it is not a lasting stimulus like that enjoyment which accompanies varied play. The weightiest objection, however, still remains. Besides being inferior in respect of the quantity of muscular exertion which they secure, gymnastics are still more inferior in respect of the quality." (8)

A profound piece of writing and one that clearly

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states the level of social acceptability demanded by the "upper class" in the education of girls. Conversely the lack of understanding of giving a balanced gymnastic lesson and the ability to stimulate through lively presentation of material clearly emerge. It is interesting, however, to note and to pause for a while on the problem created by collecting children together in artificial surroundings, in order to educate them and then having to substitute forms of physical activity in order to meet the natural demands and needs of the young. This problem occurs again and again as more is learnt and understood about child development and behaviour. Have we come genuinely to terms with it? It forms, it creates the problem, the situation for which physical education is claimed as the answer. Physical education has been used as a privilege and as a deterrent. In some schools when punishments were required, children were deprived of their next physical education lesson. If more time for academic study was needed, time for physical education was cut. Physical Education in itself is a very time consuming subject, but this is no argument for removing it from the time-table or confining it to selected groups. The fact that there has always been and still is a need for every child to be given the opportunity to take part in physical exercise is the principle on which the subject
was founded and is still based. A factor recognised and appreciated by the earliest teachers and educators.

Herbert Spencer (1820-1903) was ahead of his time in his way of thinking about physical education, as in fact are so many educationalists and pioneers of new methods and concepts. He realised the value of "natural methods of self expression" (9) long before this was accepted practice for he was probably influenced by the thinking, methods and writings of Jean Jacques Rousseau (1712-1778), Pestalozzi (1745-1827) and Froebel (1782-1852).

At the highly rated Private Schools, Academies and Establishments of Education already mentioned, callisthenics were given for 2/6d. per term (10) or drill taught by a Sergeant Major. (11) Callisthenics is a word which has been given several meanings. It was given the grand title of "Bodily Culture" by Henry de Laspee (12) who based his teaching of the subject on the following three main points:

Notes.
(9) Ibid. Barnard. A History of English Education."P.139. "With the young child dancing, music and drawing are natural methods of self-expression and should be the staple of the curriculum rather than subordinated to the training of the reason."
(10) McNair, David. The Development of Physical Education in Scotland before 1914. P.68. Reference to Inverness Academy fees for callisthenics.
(12) de Laspee, Henry. Callisthenics or the elements of Bodily Culture on Pestalozzian Principles.
1. To the taking of positions.
2. To the duration (as to time) of taking them.
3. To making them subservient to the will.

Stress was laid on taking the exercises slowly with much emphasis also on artificial static poses and postures. In some texts callisthenics was mentioned as part of dancing while at other times the word was synonymous with gymnastics. Originally it was "athletic and violent but later reduced to a series of graceful, dignified and natural movements admirably adapted to promote an equable evolution of the physical powers, and to call into action, in regular succession, every part of the muscular system." (14) It took fourth place in the curriculum of Cheltenham Ladies College in 1853 (15) and Room 0.5 was placed at the disposal of the mistress for the subject, while in 1875, "a special room for Callisthenics was added beyond No.6." (16)

In 1836 Donald Walker published his "Exercises for Ladies" and in this book he refers to "Improved Callis-

Notes:
(16) Steadman, F. Cecily. In the Days of Miss Beale. P.14. The New College. 1873-1881. No.5 for Callisthenics, 1873. Two years later - a special room for Callisthenics was added beyond No.6.
Callisthenics" (17) was taught in the principal English, as well as foreign boarding schools, and he makes a good case for the benefits gained by those ladies "who have been subjected to its discipline." His book contains preliminary observations, the reasonings on which the exercises are founded and examples of exercises. The body is regarded as being "composed of many levers connected with and moveable upon each other in various degrees." Stress is given to the importance of a good position of the spine and equal development of the musculature. Wrong and right positions in sitting, riding, standing and various activities are well illustrated. The work is divided into passive, mixed and active exercises, and in the latter, motions without apparatus, motions with wands, dumb-bells and the Indian Sceptre are included. The Times of 8th February, 1837, considered this an edition "with which the preceptress of every school should make herself acquainted." (18)

In certain areas of the country the opposite of Callisthenic exercise, namely Drill, and by this is inferred Military Drill, not Swedish Drill, continued until as late as the mid 1880's. Donald Walker deprecated the employment of soldiers to teach young ladies to walk. Stiffness was adverse to all principles of grace. (19)

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That stiffness, formality, serried ranks, precision and attention to discipline were uppermost, can be assumed from such exercises as "stand on one foot. Now put your 'ands on your 'ips and 'op," or "Eyes right, 'eads up, 'eels to the tilla." (20)

Dancing was always considered as being popular with girls and women (21) whether it was taken formally in school or indulged in, perhaps informally, on social occasions. In school the classes often went out in succession for their lessons on a particular afternoon (22) or the subject was treated as an extra for which payment was made, (23) At times the two practices were simultaneous. The lessons might be taken by a master or a mistress (24) who commanded great respect from her protegées and her superiors. Dancing was

Notes.
(21) Strutt. The Sports and Pastimes of the English People. P.53. "Dancing ancient and favourite pastime with the women of this country." and again on P.291. 'women and dance are linked.'
(23) Clarke, A.K. A History of the Cheltenham Ladies' College. P.27. "For.......dancing there was an extra fee."
(24) Steadman, F. Cecily. In the Days of Miss Beale. P.7. "Besides Miss Proctor herself, the only figures on the teaching staff that still stand out are those of Mrs. Webster, the dancing mistress, and her meek husband, who drilled the girls and taught them to walk gracefully....... was so majestic that even Miss Proctor seemed in awe of her."
considered by some as a useful supplement leading to grace of movement (25) or by the vain young ladies as an opportunity for airing their "best" clothes, evening frocks and flat slippers with square toes. In this practice they were often encouraged by the mistress who tried by such methods to establish an acceptable standard. (26) This attitude is upheld by Donald Walker who considered dancing the first of the fine arts (27) and an activity ideally suited to the feminine personality. A debatable claim not upheld by C. Gregory in his Dictionary of Arts and Sciences published in 1806. He considered dancing a silly amusement of the idle and thoughtless. In reality it was at this time that the Polka and Waltz were rapidly sweeping Europe and becoming very popular. (28) In Great Britain we created our

Notes.
(25) Lawrence, Penelope. Games and Athletics in Secondary Schools for Girls. P.147.
(26) Steadman, F. Cecily. In the Days of Miss Beale. P.7. "Mrs. Webster insisted on all pupils attending the afternoon dancing class in white satin shoes and silk stockings."
(27) Walker, D. Exercises for Ladies. P.116. "Dancing, however unscientifically it may at present be cultivated, is in reality the first of the fine arts, or that which involves the general and actual use of the muscular motions of the body, which are imitated by sculpture and painting."

The era of the influence of the Boys' Public Schools as expressed through traditional games belongs to the later part of the century and is included in Chapter 2.
own forms of dance, country dance; continued established forms, reels; imported immigrant dances and developed variations of these. (29)

It is to two well-known figures, Miss Beale and Miss Buss, that we must turn to appreciate the contribution made by individuals to physical education before special training establishments were founded. Miss Beale and Miss Buss were two of the earliest students of Queen's College, London (founded 1848) and pioneers in the fight for girls' education.

Miss Buss founded North London Collegiate School for Ladies in April 1850 at 46 Camden Street. (30) She was a very farsighted individual who understood the needs of growing girls, was always sympathetic towards physical activities (31) and indeed "Miss Buss probably did more than any other public schoolmistress for the knowledge and adaptation of physical training to the requirements of girls" (32) She speedily ousted the idea that even such

Notes.
(29) Thurston, H.A. Scotland's Dances. Scotland's Dances includes history and development of dance, with reference to England and other countries.
(30) Ridley, A.E. Francis Mary Buss and her Work for Education. P.58.
(31) Kamn, Josephine. How Different From Us. Miss Beale and Miss Buss. P.43. 1850. "The ordinary curriculum .... and callisthenics .... the mild physical training of the day." "The extras .... and dancing."
mild gymnastics as jumping over a stick held a few inches from the ground was unladylike, and in 1866 (33) she had musical gymnastics of the Dio Lewis variety introduced into her school (34) by Miss Chriemann as an antedote to the mental strain of examinations. The girls from the school had been allowed to attend the public swimming baths at St. Pancras since 1872. (35)

"According to my Notions" said Frances Mary, "Gymnasiums are needed for every school and large places for swimming." Accordingly, she began agitating for a new gymnasium and special apparatus. Miss Buss also anticipated School Medical Inspection by many years. (Education Administrative Notes.

(33) Ibid. P.203.
Letter from Frances Mary Buss, 1868.
"No School ought to omit Physical Training, that is, Callisthenics, or something equivalent. This we have of late enforced among the elder girls. Our system, an American idea, called Musical Gymnastics, is excellent. Easy, graceful and not too fatiguing, gently calling every part of the body into play by bright spirited music, which cultivates rhythm of movement, it has become popular, and has wonderfully improved the figure and carriage of the girls. Our exercises last from twenty minutes to half-an-hour almost daily - as much as we can manage, always four days out of five."

"Dr. Lewis' Method uses light wooden rings, wooden dumb-bells, rods and clubs and music. Features of the system:
1. Machinery. Simple and inexpensive equipment.

(35) Ferrier, Jeanette E.M. Bedford College of Physical Education. A Special Study in Education. P.20.
Provisions Act, 1907). All her pupils were examined by a fully trained doctor and any girl who needed special physical help was given a particular set of exercises, in order to improve and cure her postural defects. The forerunner of medical gymnastics in England and School Remedial Exercises. Sympathy was also extended by Miss Buss to young ladies wishing to take up teaching and she later influenced the founding of Maria Grey Training College, London (1885) and the Cambridge Teachers' College (1895). The March edition of "The Journal of the Women's Education Union" in 1873 reports "Training Colleges do not exist; the expense of founding them would place them almost hopelessly out of reach, though something might have been done by following up the example of the Home and Colonial in their private department." But Miss Buss foresaw dangers if educational knowledge and professional training were not related. "Could anything be done," she asked, "to avert this growing danger that the teaching profession should fall into the two classes of those who are highly educated and not trained, and of those who are trained but not highly educated?" A perennial source of dissatisfaction further inflamed by the question of "concurrent" or "end on"

Notes.
(36) Ridley, A.E. Frances Mary Buss and her Work for Education. P.273.
(37) Ibid. P.273.
training. The perplexing state of lack of knowledge, lack of opportunities to learn and lack of professional training was clearly expounded by Emily Davies in 1866. Emily Davies was one of the pioneer group of women who fought for higher education for women. (39)

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Miss Beale was born in 1831, left school when thirteen years old because of ill-health, but lived in a cultured house with access to books. In modern thinking and quotations, she is always coupled with Miss Buss, but did not in fact meet her "partner" until 1874 (40) when at the instigation of Miss Buss, the Head Mistresses' Association was formed. Miss Buss was the Association's first President, but Miss Beale presided at the first meeting. (41)

Earlier it was stated they were both students at Queen's College, 1848-9. This is true, but while Miss Beale attended lectures during the day, Miss Buss studied in the evening, (42) and so their paths did not cross and it is possible they never even saw each other in the college buildings. When her period of study was completed, Miss Beale was asked to become a tutor at the College (43) and remained in London until January 6th, 1857, when she travelled north to become Headmistress of Casterton. (44) This post she held for a year and then after an interval of time spent at her London home she was appointed Headmistress of Cheltenham.

Notes.
(40) Ridley, A. E. Frances Mary Buss and her Work for Education. P.231.
(42) Ibid. P.24.
"courses of evening lectures to women actually engaged in teaching. I was a member at the very outset, being the youngest woman then attending the evening lectures." Letter from Miss Buss to Miss Beale, Jan.13th, 1889.
(43) Ibid. P.24.
(44) Ibid. P.44.
Ladies' College, five years after the founding of the school in 1853.

Miss Beale was not so sympathetic towards physical education as Miss Buss. "She never wanted to play herself, could not understand that anyone should seriously wish to do so...." (45) Her opinions, however, of the value of physical activity change during her life and finally she becomes proud of the playground (46) and Swedish gymnasiun built at the college. Perhaps her absorption in sedentary occupations, her fear of competition and earlier attitude towards the subject, was influenced by personal experiences and the memory of "turns" as practiced at Stratford. (48)

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(45) Ibid. P.279.
(46) Ibid. P.331. "The playground was now in daily use. A triumph of the athletic tendency of the age, it was also an emphatic mark of Miss Beale's acceptance of new ideas. To the end she could not quite understand why it was wanted, but she saw it had to be, and even grew proud of it in its way."
(47) Clarke, A.K. A History of the Cheltenham Ladies College. P.95. "The Secondary Training Department used it for teaching practice and Miss Beale was proud of it as the only girls' school in the neighbourhood with "a properly built Swedish Gymnasium". (1889).
(48) Raikes, Elizabeth. Dorothea Beale of Cheltenham. P.10. Also in Kann, J. 'How Different from Us.' P.24. "Their only recreation was to walk so many times about the garden and while some of the pupils were inclined to see their 'turns,' it is recorded of the virtuous Dorothea that she plodded faithfully round the garden until she had completed the stipulated number."
These "turns" consisted in going thirty times post haste round and round the garden. The accepted code of social behaviour with regard to girls, women and physical exercise may also have played its part in influencing Miss Beale. In these "upper" circles, physical exercise was regarded as indecent (49) and backboards were used to promote good posture and a ladylike carriage. (50) It is difficult to visualise how such methods could achieve the desired effects when judged on modern understanding of movement and the values of exercise. But so strong were the conventions of this period and so convinced the people of the harm of physical exercise, that the curate in charge of Holy Trinity Church, Cheltenham, The Reverend Francis Close, is quoted

Notes.
(49) Percival, A. The English Miss Today and Yesterday. P.84. "early nineteenth century schools of the more fashionable type regarded physical exercise as approaching the indecent."
(50) Steadman, F. Cecily. In the Days of Miss Beale. P.1. "Physical Education (1848) was represented by dancing and the study of deportment (i.e. of a graceful manner and the proper way to behave in society), while outdoor exercise appears only too often to have been limited to walking round the garden while wearing a backboard. A backboard was a wooden bar about two feet six inches long, which was placed across the wearer's shoulder blades and held in the hands, palms forward at the level of the shoulders. The wearing of this instrument was supposed to produce an upright carriage and seems to have been the only form of remedial exercise known in schools."
in 1824 as saying, "when Mrs. Close wished my daughter taught dancing, I reminded her of her marriage vow." (51)

Miss Beale as well as Miss Buss appreciated the need for professional training of young ladies before they assumed the responsibilities of teaching. Miss Beale goes two stages further. She advocated concurrent practice by insisting on the advantages of associating training colleges with large schools. "If students get simply lectures, and ideas which they have not an opportunity of carrying into practice, they become unpractical and they have to learn the practical part of their profession when they become teachers." (52) She put her ideals into practice and established a training college attached to Cheltenham Ladies' College. (53)

Women have always believed in the professional training of teachers and gave the first impulse towards such training for secondary school teachers. (54)

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(52) Ibid. P.326.
(53) Ibid. P.227.
"There are, possibly, members of the Ladies' College who felt a pang of envy when the students' House became St. Hilda's College." (Formal opening 1886, in existence for many years).
This short survey, emphasizing views, aspects and approaches to physical education, amongst a "select" section of the population is the climate in which we must consider the announcement in 1864 that a Royal Commission was to be appointed to investigate the state of education in middle class schools. That is schools not covered by earlier commissions, namely the Clarendon and Newcastle. The Newcastle Commission on Popular Education was set up in 1858 and had studied conditions in Elementary Schools while the Clarendon Commission of 1861 had investigated the management of Public Schools. The wording of the Taunton Commission Brief - "to examine into the existing state of education above the elementary grade, and to report on measures needed for its improvement, having special regard to all endowments applicable, or which could rightly be made applicable, thereto" (55) gave Miss Emily Davies and Miss Elizabeth Bostock the opportunity to draw up a memorial. The memorial prayed the commissioners to include within the scope of their inquiry, the subject of girls schools and the application of endowments to girls education. The assumption they worked on, that as girls were not specifically mentioned in the text and neither were they specifically omitted, therefore they could legitimately be included.

Ingenious and farsighted and leading to such observations

(Notes)
as "in one respect the Commissioners almost exceeded their instructions, or at any rate, acted upon them in a way which was hardly in the minds of those who drew up the reference. They took the bold step of construing that reference as covering the secondary education of girls as well as boys thereby opening a new era in girls education." (56)

Miss Buss and Miss Davies gave evidence to the Commissioners in November, 1865, while Miss Beale was called in April, 1866, Misses Wolstenholme, Porter, Kyberd, Martin, Smith and King later in 1866 and Miss Clough in 1867. (57) The whole report of the Schools' Inquiry Commission was published in twenty-one volumes in 1868, but so significant was this milestone in girls education, that Miss Beale was allowed to publish the evidence relating to the education of girls in a single volume. Much of the evidence condemns the education and physical education currently taught. Mr. Fitch reporting on the Private Schools observes, "A walk, during which books may be read or French spoken, does little or nothing for recreation. The game of croquet, which is much practised in schools, is compatible with a good deal of listless idling, and hardly deserves the name of physical exercise. In three

Notes.
(57) Ibid. P.244.
or four of the schools which I have visited, a professor of callisthenics has been engaged to give set lessons; but the whole object of those exercises is to give the pupils a better style of walking, and to show them how to deport themselves. They do not supply the vigour and joyousness which belong to the free and healthy play of boys. If the professors of callisthenics would devise some games which would do for girls what cricket and football do for boys, they would render a public service. For the habit of playing with zest at some game which brings all the limbs into free exercise is not without an important reflex effect on the intellectual work. It is because girls do not play with sufficient abandon and self-forgetfulness, that their lessons are apt to be done in a superficial way. If their play were more bracing and recreative, their mental improvement would be sounder and more rapid than it is." (58) Sentiments echoed and re-echoed ever since this report was written. These findings were ably supported by Mr. Fearon, Commissioner investigating the Metropolitan area who also voiced the opinion that lack of physical education aggravated the inability

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of girls to withstand mental pressure. Teachers and teaching too, come in for criticism. "They have not themselves been taught and they do not know how to teach." (59) In the conclusion of the report, special note is made of "the want of systematic and well directed physical education for girls." (60) This point was made by Mr. James Bryce, M.P. for Lancashire, who inquired into the relationship between school and home. (61) Towards the end of this chapter we shall return to the need for a scientific and systematic approach to physical education, coupled with the need for training teachers.

Parliament passed the Endowed Schools Act in 1869, which laid down "in framing schemes under the Act, provision shall be made, as far as conveniently may be, for extending to girls the benefits of endowments." (62) The official recognition for the founding of sister schools in many towns where boys schools had been founded from an endowment.

Notes.
(59) Ibid. P.69.
(60) Ibid. P.104.
(61) Kann, Josephine. How Different from Us, Miss Beale and Miss Bass. P.86-97.
"Mr. Bryce felt strongly that too little opportunity was given to exercise. Though undoubtedly, under the name of "callisthenics" it is duly encouraged in the better schools, yet ...... the want of systematic and well directed physical education (is) often the cause of failures in health and an impediment to successful study. One school - penalty - interdiction from croquet, one, two or three days."
For a moment we must consider what was happening in the education of the mass of the population, for physical education is intimately concerned with all departments and aspects of education. The majority of children in Great Britain in 1800, were receiving little if any education, let alone physical education. It was the time of the "ragged schools," the "dame" schools and the "monitorial system" of teaching. Dr. Andrew Bell, an Anglican Divine and Joseph Lancaster, a Nonconformist, almost simultaneously at the end of the eighteenth century, demonstrated that formidable recurrent costs and the perennial scarcity of teachers could be overcome by using the "monitorial system." (63) Two voluntary societies, the British and Foreign School Society and the National Society for the Education of the Poor, were in existence, and with the money that was received from the "rich" section of the population, and the meagre fees of the numerous pupils, Schools were founded. This achievement was remarkable but it became obvious that until aid from public funds was granted, the majority of the nation's children would not receive any form of schooling. More often than not the education received was given in an overcrowded, unhygienic room. William Shenstone, although a poet of an earlier

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era (1714-1763) illustrates this situation in his poem, "The Schoolmistress."

"In ev'ry village mark'd with little spire
Embow'r'd in trees and hardly known to fame
There dwells in lowly shed, and mean attire
A matron old, whom we Schoolmistress name;
Who boasts unruly brats with birch to tame;
They grieveen sore, in piteous durance pent,
Aw'd by the pow'r of this relentless dame;
And oft times, on vagaries idly bent
For unkempt hair, or task unconn'd are sorely shent" (64)

One ponders whether it was predestination, coincidence or just circumstance that led Rhoda Anstey in the 1890's to purchase Shenstone's house, "The Leasowes" at Halesowen and there found her College of Physical Education. (Page 124)

Where exercise was given in the village, dame, town and ragged schools, it was often in the form of drill, with discipline the uppermost motive for exercise. (65)

Notes.
(64) Barnard, H.C. A History of English Education. P.2.
"They also get through their drill in a creditable manner, and I get perfect order when necessary at a given signal."
Some teachers, however, like Wilderspin (1792(?)-1866), Robert Owen (1771-1858) and David Stow (1793-1864) recognised the need for physical exercise and provided facilities and opportunities for their pupils to enjoy purposeful activity in school. Wilderspin, an agent of the London Infant School Society, established a playground at Spitalfields. He regarded the playground as the "uncovered schoolroom" and said, "I would rather see a school where they charged twopence or threepence per week for each child, having a playground, than one where the children had free admission without."(66) He regarded the playground as important if not more important than the classroom, and he liked it supplied with apparatus for games and planted with trees and flowers. His views were reiterated by David Stow who liked his teachers to watch the children at play in the playground, and considered it the principle scene of the real-life of the children. "The area on which their true character and dispositions are

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exhibited." (67) In Mr. Owen's institute in New Lanark physical activity was used as a means for recreating the mentally tired and a major role was given to the subject in the curriculum of his school. (68) In schools where no time was scheduled for physical exercise, many teachers willingly gave of their "free" time after school hours so that their pupils could receive exercise and recreation. (69)

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"Also the Training System adopted in the Model Schools of the Glasgow Educational Society. A Manual for Infant and Juvenile Schools which includes a System of Moral Training suited to the condition of large towns." David Stow, Esq.

(68) Ibid. P.33.
"...first to give physical education a major role in the education of all ages."

(69) H.M.S.O. Special Report on Educational Subjects Vol.2. The Organisation of Games out of School for the Children attending Public Elementary Schools in the Large Industrial Centres, as Voluntarily Undertaken by the Teachers. P.159.
In 1833, Leonard Horner was appointed by King in Council as Factory Inspector. He reported that the educational clauses in the new Act were "utterly impracticable." A great trade in forged schooling certificates existed. When registration of births was made compulsory by Parliament, 60% of factory children attended Private or Dame Schools, 30% attended "National" or "British" schools and 5% factory schools. The illiteracy of the teachers was exposed by specimen certificates. (70)

Gradually the general public pressed the government until it was realised by the members of parliament that they must face the desperate situation existing in the lack of schooling for the mass of children of the country. In 1833 the government were eventually persuaded to vote £20,000 as a grant for Elementary Education. Payments were made through the two existing societies. (Page 30) The grant was repeated in 1834, shortly raised to £30,000 and by 1861 had reached the sum of £813,441. Public money for education necessitated official administrative machinery to supervise the distribution and use of the grant. In 1839 the Government created a committee of the Privy Council.

As soon as the committee was set up it claimed the right

Notes.
"this is to certify that 1838 Thomas Cordinly as attend martha insip school two hours per day January 6."
to inspect all grant aided schools. From this time inspectors were interested in physical education and were asked to survey schools, to check on provision of space and apparatus for Physical Education and the standard of teaching of the subject. (71) In 1840 the Inspectorate were asked "Are the children systematically trained in gymnastic exercises?" (72) and later in 1847 they were told to assess the "Ability" of the pupil teachers "to drill a class in marching and exercises and to conduct it through the movements required for preserving order." (73) Although the Inspectors were instructed to report on physical education, facilities, opportunities and teaching standards in the subject, so poor was the equipment in the classroom and so undernourished the children, that they gave the briefest of reports on physical education, until physical drill became a compulsory subject countable as attendance at school. (England 1891, Scotland 1873).

The Newcastle Commission of 1861 emphasized the need for increased efficiency in instruction, but wished it kept strictly to the "three R's" (with sewing for girls).

Notes.


(72) McNair, David. The Development of Physical Education in Scotland before 1914. P.47.

(73) Ibid. P.48.
From Minutes Committee of Council on Education 1847-48. p. CLXXVIII.
This need for positive return or value for money was further enhanced by the system of "payment by results" and delayed the official introduction of physical education. This in spite of the instruction, "In selecting the site" (for the new elementary schools), "it is very important to provide a closed exercise ground for the children." (74)

The grant paid was dependent on the annual report given by the inspector after he had examined a school. The log books of Derby Infant Practising School attached to Bishop Lonsdale College, support this point of delayed comments by the Inspectorate. The first entrance made by the Head Teacher and referring to physical education reads:

"Oct. 14th, 1869. Drill and Recreation from 9.50-10.5. Lessons afterwards." (75) Many such entries were made, with at times, the following variations:

"Nov. 16th, 1869. Children allowed to play ten minutes instead of marching, or the opposite, singing and marching instead of play on Nov. 25th. While on Dec. 2nd, 1869, singing and marching during recreation time, weather being too cold for play." The first report given, by an H.M.I. on physical education is dated August 30th, 1889 and reads, "Marching and repetition good." Later reference is made to

Notes.
(75) Log Book Derby Infant Practising School. P.27.
Musical Drill and the lack of games in the kindergarten. The longest report in 1893 reads, "The children are under good control and drill exercises and marching receive careful attention." This quotation stresses the government attitude towards accepting physical drill as a useful method of discipline.

In 1870 the Forster Education Act was introduced into Parliament and new opportunities for pursuing the claims of physical education were created. This act led to the establishment of a National System of Elementary Education in England. Immediately the contents of the Bill were known, Matthias Roth addressed a pamphlet to W. E. Forster, Vice-President of the Committee of Council on Education. In this work he argued that schooling was not complete nor a school efficient unless regular physical education took place. Therefore, the grant should be refused to schools not including physical education on their timetables. The Education Act led to the division of the country into School districts, and the establishment of School Boards elected by the ratepayers. Under the official regulations of elementary schools of 1871

Notes.
(76) McIntosh. Physical Education in England since 1800. P.104-106.
M. D. Roth, "A Plea for the Compulsory Teaching of the Elements of Physical Education in our National Elementary Schools, or the claims of physical education to rank with reading, writing and arithmetic," London 1870.
Drill became permissible as a school attendance subject. Permissible, not compulsory, "attendance at drill under a competent instructor for not more than two hours a week may be counted as school attendance." (78) Dr. Morello, Inspector for the City of London and Metropolitan Division of Greenwich in his general report of 1871, commented upon the values of Military Drill (79) and stated a point of view not acceptable to women.

In Scotland the effect of the Revised Code of 1862 was to decrease any physical education lessons as the subject was not examined by the inspectors. This situation remained until as late as 1873 when "Drill" was a recognised subject for attendance with consequently greater emphasis being placed on it and "playground" stressed as a method of moral training. England did not follow suit until the implementation of the Education Act of 1891 in 1892, when without Drill, the higher grant could not be earned. (80)

Notes.
(78) Jacks, M. L. Physical Education. P.82.
Military Drill - "made a point of in our schools generally throughout the country would add greatly to the health and physical development of the people, that it would train them to good habits of obeying orders when requisite and would lay the foundation for rendering an aptitude for military service almost universal amongst the English people. On all accounts the drill movement (now only just begun) appears to me worthy of encouragement and expansion."
(80) Bremner, C. S. Education of Girls and Women. P.47.
London was the first area to establish its School Board in 1870 and one of the earliest committees to become concerned over the state of physical education in its schools. Gymnastics had been practised in London in private establishments since 1838 when Lieutenant Govert Indebetou (the name was also written In de Betou) introduced Ling's system of medical gymnastics to England. (81)

In the continental countries of Europe at this time, emphasis, because of the political situation at the beginning of the nineteenth century, had been placed on physical fitness and for men, fitness for military training, by individual workers. Well advanced gymnastic systems had been developed and were practised in, for example, Germany (Gutsath 1759-1839 (82) Jahn, Turnen Movement, 1778-1852 (83) France, (84) Denmark (Naghetall 1777-1847) (85) and Sweden. From the latter country through the work of the disciples of Per Henrik Ling, "Father of Physical Education" in Sweden, Women's Physical Education in Great Britain was established on Swedish lines in the second part of the nineteenth century.

Notes.
(82) Ibid. P.71.
(83) Ibid. P.83.
(84) Riofroy Bureaud. Treatise on Physical Education. P.216. Reference to the work of Colonel Amaros.
The early work of Per Henrik Ling was military in character, taught by military teachers with a drill room technique.\(^{(86)}\) Russia and Denmark had invaded Sweden and the need for Physical Education arose in relation to military needs of the country. Ling was perplexed by the poor physical state of health of his fellow countrymen and determined to rectify the situation. Per Henrik Ling also realised the value, from personal experiences in Copenhagen under Naghetall (1799), of physical exercises in the curing of physical defects and ailments and set about increasing his knowledge of the human body. While he was fencing master at Lund University in 1806, he attended Anatomy and Physiology lectures. A detailed account of his early life, work and philosophies can be studied by reading one or more of the following books: \(^{(87)}\) \(^{(88)}\) \(^{(89)}\) \(^{(90)}\). While Ling was studying Anatomy and Physiology he experimented with new movements with and

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\(^{(87)}\) Georgii, Carl August. Biographical Sketch of Per Henrik Ling.

\(^{(88)}\) Westerblad, Carl August. Ling the Founder of Swedish Gymnastics.


\(^{(90)}\) Dixon, McIntosh, Munrow, Willets. Landmarks in the History of Physical Education. P.86-90.
without apparatus, the latter becoming his ingenious "Free Standing" exercises or the core of his work. Ling was constantly concerned with the curative value of exercise and the improvement of faults in bodily development.

"What music (that is the harmonious development of the intellectual and spiritual being) is to the inner man, gymnastics is to the framework that encloses his mind and spirit."(91)

He referred to time and space as the principles of motion (92) and the "Law of Motion" was the essence of his gymnastic system. Ling was an original thinker, a genius of extraordinary intuition and he must be credited with developing a system of exercises, founded on scientific principles. Scientific principles, that is, as far as the study of Anatomy and Physiology had been pursued and established in his day. He classified gymnastics into:

- Military - aggressive in character.
- Medical - relief of physical disabilities.
- Educational - mastery of own body. (Appendix A I & A II).
- Aesthetic - thoughts and feelings expressed by bodily movements. (93)

The first two sections were his main interests and he concentrated his efforts in these departments. The fundamental principles of his gymnastics required:

Notes.
(93) Holmstrom, Agne. Swedish Gymnastics To-day From Ling to the Lingiad 1949.
1. "That gymnastic movements and practices conform to anatomical and physiological knowledge and its progress. Empirical knowledge to supply the need where and when scientific knowledge could not do so.

2. "That the body be exercised symmetrically or suitably to procure an all round bodily effect and proportionate bodily development. The vital organs as well as the motor organs to be considered.

3. "That the movements should be defined in form each should have a known starting point and conditions, a definite path of and character of movement, and a precise finishing point, the body, or its parts or part, being moved in a predetermined manner.

4. "That of the many possible movements and positions those most suitable for the need, under the conditions prevailing, should be chosen.

5. "That gymnastic movements and practices should be marked by a suitably gradual progression in strength demanded, increased or lessened speed, in the call for skill, for ability to maintain bodily equilibrium, for bodily orientation and response.

6. "That gymnastic training should be directed towards the spiritual being as well as the physical self, towards the building of moral powers, and the attainment of
physical awareness and ability by the individual." (94)

These principles are broad and flexible and have not always been genuinely observed by followers of Swedish gymnastics in later years much to the detriment of the system. Many are true, whatever the system taught. They are based on the Laws of the Human Body and can be altered as new knowledge is gained in accordance with the results of research. Indeed, Ling himself, said "it is difficult to start anything new and usually easier simply to prepare the way. Easiest of all is to take care of and preserve the finished work. All the same, the preserver does not think of the creator, but only about his own troubles. I too, shall be forgotten. However, I pray to God that the doctors and educationalists of the future may extend and improve my experiments and thus make gymnastics as important to the Northerner as it was to Plato, Hippocrates and Galen." (95)

On his deathbed in 1839 he exclaimed that he was "often misunderstood and often without means. For thirty-five years I have devoted my life to a subject without any hope of immediate or ultimate reward. The King and Diet

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have assisted me in my struggles from time to time, but my health was unfortunately sacrificed before the hand of encouragement was held out and even now I have only a few assistants to aid me in carrying out my original idea. Death is about to put an end to all my activity and what I have done may vanish like a bubble, should the King and Diet refuse to listen to my dying request, and deny their support to the enlargement of the Institution according to the scheme I have laid down. Out of nearly one hundred pupils I have endeavoured to educate as gymnasiarchs, there are only two who are able to carry out my true scientific idea, and these two in delicate health. Should they depart before others are educated in their place, the real object of the Institution will be lost." (96)

Reference in this speech to the King is but a small acknowledgement of how the powerful influence of the monarchy had been used to establish the Institution, Ling so tenderly talked about. The early development of physical education in Sweden owed much to the active support of King Charles XIII and later to King Charles XIV. The Crown Prince, Count Bernadotte, later King Charles XIV, supported the proposal of Per Henrik Ling to open an Institute of

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Gymnastics and later conferred the status of Royal in the title. (Kungliga Gymnastika Centralinstitutet.) (97) State involvement in such an enterprise in 1814 was a significant event and one to be remembered when thinking of the beginning of professional training in Physical Education in England. It was in February 1813 that Ling first submitted his proposals to the "1812 Committee of Education," (98) for a central training school for gymnastics. A Royal Charter in 1813, brought the Royal Central Gymnastic Institute into being and in 1814 it was officially opened in an old cannon factory in the centre of Stockholm, on the corner of Beridarebarsgatan and Hamngatan. (99) The institute remained in these buildings until 1944 when new premises were built at Lidingovagen 1, Stockholm 0 close to the Olympic Stadium.

For the first three years Ling was the director and only member of staff. A distinguished solo effort. As director he accepted a small salary of 500 risc-dollars and an initial grant of 400 risc-dollars for equipment. (100)

Notes.
(97) Dixon, McIntosh, Munrow, Willets. Landmarks in the History of Physical Education. P.83.
Royal Central Gymnastic Institute.
(98) Roper, R. E. Movement and Thought. P.89.
He installed the following pieces of apparatus in his gymnasium: "vaulting horse, swaying mast, ropes, balancing pole, stretch pole, climbing bars, planks and guides for obstacle walking." (101) During his directorship at the Royal Central Gymnastic Institute, the curriculum consisted of gymnastics, fencing with sword and sabre and vaulting over real horses. Ling stressed the training of military personnel and Medical gymnastics as being essential for the improvement in physique and posture of the Swedish people.

In 1818 Lars Gabriel Branting, one of the disciples mentioned in Ling's "Death-bed Speech," was appointed as an Assistant Instructor at the Royal Central Gymnastic Institute, and when Ling died in 1839 he became director of the Institute. Branting was first sent to the Royal Central Gymnastic Institute in 1814, because he was weak and sickly. The treatment and training that he received from Ling led to a rapid improvement in health. He was obviously talented, an acute observer and an intelligent student. He studied medicine at the Karolinska Mediko-Kirurgiska Institut and chemistry at Serafimer, Lazarett, as well as gymnastics at the Royal Central Gymnastic Institute. (102) As director he developed, rather obviously,

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when his qualifications and early training are considered, Medical Gymnastics. Ordinary or Educational gymnastics stagnated until the appointment of Hjalmar Ling (Per Henrik's son) as Professor of gymnastics, although Branting had introduced gymnastics into the large girls' school, Hillska, just outside Stockholm in 1831. (103) Hjalmar (1820-1886) was one of seven children of Per Henrik's second marriage to Charlotta Catharina Netteblad. (104) He reverenced his father's work and gave much of his own lifetime to the sorting of his father's notes and the furthering of the Swedish system of Educational Gymnastics. He was a deep thinker, though not a clear writer, but analysed conditions of school life, needs of the growing child and devised forms of exercise. He invented and arranged apparatus to elaborate a lesson plan which met these conditions and needs efficiently and with the greatest economy of time and effort. He left 2,000 pen drawings of positions and movements in gymnastics and could be called "The Father of Swedish School Gymnastics." (105)

Notes.

(103) Ibid. P.159.
(104) Ibid. P.155.
(105) Ibid. P.163.
He was responsible for designing wall bars and the nature of equipment which came to be used in school gymnasias for many years. He so arranged the gymnasium that "large numbers could exercise at the same time." (106) His work aimed to eliminate weakness and deformity and he insisted that every movement be mechanically determined and the general effects known before the exercise was used. The classification that he arrived at dominated the Swedish method for many years indeed in original or modified form it persisted in England as late as the 1940's. (Appendix III).

Lindhart was a very critical opponent of Ling's gymnastics and claimed that the classification was based on a mistaken idea. The idea that we possess an organised stock of exercises whose effects on the human body we can control and predict in detail. (107) Other physical educationists also elaborated Ling's system of educational gymnastics (Appendix IV).

It was in 1848 that the first woman was appointed to the staff of the Royal Central Gymnastic Institute. Gustafva Lindskoy held this honoured position and was later succeeded by Ling's daughter, Hildur (1825-1884) in 1851, (108) but it was not until 1862 that regular courses for women were established. Henrik Ling recognised

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that "women need health as well as men do, nay, still more, since, within her own life she is to nourish another. Woman's anatomical characteristics are analogous with man's, but her psychological predispositions demand less vigorous treatment. The law of beauty is based purely on the conception of life and must not be abused. The rounded forms of woman must not be transformed into angularity or nodosity such as in man," (109) but he did little to further this aspect of physical education. This was left to Branting, Colonel Gustar Nybleous and Hjalmar Ling.

In 1864 the Institute acquired a new charter and a new form of organisation. Educational, Medical and Military departments were established with a chief instructor at the head of each section and an assistant instructor to help with the work. (110)

At first courses for women were for one year's duration and pupils were admitted every other year. Soon the training for men and women, after the re-organisation, became two years in length. Women had to hold a certificate which would enable them to enter a Higher Normal School.

Notes.
(110) Holmstrom, Agne. Swedish Gymnastics Today From Ling to the Lingiad. 1949.
1864 - Educational - Hjalmar Ling. Chief Instructor.
Medical - Truls Johan Hartelius. Chief Instructor.
Military - Gustaf Nyblacos. Chief Instructor.
for women. No charges were made for tuition and women received instruction separate from the men students. They studied Anatomy, Physiology, Theory of bodily movements, pedagogical gymnastics and medical gymnastics. As students, they taught gymnastics daily under supervision at one or other of two private schools. The two courses, therefore, that they could concurrently enrol for were:

a) Gymnastic Teachers Course - two years.
b) Medical Gymnastics Course - two years.

This would be the situation when Concordia Lofving graduated from the Institute in 1870 and Martina Bergman in 1881. These ladies attended the lectures given by Hjalmar Ling on Educational gymnastics and both were subjected to the strict routine observed at the Institute, for although men and women attended the courses, co-education was not practised. These two Swedish ladies were to have a profound effect on Physical Education in Great Britain. First on the children attending the schools of the London School Board, especially Infants and Girls, second on the Physical Training given to the girls educated in the High Schools, and thirdly on the system of gymnastics adopted by the general and specialist colleges for women students training to become teachers.

Notes.
Credit for pioneering Swedish gymnastics in England is taken by In de Betou (Page 39) and Ehrenhoff. The latter worked in Liverpool and London, the former in London but both were trained at the Royal Central Gymnastic Institute, as was Professor Georgii. Professor Georgii was the second individual to be mentioned by Ling as capable of furthering his work as he planned it. The Professor came to England in 1848 and became resident in the capital city. After his arrival here, he began work and wrote four treatises:

Kinesipathy, in 1850
A Biography of Ling, in 1854
Rational Gymnastics, in 1873
Kinetic Jottings, in 1881

Carl August Georgii (1808-1881) was trained at Karlberg Military Academy, studied pathology in the schools and hospitals of Vienna and Paris and was appointed to the Royal Central Gymnastic Institute in 1829. He married the eldest daughter of Liedbeck, a Stockholm physician and Jetta Ling (daughter of Henrik and his first wife, Sofia Maria Rosengvist). He became Head Teacher at the Royal Central Gymnastic Institute in 1839 in Anatomy, Physiology and the three branches of practical gymnastics and went to

Notes.
Paris in 1846 to introduce the Swedish Gymnastic System to the French. (113)

After his removal to London in 1850, he founded a private institution where he gave lessons in fencing, conducted school gymnastics and medical work. He also gave freely of his knowledge to M. J. Chapman, who wrote "Ling's Educational and Curative Exercises," the Second Edition being published in 1856 (Appendix V). In the text, reference is made to gymnastics for women "And Ling's Exercises, provided only they are well and scientifically conducted, form a most valuable branch of female education" and "such exercises are especially called for in the education of girls who should not be wasp-shaped and indolent with tender or twisted spines, but should be able to run races and 'hold their own' in the course of life." (114)

For some months, Dr. Matthias Roth (115) was the pupil of Professor Georgii. Roth was an indefatigable worker for Physical Education in making propaganda and in bringing pressure to bear in Parliament and on members of the

Notes.
(113) Ibid. P.159.
Reference to the detailed account of the work and literary contribution of Matthias Roth in London in an effort to establish Physical Education in the Educational System of Great Britain.
London School Board, particularly Mrs. Alice Westlake. He praised the organised gymnastic system of Ling, practised Ling's Medical gymnastics and published books related to the subject.

We, therefore, find in Great Britain in 1870, private and boarding schools giving girls drill, musical gymnastics, callisthenics, dancing, limited space for drill in the overcrowded Elementary Schools and few trained teachers. Individual workers pleading and pressing the Government for re-organisation of Education and Physical Education and the findings of three Royal Commissions waiting to be fully implemented. Limited finances and the emancipation of women were real problems in Great Britain and were receiving increased attention. Sweden rejoiced in a well organised, scientific system of gymnastics, founded at the beginning of the nineteenth century and supported by state aid.

Conditions were slowly prepared for the introduction of a well planned system of physical education and the professional training of teachers in Great Britain.
CHAPTER II

1870-1905  The Beginning.
The Elementary Education Act of 1870 (the Forster Act) provided for the setting up of school boards primarily to build elementary schools in those areas inadequately served by voluntary schools. The boards were empowered to raise loans or levy a local rate for new buildings. They had the power to make elementary education compulsory in their own areas, but this was not obligatory. The State had entered the Educational World, and since 1870 a series of acts have been produced which have continued to affect the education given to the children in England. Scotland and Northern Ireland have since 1872 and 1921 respectively, administered their own educational affairs. Following the Act in 1870, the code of 1871 stressed the value of Military Drill, official recognition for a form of Physical Exercise. A form acceptable to men and particularly men in the Army, but not accepted by women for girls. However, in the Instructions of the Administration of the New Code, it stated that school managers should make the best arrangements possible when providing facilities and opportunities for Drill. Really, only partial recognition of the value of exercise, permission not commitment, on the part of the Board of Education. Further proof of permissive acts is present in the Scotch Code of Regulations 1873, when "Attendance of boys at drill under a competent instructor for not more than two hours a week and forty
hours in the year may, in a day school, be counted as school attendance." (1) The authorities were not concerned at all at this stage with physical exercise for girls.

The School Board of London was quickly established after the Act and its Minutes date from 15th December, 1870. At first all matters related to Elementary Education were dealt with by the Board, special sub-committees being appointed and dismissed as needs arose. Gradually a pattern of committees and sub-committees emerged. That the members of the Board had regard for the welfare and physical needs of its pupils is evident. Apparatus for climbing and swinging was provided in the playgrounds for use, by the children, when a teacher or caretaker was present. In the annual statement of 1878, read on Wednesday, 2nd October at the School Board meeting, reference was made to the physical condition of children in the Board's schools and to the apparatus provided for recreation. (2)

Notes.
(1) Op Cit. Section 24.
(2) Minute Book School Board of London. No.23. September 29th, 1878 - March 25th, 1879. No.317, Vol.IX. (a) P.332. Item 4. Physical Condition of Children. ".....the periods of recreation, the covered and open playgrounds, the drill and gymnastic apparatus all bear witness to this care."
Drill was also given to the children, often in their desks either between lessons when it was used as a "break" or at specified times in the day.

Earlier (Page 52) the work of Dr. Matthias Roth has been referred to. With the founding of the School Board of London, he again started campaigning, seeing a new opportunity to gain for Physical Education, the recognition and place that he thought it should have in the education of all children. He had to work for eight more years before he convinced Mrs. Westlake of the need for investigating the situation with regard to Physical Exercises in schools and in particular in Girls' Schools. Finally, Dr. Roth, an exile from Hungary, was successful. The School Board of London became concerned for the physical condition of the children in their schools and Mrs. Westlake was able to take positive action. On the 20th November, 1878, at a meeting of the School Management Committee, Mrs. Westlake called the attention of the meeting to the necessity of having a more complete system of Physical Exercises for girls. She moved a resolution to this effect and the School Management Committee agreed that the question should be inquired into by a Special
Sub-Committee. (3) Names were submitted and the newly appointed committee first met on 1st December, 1878. (4)
At this time the Olympian Society was agitating for improvement in Physical Education of scholars and sent a letter to the School Board of London. The letter asked for the Board's support in sending a document to the Board of Education stating the position in the schools and the concern of the public at the lack of Physical Education given to their children. The Board acknowledged the letter but declined to support the Olympian Society, in their action at this stage. However, the fact that other sectors of the population were concerned for the physical development of the school children now undergoing compulsory education acted as a further stimulus to the whole question of Physical Exercise, as an accepted and acceptable part of the curriculum.

The Special Sub-Committee of Physical Education consisted of Mr. Hiller, Mr. Leecraft, Mr. Picton, Honorary E. L. Stanley, Mrs. Surr, Mrs. Westlake and Mr. Wilks. (5)

Notes.
(3) Minute Book School Management Committee. No.505.
   P.241. 20th November, 1878.
   "Mrs. Westlake. To call attention to necessity of having a more complete system of Physical Exercise for Girls, and to move a resolution.(20th Nov.1878) Mrs. Westlake moved the resolution. Committee agreed that the question should be inquired into by a Special Sub-Committee."

(4) Ibid. P.271. Item 22.
(5) Special Sub-Committee Minute Book. No.789.
    School Management Committee Vol.1. P.145.
These were all people with a progressive attitude towards Education. At the first meeting Mrs. Westlake was in the chair and Mr. Hiller, Mr. Lucraft, Mr. Picton, Sir Charles Reed, Revd. John Rodgers, Hon. E. L. Stanley, Mr. Wilks and the Board Inspectors present. Mrs. Westlake introduced Miss Lofving of Stockholm, who was visiting England at this time to the Committee. Dr. Roth's work that Miss Lofving was in London at a crucial time in the deliberations of the committee on his favourite subject? Miss Lofving gave an account of the course of instruction in gymnastics as given in the Government Schools in Sweden. During the discussion that followed Miss Lofving's talk, she explained that she had not had the privilege of seeing the gymnastic exercises as used in the Schools of the Board. This put her at rather a disadvantage and she was, therefore, not really in a position to comment on the work in London. The Committee then asked her to visit, in company with some members of the committee, on the following Friday, the London Fields and the Poolea Park Schools, to witness the girls put through their exercises. The Committee and Miss Lofving both felt that she would then be in a better position to answer questions. Also to speak with more authority on the work in London and to compare, for Notes.

(6) Ibid. P.145.
members of the committee, the points in which the Swedish and English systems differed and those in which they were the same. (7)

Miss Lofving visited schools in the London area and watched physical exercises taken by the class teachers. On December 9th, together with Dr. Roth, she attended before the Special Sub-Committee on Physical Education. They further explained the differences in the two systems and spoke in favour, naturally, of the Swedish System. (8)

The Special Sub-Committee met again on December 11th, 1878, when Mrs. Westlake was once more in the chair. The Reverend John Rodgers, Honorary E. L. Stanley, Sir Charles Reed and Mr. Wilks were present. It was agreed that the following report be submitted to the School Management Committee for consideration at their meeting on December 13th, 1878. (9)

"Your sub-committee in accordance with your instructions, have made a careful inquiry into the subject of physical exercises as practiced in the Girls Departments of your schools. They find that in nearly all such Departments, the only exercise given is that of desk drill, which is rather a means of securing prompt discipline than a physical

Notes.
(7) Ibid. P.145.
(8) Ibid. P.145.
(9) Minute Book School Management Committee. No.505 P.360.
exercise. In a few schools where the teachers have attended the class held by your drill instructor, extension exercises are adopted to a limited extent and are performed by the children standing on the forms. Such exercises are solely for the arms, and no attempt is made to exercise more than one set of muscles. The time of the drill instructor is mainly occupied with the supervision of the boys and he cannot superintend the exercises of the girls.

"Your sub-committee feel there is not enough done for the physical training of your girls and that were the teachers familiar with the scientific knowledge which should direct physical development, and trained to carry this out practically in their schools, much might be done to remedy the often ill developed condition of the children. At present we do not know of any Englishwoman competent to impart this knowledge to your women teachers, and in default of this your Sub-Committee recommend the employment of a Swedish lady at present on a visit to this country, who has gone through a complete course of learning provided by the Swedish Government for teachers of physical education and holds the highest diplomas in it.

"Your Committee recommend that Miss Lofving be engaged to deliver a course of fifty theoretical and practical lessons at a fee of 100 guineas, to such women teachers, as have shown themselves interested in the subject, to be
followed by an examination and the issue of certificates to such teachers as have shown themselves competent." (10)

Differences of opinion as to the length and conditions of the appointment, were raised by the School Management Committee before the report was forwarded to the Board. The School Management Committee could not agree on the financial terms recommended by their sub-committee. Mrs. Westlake then recommended that "Miss Lofving be appointed as Superintendent of Physical Education in Girls' schools for six months from 6th January, 1879, at a salary of £150 for that period." (11) The following clause was also added that: "It is understood that she (Miss Lofving) shall give her whole time to the work imparting instruction to the Teachers in Evening Classes, and giving Practical Illustrations of her teaching in the schools." (12) The report was then accepted and signed by John Rodgers (Chairman), J. Allanson Picton and Alice Westlake, on behalf of the School Management Committee and presented to the Meeting of the School Board of London on Wednesday, 16th December, 1878. (13) They accepted the report and

Notes

(10) Special Sub-Committee Minute Book No.789.
School Management Committee Volume I P.147.

(11) Minute Book School Management Committee No.505 P.361.

(12) Ibid. P.361.

recommendations and Miss Lofving duly commenced work at the beginning of 1879 as Superintendent of Physical Instruction in Girls and Infants Schools. Over six hundred mistresses had promised to attend if the centres were convenient. The first course of lessons was delayed one week because Miss Lofving was indisposed. She was reappointed to the Service of the Board at the completion of her first six months of duty at a salary of £250, rising by £15 per annum in the first two years and subsequently by £10 to a maximum of £300, per annum, and she remained with the Board until July 1881. During these years her course consisted of practical and theoretical Swedish gymnastic, Anatomy, Physiology and teaching method. Lists of those successfully completing her course by passing the final examination, appear in the minutes of the School Management Committee and in the Minutes of the School Board of London. Periodically Miss Lofving reported to the School Management Committee on the progress being made in Physical Education in their schools.

Miss Lofving did give lectures to groups outside London and, therefore, started the spread of the Swedish System beyond the city boundaries. She lectured to an audience at King Edward's School, Birmingham, where she argued that school officials should have more jurisdiction over clothing worn by girls to school. She deplored the dress that inhibited freedom of movement.
Earlier in March 1881, she had lectured to the Birmingham teachers on "Physical Education and its place in a system of Rational Education," and repeated this lecture to an audience of the Education Society in St. George's Hall, London.

In 1882, this lecture was published as a book. (14)

The main thesis, Unity of education, moral, intellectual and physical. The children in our schools needed to be taught "how to learn." Infants should be given opportunities to take bodily exercise in the form of "play" and older children should have at least half-an-hour and preferably one hour of Physical Education daily. She condemned "payment by results" and advocated the founding of an institute similar to the Royal Central Gymnastic Institute in Stockholm, for the training of Physical Education Teachers in England. Physical Education was, in her opinion, an integral part of a rational education, the "foundation of all successful training." Thoughts and ideas that took many years to be accepted and practised. She could not understand why the English people thought the sound

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development of girls of less importance than that of boys (15) and advocated the use of monitors to teach new movements, particularly to large classes. Once the movements had been learnt they could be performed with great accuracy under the instruction of one teacher. (16)

At a meeting of the School Management Committee on 29th July, 1881, the Clerk called the attention of the meeting to the fact that the engagement of Miss Lofving terminated on July 7th, but that her services would be required for four weeks more, so as to complete the examination of teachers who had been attending her classes. (17)

The last list of successful candidates, taught by Miss Lofving, appears in the minutes of the School Management Committee for 30th September, 1881. (18) No further

Notes.
(15) Ibid. P.62. 
"But surely the sound development of the girls is not less important than that of boys, and this seems to be left almost entirely to chance in the girls' schools in this country. There are many girls' schools where the children have no kind of exercise whatever, not even time for play."

(16) Ibid. P.63. 
"When the children once know the movements, four hundred or five hundred can be made to perform them with great accuracy under one teacher, but when new movements are being taught, it is always best to do this by small sections."

direct reference is made to Miss Iørving.

In 1881 the provincial H.M.I's also encouraged physical exercises to be taught in the schools in their areas. Mr. Swinburne typifies the efforts of his contemporaries when he instituted the East Suffolk Prize Scheme. This was an annual competition, with adjudicators from London. All the schools in the East Suffolk area were eligible to compete in the Physical Drill Competition.\(^{(19)}\)

In London by the 14th October, 1881, Mrs. Westlake, supported this time by Miss Davenport-Hill, was again agitating the School Management Committee, of the School Board of London, to appoint a female superintendent of Physical Exercises for Girls' and Infants Schools. This resolution was passed, and it was agreed to advertise for a qualified person to fill the post. Further it was agreed to report to the Board to the following effect in support of their resolution:


a) Instruction of Girls in Physical Exercises may be provided for in the two hours referred to in Article 23 of the New Code of the Education Department, and must be given in every Girls' Department.

Notes.
b) The Headmistress will be held responsible for the instruction, which may be given either by herself or by one of the Assistant Mistresses.

c) The Drill Instructor will inspect the Physical Exercises of Girls, as well as the Drill of Boys, at the time of his visit to the school, and report thereon to the School Management Committee. (20)

The question of salary was again given prominence and after discussion the School Management Committee suggested the matter be brought before the School Board before the post was advertised. At the same meeting, 28th October, 1881, a sub-committee was specially formed to consider:

i) The kind of exercises in which the girls should receive instruction.

ii) The salary of the Superintendent.

iii) Whether it was expected that a Certificated Assistant in each school was to qualify herself to impart instruction in these exercises. (21)

The Committee reported on the 4th November, 1881, in the following way:

1. The Swedish System introduced into some of the Schools of the Board by Miss Lofving, late superintendent

Notes.
(20) Minute Book. School Management Committee. No.505 P.120.
(21) Ibid. P.206.
physical instruction in Girls and Infant Schools was peculiarly beneficial to the scholars, in as much as its practice exercises nearly every muscle of the body. The Committee recommended:

1) That the Swedish System should not be compulsory, but should be adopted for Girls' and Infants' Schools so far as it is possible to introduce it into the ordinary school work.

ii) The Superintendent should hold three evening classes for women teachers in each week and visit schools during the day.

iii) That certificates be awarded to successful candidates at the end of each course.

2. The Salary of the Superintendent should be £200 per annum with reasonable travelling expenses.

3. The recommendations remain open questions. (22)

On the 11th November, 1881, the School Board approved the salary recommendation of the sub-committee and an advertisement was inserted in The Times, The Daily News and The Standard. Applications for the post Superintendent to be, "Teacher of Swedish Exercises," to be received at the offices of the Board by Saturday, November 26th, 1881. (23)

Notes.
(22) Ibid. P.251.
(23) Ibid. P.323.
The Clerk received six applications and these were referred to the Reverend J. R. Diggle, Mrs. Westlake and Miss Davenport-Hill, for examination. They recommended that Miss Cooke and Miss Bergman be seen by the Committee.(24) The two candidates selected were to be interviewed by the Rota Sub-Committee, and the Physical Education Sub-Committee was to make the final selection and report to the Board.

A slight controversy arose between Rota and the Physical Education Sub-Committee as to who was authorised to make the final selection. Eventually the decision, referred to above, was reversed and the privilege was given to Rota.(25)

The Physical Education Sub-Committee had recommended Miss Bergman be appointed and Rota repeated the recommendation. But again a slight delay because Miss Cooke, the other short-listed candidate, was unable to be present for interview on the same day as Miss Bergman had been interviewed. Miss Cooke was interviewed (26) and by December 16th, 1881, a decision was reached in favour of Miss Bergman.(27) The appointment dated from the time

Notes.
(24) Ibid. P.426.
(26) Ibid. P.506.
the Board adopted the recommendation, viz, 15th December, 1881. (28)

Miss Bergman commenced work for the School Board of London, and quickly established contact with the schools and classes for the teachers. She reported periodically to the School Management Committee. It was not long before the teachers attending her courses were practising Swedish gymnastics in their schools and on completing a full course, many took the final examination and gained a certificate of proficiency. They were competent to teach Swedish Gymnastics according to the laws laid down by Per Henrik Ling and they had achieved the high standard of work Miss Bergman set and expected from any student she taught. (29)

During 1881, children from the Board Schools in the Drury Lane and Clare Market areas, gave a gymnastic demonstration at Beethoven Street Board School before the Duchess of Argyll (Princess Louise). "The public were touched by the contrast between the beauty and alertness of the children's movement and their scanty outfit and poor physique."

On 2nd August, 1883, a sub-committee on Physical Education was formed as a permanent body of the School

Notes.
Management Committee. (30) As a committee, in its own right, separate minutes were kept, its duties were stipulated and included the management and control of Physical Education generally. The latter covered gymnastics, drill, Swedish Exercises, the use of playgrounds and in particular, the furnishing and management of the gymnasia about to be erected through the generosity of Lord Brabazon.

Miss Bergman attended the meetings of the Sub-Committee on Physical Education by special invitation and often gave advice, criticism and reports on the work in the schools she visited. Typical is the entry for 15th October, 1883. (31) She questioned the suitability of the Central Hall at Beethoven Street School for conversion into a gymnasium, complete with Swedish Apparatus. In her opinion Thomas Street School was preferable. It was near to a railway station, more convenient for teachers attending evening classes, the room which could be adapted was of good height, well ventilated and had windows near the ceiling. A great advantage. Miss Bergman considered that a greater variety of movements could be achieved when using apparatus. Many movements were possible without apparatus, but children found apparatus interesting and stimulating. She was in favour of installing it whenever possible.

Notes.
(31) Ibid. P. 249.
Miss Bergman was conscientious in her work and far-sighted in planning future changes. She had concern for the comfort of the prospective members of her courses, for she wanted maximum effort from them during classes. She was always an ardent worker for the spread of the Swedish System of Gymnastics in this country. To a Swede, influenced and experienced in scientific training, lack of method was unforgivable. She was astonished that the teaching of physical exercises in the secondary girls' schools was entrusted to drill sergeants and dancing mistresses. Two "professions" with no knowledge of the workings of the human body, as understood in anatomical and physiological terms. In the summer of 1883 a most important demonstration of gymnastics was given by boys and girls from the London Board Schools before the Prince and Princess of Wales, later His Majesty King Edward VII and Her Majesty Queen Alexandra. The Prince commented that the girls' gymnastics "was indeed a wonderful sight."

The School Board of London supported Miss Bergman's efforts to spread Swedish Gymnastics and on 29th October, 1883, (32) suggested the system be adopted in the Boys

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(32) Ibid. P.256.
departments of their schools. (33) Physical Education was gaining greater recognition and increased appreciation. This was reflected in the orders of 17th December, 1883, when Martina Bergman was asked to forward an annual report on Girls' Physical Education to the Sub-Committee on Physical Education. Previously the report, usually short, was incoroprted in the Board Inspector's report. (34) But as well as praise, Miss Bergman was reminded of her position in the Board's employment. She referred to an exhibition of work on Swedish apparatus to be given by children she had been teaching, at the forthcoming International Health Exhibition. (35) The Committee asked her to remember that she required their approval before taking such actions. The display took place at the appointed time at the Hygenic Exhibition, South Kensington.

By 1884 members of the sub-committee on Physical Education were expressing concern at the amount of work Miss Bergman was being asked to do. Requests for more classes were still coming in from various parts of London.

Notes.
(33) McIntosh, P. Physical Education in England since 1800. P.110. In 1882 an attempt was made to extend the Swedish System to boys' schools, but for reasons which are obscure, it was not very successful. 1889. Swedish System under Allan Broman, Swedish Instructor employed by School Board of London.
(35) Ibid. P.261.
Particularly active were groups in the Chelsea and Marylebone area, who had been petitioning for a centre to be established within their boundaries for some time. (36) On 11th February (37) of that year they considered the question of getting some assistance for Miss Bergman. The sub-committee were not prepared to enter into negotiations for obtaining the services of another assistant from abroad. They considered that two or three carefully selected English teachers could work under Miss Bergman. The Chairman was delegated to meet Miss Bergman and discuss the proposal with her.

Naturally, Miss Bergman was in favour of appointing another Swedish lady. The committee consented (38) and an

Notes.

(36) Ibid. P.273 & P.274.

"Time devoted by Miss Bergman, the Superintendent of Physical Education in Girls' and Infant Schools is not sufficient to enable her to visit the whole of the schools and to hold classes for all the teachers desirous of attending her course of lectures. Additional centre for teaching was needed in the Chelsea and Marylebone Division. Miss Bergman was willing to undertake the superintendence of another centre and examine sixty more teachers for an additional £100 a year." The matter was postponed.

(37) Ibid. P.270.

(38) Ibid. P.275. Discussion of two proposals:

1. Select from teachers completed Miss Bergman's course and shown "special aptitude for work" to work under Miss Bergman.

2. Second Swedish lady from Royal Central Gymnastic Institute Stockholm to work independently.

Committee voted in favour of alternative proposal.
advertisement was placed in The Times and leading Swedish newspapers. (39) A reply was received from Miss Godecke, a Swedish lady trained at the Royal Central Institute of Gymnastics in Stockholm. She had qualified in 1881, taught in the Board Schools of Gottenburg and her application was strongly supported by Professor Torngren (lecturer in school Gymnastics section and later director of the Royal Central Institute of Gymnastics, Stockholm). (40) Miss Godecke was appointed to the services of the Board, but before she started her duties, she withdrew in order to be married. (41) A second advertisement was placed in The Times and the Stockholm Dagblad and Miss Bergman was granted leave because of severe illness. No details are given as to length of leave or the nature of her illness. From the growing concern at the amount of work she was doing, it would not be unnatural to consider "overwork" as the prime cause of a breakdown in health. The Board were, in spite of their efforts, still without any assistance for Miss Bergman and on 30th January, 1885, the Resolution of March 2nd, 1884, that "two women teachers be allowed leave of absence for a year, to be trained by

Notes.
(39) Ibid. P.281. 5th May, 1884. For second superintendent.
(40) Ibid. P.288. 14th July, 1884.
(41) Ibid. P.291. 29th September, 1884.
Miss Bergman for teachers of Physical Exercises (42) originally defeated, was passed. The vital step towards professional full-time training of women in Physical Education for a stated length of time had been taken. It is debatable exactly where and when the germ of the idea for establishing a college was planted. Miss Lofving had mentioned the need for an institute. Miss Bergman was herself trained at the Royal Central Institute of Gymnastics, Stockholm, and the School Board of London appreciated the value of the training of first, their two inspectors of Girls and Infants Physical Education and secondly, of the benefits gained by the teachers who had studied at the courses run by Miss Lofving and Miss Bergman. Did the attitude of the Board initiate or just hasten Miss Bergman's next action in purchasing a house to start her own college? Miss Bergman had certainly realised that her contribution to the further training of qualified teachers and pupil teachers, on a part-time evening course basis was valuable, but progress in establishing a respected profession using this method, was slow. Without recognised status, work and positions in the newly established High and Grammar Schools for Girls would suffer. It

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was important that the whole time and attention of the students be given to training if a thorough scientific approach to the subject was to be inculcated in Great Britain.

Many of her biographers write, how recklessly she bought 1, Reremonde, Broadhurst Gardens, Hampstead, in which to found a college when a rational appraisal of financial circumstances would have dictated otherwise. A determined visionary who, understanding the need and seeing an opportunity of answering that need, did not hesitate to set out on an amazing adventure when persons of lesser courage would have drawn back. In many respects her judgement of the situation and slow rate of progress was supported by the annual report for 1884, given on 6th January, 1885. Physical Education has not yet made much progress in our schools. In a few Girls and Infants departments, much interest is taken in the Swedish Drill and the exercises are beneficial and an effective way of gaining discipline. The children are brighter, more active and quicker to obey orders. (43)

On Monday, 23rd February, 1885, the Sub-Committee on Physical Education resolved that "Two women teachers be allowed leave of absence for one year, their salaries to be paid during the term, that they be trained by Miss Bergman

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as Teachers of Physical Exercises, and that an agreement be entered into with the two teachers chosen, setting out that for three years at least, after training they remain in the service of the Board as Teachers of Physical Exercise at salaries commencing at £150 a year, rising by £10 annually to £200, together with reasonable travelling expenses." (44) Miss Strachan and Miss Ely were selected, two teachers who had already attended Miss Bergman's courses. Miss Bergman considered them able students and approved the choice of candidates. The two ladies began their training in September, together with Miss Theodore Johnson and Miss M. Nicodeme. Miss Bergman continued to work for the London Board as well as starting her college and teaching in other parts of the country.

The Sub-Committee watched over the training of their two teachers closely, and on 16th October, 1885 (45) concern was expressed that Miss Bergman was employing Miss Ely and Miss Strachan in her private work. Miss Bergman had been interviewed and questioned and succeeded in convincing the

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Notes.
(44) Minutes Sub-Committee. No.898.
1884 - October 12th, 1885.
July to December, 1885.
P.1429. Item 2.
representative, sent by the Committee, that although their assistants were being employed by her, this was connected with their practical training and a vital part of the course. "The training that Miss Bergman was giving the two teachers from the Board, was sound and thorough."
In 1887 Miss Bergman, now Madame Bergman Osterberg, was asked by the sub-committee on Physical Education, to give a course of twelve lectures and to submit her proposed syllabus. Madame attended the next meeting of the committee and stated, in reply to a question about her previous work for the Board, that she had "No written instructions as to her work from the Board. She used to hold three evening classes for teachers but this was altered at the time of the appointment of Miss Ely and Miss Strachan." (46) We can work out that Miss Ely and Miss Strachan were appointed to the services of the Board on a full-time basis in 1886, after completing one year's training with Madame at Hampstead. At the same meeting Madame submitted her syllabus (Appendix VI) for the forthcoming course. The committee judged the syllabus too complicated and Madame was asked to construct an alternative scheme. (Appendix VII). The committee also disapproved of the sale of Madame's book of tables at her classes. The Instructors were advised not to take copies of the book, for sale to the teachers, but to say that copies might be obtained by direct application to Madame Bergman Osterberg (Appendix IX), a further reprimand for Madame. In July 1887, she requested that a pass list of teachers successfully gaining the

Notes.
(46) Special Sub-Committee Minute Book 4. No.792.
P.E. Meetings.
P.102. 27th June, 1887.
certificate of proficiency to teach Swedish Exercises, be published. Again a negative answer. (47) There was much disagreement over the syllabus of work, original and alternative, submitted by Madame and eventually Mrs. Westlake and the Chairman of the Sub-Committee on Physical Education drew up a draft syllabus, using Madame's work, for the consideration of Miss Ely and Miss Strachan. The lectures were cut to six (Appendix yIII) and the whole scheme very much condensed. On the 18th October, 1887, (48) the amended syllabus was approved by Committee and Madame refrained from commenting. On the agenda for 30th November, 1887 was an ite stating that, "Madame Bergman Osterberg gives notice of her intention to leave the services of the Council on 1st January, 1888." (49) She returned an unmarked set of examination papers to the Board, which Miss Ely and Miss Strachan were asked to deal with (Appendix X), but Madame did not lose touch with the activities of the Board and in spite of the differences of opinion, her work was held in high esteem. Two assistants were appointed in her place to continue the work in the London schools and in March of 1888, a questionnaire on Physical Education

Notes.

(47) Ibid. P.106. 11th July, 1887.
(48) Ibid. P.114. 18th October, 1887.
(49) Ibid. P.116. 30th November, 1887.
was sent by the Board to all Head Teachers in the London area. It aimed to discover the type of training, amount of exercise given and the number of qualified teachers on the staff. (Appendix XI).

Prior to 1885, the English public had not been made aware of the need for special training for Physical Education, but teachers who had attended Miss Lofving's and Madame's courses, and later the courses of the Board's Inspectors, appreciated this special knowledge. They prized too, the certificate awarded to successful examinees and when the Board tried to stop the awarding of certificates, two hundred and fifty students signed a petition. The Board reversed their decision. (50)

In 1890 Madame Bergman Osterberg's assistance was requested with the setting of a theory paper for the forthcoming examination and she was also asked to suggest a satisfactory way of conducting the practical examination other than visiting the teachers in their schools and

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assessing their lessons. (51) Madame's fees were too high, her methods too thorough for the Board and Colonel Onslow was appointed as examiner. (52)

Throughout this treatise on the work of the London School Board, one is impressed by how quickly ad hoc Committees and later standing sub-committees went to work.

Notes.

(51) Ibid. P.147. 8th May, 1890.
No. Students - 430.
Madame Bergman Osterberg's reply:
"Madame Bergman Osterberg has duly considered the proposal of the School Board of London, Physical Education Sub-Committee, with regard to the examination of the students from the training classes and begs to say she is willing to undertake the examination on the following terms:
1. "For drawing up and correcting the 430 examination papers, her fee would be £60.
2. "For conducting a practical examination of 430 students, her fee would be £100.
"In the event of Madame Bergman Osterberg conducting both the Theory and Practise Examination, she would be willing to make a reduction and to undertake both for the sum of £150.
"Madame Bergman Osterberg considers the most important feature of the examination to be the exhibiting of the children's drill and in order to secure this without visiting the various schools, she would suggest that certain schools (provided with halls) should be chosen as centres to which teachers from neighbouring schools should repair with a certain number of pupils (about 30) for half-an-hour's practical examination on specified days.
"By this plan she thinks the work of examination would be efficiently accomplished without any loss of time to teachers or children."

(52) Ibid. P.147.
Fee for double examination 3/6d. per teacher i.e. £75.5s.0d. for 430 students.
once a problem had been forwarded, aired and fully explained. Lack of finances, ignorance of the true situation, inability to appreciate depth of study, were partially swept aside and, as a result of prompt actions, the pupils in the Board schools were considered and derived benefit from experiments and new schemes. Most important Swedish gymnastics was appreciated and had a firm footing in Great Britain. That Madame Osterberg exemplified the example of indefatigability set by Dr. Matthias Roth, is clearly demonstrated in the amount of work she had already achieved and in the amount she was to achieve during the next few years. She lectured, to various groups of people in England and abroad. She taught in many schools and colleges in England and her own college was firmly established, flourished and expanded.

Up to this point the reader can be forgiven if he assumes that Madame Osterberg was the only active pioneer in the field of Physical Education. However, a rival society with an opposing method of gymnastics was beginning to make itself felt in various parts of the country. The

Notes.

   i. Women's International Congress London 1897.
   ii. American Association for the Advancement of Education.
   iii. Congress of Physical Education Chicago 1893.
   International Congress of Physical Education Paris 1900.

(54) Anonymous Article. Physical Education.
   Girton, Newnham, Maria Grey, Cambridge Training Colleges, Bristol.
work was based on German gymnastics as expounded by J. C. F. Guts Muths and Clias (Swiss army Officer) and in England developed by Archibald Maclaren at Oxford. (55)

In the cities of London, Birmingham and Liverpool, to name three, gymnasia were springing up. A profitable concern for the men giving instruction in physical exercise to the child and adult population. Classes for ladies were often "a speciality" and a few of the instructors offered to train teachers. The central organisation, which kept the directors of the gymasia in contact, was called "The National Physical Recreation Society." It was first mooted in 1885 and established in 1886. At the inaugural meeting of the society on April 13th, 1886, the object of the association was stated as "The Promotion of Physical Recreation Amongst the Working Classes." (56)

There was no distinction between men and women. The society aimed "to assist the working classes in obtaining, especially during the winter months, physical recreation consisting of musical drill, vocal marching, callisthenics, gymnastics and other healthful games and exercises." (57)

Notes.
(56) "Recreation." No.1. August 1886. Cover.
(57) Ibid. P.15.
The official magazine of the society was called "Recreation" and it dates from August, 1886. (58)

Miss Browne of Leamington (Ladies) Gymnasium, was the first lady to appear by name in the second issue of the magazine. (59) Other names of interest are:

Herbert J. Gladstone, Esq., M.P. - President of the Society. A. Alexander (F.R.G.S.) Director of the Liverpool Gymnasium - Honorary Secretary. Herr A. Stempell (spelt Stempell and Stempel) Director of the London Orion Gymnasium and later Director of his own Gymnasium.
Mr. John H. Campbell - Director of the Bedford Gymnasium and instructor at Bedford High School for Girls and Miss Beatrice E. Bear.

The Gymnastic movement as followed by the National Physical Recreation Society was closely linked with the Young Men's Christian Association and shows the influence exerted by Military personnel and the athletic cult of the times. During the year 1887-1888 there was a vast increase in the number of classes for ladies throughout the country, (60) and earlier in December 1886, Miss Chrieman (Miss Buss' teacher) had given "a Callisthenic Conversazione" at the Portman Rooms, Baker Street, under the presidency

Notes.

(58) Ibid. Cover.
(60) Ibid. Vol.1. (Old Series No.20). March 1888.
List of Gymnasia.
of Mr. James Crichton, M.D., F.R.S. (61) There was no
doubt that the work of the Society was a great success.
Gymnasia increased in number, schools employed the services
of directors and instructors (62) and as the "gospel"
spread, it became very evident that the system was in
opposition to Swedish Gymnastics. Recognition for the
system was granted when Mr. Alexander was asked to appear
before the Education Committee (63) and support given

Notes.
(61) Ibid. No.5. December 1886. P.80a.
Society of Friends.
Ackworth and York. Gymnasium fitted - girls' school -
director, Mr. Linney, Harrogate Ladies Gymnasium.
"In one case the introduction of this novelty
had the effect of decreasing the out-of-school
punishments by nearly one half, as well as
improving health and form. So much for the
moral effect of physical recreation."
(63) Ibid. P.110.
"We appear before the Education Committee this
month to give evidence as to the inadequate
 provision for physical training in Elementary Schools.
"We hope to be able to convince their Lordships
of the expediency, practicability and wisdom of
permanently introducing gymnastics into the
Elementary School System."
through the work of the Wenlock Olympian Society. (64)
At this time, 1887, school boards were not permitted by law to spend money on physical training. Until government money was forthcoming for professional training and the building of school gymnasia, little improvement in the health or physique of the nation could be expected. (65)
By March 1888, the School Board of London was petitioning the Education Committee to include "compulsory gymnastics" for all children over the age of six years in the new code of Regulations. (66)

Notes.
"That your Petitioners are of opinion that no system of education, however otherwise excellent, can be considered complete which does not combine with the cult of the intellectual powers, some plan for the development of the bodily powers of the young and make provision for physical training by gymnastic exercise in all schools receiving grants of money from the State." W. P. Brookes. (Dr.) Letter from Stanley Leighton, 15 Eaton Terrace, London, S.W. 18th August, 1887. Dear Sir,
I will endeavour to frame some amendment such as you suggest, to the Technical Instruction Bill, should it get to the Committee stage.
Yours truly,
Stanley Leighton.
To return to Mr. A. Alexander, author of "British Physical Education for Girls." He was director of the Liverpool Gymnasium and in September 1891 opened Southport Physical Training College and Gymnasium. He and his wife were co-principals with qualified assistants as members of staff. The college was splendidly situated close to the sea and claimed to be the most perfectly fitted training college in the Kingdom. It offered all branches and systems of gymnastics, out-door games, swimming, fencing and medical gymnastics for students training to be scientific teachers of Physical Education. At the end of the course, diplomas with gold and silver medals were awarded to successful candidates. As well as training prospective teachers in Physical Education, the Principals organised classes where special exercises for weak and delicate children and ladies were given.

The college was a success, the staff was enlarged, the student numbers increased. Mr. Alexander's views on Physical Education changed. He became more broad-minded.

Notes.


(68) Ibid. 5th May 1892. Page 7.
and in 1906 offered his students Swedish Gymnastics. Later in 1912, Miss Stina Kreuger, a Swedish mistress from the Royal Central Gymnastic Institute was employed to teach the Swedish System. She stayed at the college for two years, then travelled to America, 1914-15, Sweden 1915-1919, and returned to Stockport in 1919 at the personal request of Mrs. Alexander. By this time, Mr. Alexander was blind and unable to continue with his work. Miss Kreuger remained on the staff of the college until 1924, when the college was closed. Mr. Alexander's attitude was no doubt influenced by the newly formed British College of Physical Education (1891). This was founded to protect the good name of instructors who were already in practice and to train teachers. Members were elected after passing an examination in both German and Swedish Systems of Gymnastics. He was called before the Scotch Royal Commission inquiring into Physical Training in 1902, when in his evidence he explained the differences between a variety of systems of gymnastics.

In 1893 Irene M. Marsh (See Page 25) trained under Mr. Alec Alexander and became a fully qualified teacher.

Notes.
(70) McIntosh, P. Physical Education in England since 1800. P.122.
She was a brilliant student with a flare for teaching. In April 1904 she advertised the "Liverpool Gymnasium Training College" for Gymnastic and Sports Mistresses. Shorter course for Massage. - Irene M. Marsh, N.S.P.E., Directress. But she began the Liverpool College, later to be known as the Irene M. Marsh College of Physical Education, before 1900, training her sister, cousin and a few friends, privately.

Herr A. Stempell was director of the London Orion Gymnasium until October 1886, when he opened his own Gymnasium at 75 Albany Street. Ladies classes were a special feature and Dorette Wilke (founder Chelsea College of Physical Education - Page 15'), one of his early pupils. There is uncertainty about the claim that Stempel's Gymnasium was the only training centre in England when Dorette arrived as a poor, delicate girl from Bavaria. She was born in 1868 and started her professional training at Stempel's gymnasium at the age of eighteen (1886).

Notes.
(73) Nine Pioneers in Physical Education. P.15.
Madame certainly opened her training centre at Hampstead in 1885. (Page 186) If Dorette Wilke began her training at the age of seventeen then the claim could be upheld, but not if she started when she was eighteen. It is also feasible to conclude that Madame did not advertise for students for the first entry but dated her notices, September 1886, when she offered a two year training. Dorette Wilke's memoirs are then accurate. After she had completed her training she remained on the staff, working for a year without salary in return for a free training. Later she joined the staff of Queen Alexandra House Gymnasium under the Misses Bear and then transferred to Battersea Polytechnic. Here she conceived the idea of training students. Her own health had improved through gymnastics and she was keen to spread the benefits she had received to others of the community. The authorities at Battersea were unsympathetic towards her scheme and so at a lower salary she was appointed to the South Western Polytechnic, Chelsea. Here she had the opportunity to begin her training scheme and by 1898 Chelsea College was established with five students forming the first intake.

Beatrice E. Bear and her sister Evelyn were to start the gymnasium at Queen Alexandra's House in 1898, (See page 27). Miss Bear advocated the teaching of
gymnastics as a profession for suitable women. (74) She thought of Swedish Gymnastics as the Grammar, and British Gymnastics as the Literature of Physical Education. She tried to give her students the best of both worlds and to steer a middle course. Perhaps a good example of the ability of the British people to compromise, but an essential approach if her students were to take the examinations of the British College of Physical Education.

The British System had other supporters in the National Society for Physical Education, founded at Crystal Palace on June 5th, 1897. C. H. Moss, Esq., The Gymnasium, Holland Road, Brighton, was its President and "The Gymnasium" its official magazine.

The National Society for Physical Recreation and the National Society for Physical Education believed in the use of music in their work. Mention of this fact was specially made when reports were given of displays of

Notes.

Date of college. Personal letter, Secretary 2.A.H.G.O.S.A. 12.3.66. Miss B. Dreschfield. Madame Osterberg stressed physical education as a profession suitable for well educated women. Miss Bear stressed physical education as a profession for suitable women. Her standards are given as:
17-27 years of age. 5'5"-5'7" in height. Slight build.
Physical Education at Queen Alexandra's House and the Liverpool Gymnasium. (75) However, the National Society for Physical Recreation did not wear "blinders" solely for their own system though naturally they held it "best" in the campaign that waged at this time in the history of Physical Education. Their representatives were present at the display of Swedish gymnastics, games and dance given by Madame Bergman Osterberg's students at the Horticultural Hall, Vincent Square in June 1905. They reported, "The bearing and training of the women was all that could be desired. This must be granted, though one need not consider the system taught the best, nor agree with all the followers of the system, claim." (76) No opportunity is lost to hit at the Swedish System and it advocates while praise was given for the German Gymnastics taught at the Chelsea Polytechnic. (77)

In 1904 the name of the magazine of the National Society of Physical Recreation was changed from "Recreation" to "Physical Education." (78) "The Gymnasium" - the

Notes.
(75) Ibid. P.113 & P.114.
(78) Ibid. Vol.1. Title.
magazine of the National Society of Physical Education was wound up. (79) After long and drawn out discussions, "Physical Education" represented the British System of Physical Education. It was an illustrated monthly journal for the Advancement of Scientific Physical Training.

By January 1905, the British College of Physical Education was flourishing, the Gymnastic Federation in an embryonic state and The League of National Physical Education had been floated from the Mansion House. (80)

A conference presided over by the Bishop of Bristol had considered the possibility of establishing for England a National or Central School for Gymnastics (81) and it

Notes.

Item 6. Meeting Saturday, October 8th.
In view of the fact that "The Gymnasium" has to be wound up or disposed of, that "Physical Education" should at once be made the sole organ of the National Society for Physical Education. (Deferred).


At the L.C.C Education Offices, November.
A conference presided over by the Bishop of Bristol, to consider the possibility of establishing for England a national or central school for physical education on the lines of "The Royal Central Gymnastic Institute" of Sweden. Miss Theodora Johnson (one of Madame Osterberg's first students) Principal of the Swedish Institute, Clifton, Bristol, was the only woman present. She proposed the Swedish System be adopted. The National Society for Physical Recreation were against this proposal. They proposed a British Institute conducted by British Officers. Managed by civilians for civilians.
had been suggested that a Minister for Physical Education be appointed. (82) The British System had been explained as "eclectic." (83)

That the Swedish System survived in Women's Colleges was entirely due to the solid sound, enthusiastic efforts

Notes.
"With regard to a Minister for Physical Education and a Parliamentary Representative, we think it time to be up and doing. The uplifting of the profession will come from the teachers."
P.199. Proposed Central Gymnastic Institute.
At the meeting (no.11. Dec. P.181), free expression of opinion was not allowed for all. Forty people present but only four invited guests allowed to vote. Report in "B.M.J." from The Times.
"What we want here is not a system borrowed from Sweden, Denmark or Japan, but a British System growing out of the British Character, and suited, as no borrowed system can ever be, to British needs."

"A British System of Physical Education exists. It is eclectic. Much has been adopted from other countries.

<table>
<thead>
<tr>
<th>Educational</th>
<th>Competitive</th>
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<tbody>
<tr>
<td>Recreative</td>
<td>Remedial</td>
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It consists of:
1. Musical Floor Drill, free movements.
2. Musical Floor Drills (about 20 in number) with hand appliances.
3. Musical Marching and Running, simple to intricate, all making for uniform muscular development, graceful carriage, discipline and co-operation.
4. Jumping, high and wide for agility.
5. Apparatus work, moveable and fixed, all possible kinds for nerve, skill, strength, co-ordination and will concentration.
6. Antagonistics for self control and self reliance, alertness, courage and endurance.
7. Swimming for health and cleanliness.
8. Games, indoor and outdoor, for emulatory recreation."
and work of the early pioneers. They held a conviction that the Swedish System was "Right." "Right" in its principles and "Right" for English girls – the Swedish System as taught by Madame Osterberg, her members of staff and old students. Between 1887 and 1897 the methods used for teaching Swedish gymnastics in England were extremely conservative. Madame made it clear that the established form was correct and suggestions for change not acceptable. In 1887 Madame had published a book of tables for use in the Infant Departments of schools. (84) Each table was composed of about six items. (Appendix IX. The simplest of positions were used and "perfection" was the main aim. "Joy and brightness combined with strict discipline were essential to a good gymnastic lesson." (85) The students were trying to supplant callisthenics and yet read as above, one is tempted to query the difference between the two. No doubt presentation of material was the vital link and the early teachers may be forgiven for being concerned with the "System" and not the child's needs and capacities as originally claimed by Per Henrik Ling, when explaining his Scientific System. We must also remember that fully equipped gymnasia were few, and many

Notes.
(84) Osterberg, "Rtina Bergman. Ling's Swedish System. Gymnastic Tables (without apparatus) Published for use in London Board Schools. 1887.
(85) Ibid. P.3.
classes had physical exercises in classrooms, complete with desks.

Differences of opinion, clash of personalities arose among the followers of the Swedish System and many of Madame's students were accused of being rebels, disloyal to the cause and opponents in the world of Physical Education. Rhoda Anstey was one such student. She felt the need for more trained teachers in the country and realised that the future held great possibilities for Physical Education. One college could not produce sufficient scientifically trained teachers to staff all the schools requiring gymnastic mistresses. It is difficult for us, in 1967, to visualize and appreciate the conditions that existed in 1897, let alone recapture the shocked, narrow-minded atmosphere in which the decision to launch a rival college to Madame's was taken. A pity that it was thought of as being a rival concern, not an expansion of the gospel of Hygiene and Physical Education. Madame was forward looking in establishing her own college, but jealous to think that "her" example should be copied by her own old students. "Mine" was a favourite expression and neatly sums up her attitude to many situations.

Miss Anstey realised that the whole of the Swedish gymnastic world would look upon her actions as sheer effrontery and disloyalty. But like Madame, she was courageous and made her decision. She had the power to
concentrate on a certain plan, to ignore all opposition and words of dissuasion until she had achieved her goal. Her decision has proved sound and right and students from her college have done invaluable work throughout the world.

Mary Hankinson (student 1896-1898) was another such "rebel" and on 9th January 1899, she and thirty of Madame's old students met to form the "Swedish Physical Educationalists," exclusively for trained teachers of gymnastics, later to be known as the Ling Association. Madame Osterberg was President elect. Unfortunately, Madame was out of the country at the time of this meeting and on her return, irrate at the actions of her old students, she sent a letter to the Secretary expressing her disapproval and in 1900 Madame founded a

Notes.

(86) Madame's letter to her Old Students. Copy from Mrs. Adair Impey's Private Papers.
"Students. During my absence abroad last January, some old students met in London and founded an Association, which they called "Swedish Physical Educationalists." On my return to England I was informed of its existence and asked to become its President. My reply was to the effect that I could only become President of this Association on the condition that its name (impossible and absurd) be changed. From a circular (see note 88) received yesterday, I find that though this condition has not yet been complied with, my name has nevertheless been entered as President. To avoid further mistakes, I now write to say that I have no connection with the above Association.
Yours faithfully,
M. Bergman Osterberg."
rival organisation, "The Bergman Osterberg Union of Trained Gymnastic Teachers." She refused to co-operate with the Ling Association, in any way, for the rest of her life. (87)

That the students were loyal to the Swedish system was reflected in conditions of membership. Anyone applying for membership must have been trained by Madame or at the Royal Central Gymnastic Institute, Stockholm. (88)

Notes.
(87) Private papers, Mrs. Adair Impey. 1902. Letter confirming attitude. From woman (Mrs. Osborne) running private gymnasium in Hampstead, "Although I have greatest personal esteem for Miss Roberts and her partners, I think it best that anyone connected with the Ling Association should not come to the house in case Madame Bergman Osterberg should be offended."

(First Circular) 1 Broadhurst Gardens,
Hampstead, N.W.
15th March, 1899.

"At a meeting held in the Hampstead Gymnasium in January, an Association was formed admitting as members all women trained at Madame Bergman Osterberg's Physical Training College or at the Royal Institute of Gymnastics, Stockholm. This Association was formed for the purpose of banding together the graduates of these institutions with the intention of placing physical education on a higher basis than before; of ultimately obtaining a registered list of those duly qualified to teach Swedish Gymnastics and to give Massage in a thoroughly trained manner. Also of arranging meetings and holiday courses at different times. A satisfactory name for the Association has not been decided upon, but until a better one is found it will be known amongst members as "The Association of Swedish Physical Educationalists." The motto is "Mens Sana in Copore Sano."

......cont'd.
The officers elected for the present year are
President. Madame Bergman Osterberg,
Kingsfield, Dartford, Kent.
Vice-President. Miss Emily Baker, 71 Howard Road,
Leicester.
Hon. Treasurer. Miss Hankinson, 93 Ferme Park Road,
Hornsey, N.
Hon. Secretary. Miss M. Lucas, 1 Broadhurst Gardens,
Hampstead, N.W.
Committee — Miss Anstey, The Leasowes, Halesowen,
Worcestershire.
Miss Theodora Johnson, 20 Vyvyan
Terrace, Clifton, Bristol.
Mrs. Strachan Matthews, 2 Mayflower
Road, Clapham, S.W.
Miss Ethel Petty, 29 Marchmont Road,
Edinburgh.
Miss Margaret Stansfield, 19 The Grove,
Bedford.
Miss V. Sturge, St. Peters, Broomhill,
Sheffield.
Miss C. Thomas, 100 King Henry's
Road, S. Hampstead, N.W.
Mrs. Weiss, 4 Clifton Avenue, Fallowfield, Manchester.
Miss Williamson, The Mount School,
York.

The Annual Subscription is 5/- . If you wish to
join the Association, kindly send in your name to
the Hon. Sec. from whom further particulars can be
obtained. Yours faithfully,
Margaret E. Lucas.
Hon. Sec.

(2nd Circular) 29th March, 1899.
After receiving a circular from Madame Bergman
Osterberg, disclaiming all connection with the
Association formed in London last January, the
Sub-Committee feel that some explanation is due
to the members of that Association, and also to
all old students.
When Madame Osterberg was invited to become
President, she replied that she could only do so
on condition that the name was changed.
The Secretary wrote saying that the members felt
that the name was not satisfactory and that it
would be changed at the next General Meeting, when
suggestions from all would be welcome.

......cont'd.
We take it that the statement in our previous circular clearly shows that the name is only a temporary one, and that the condition would have been complied with. The Office will remain vacant till the next General Meeting.

On behalf of the Sub-Committee,
Margaret E. Lucas.
Hon. Sec."
The aims of the Association were, 1) to protect and improve the status of teachers trained in the Swedish system, 2) to arrange meetings, 3) to run holiday courses.

By 1904, the Association was conducting its own examination and issuing a Diploma in Physical Training. This continued until 1931 (Appendix [2]). All holders became eligible for membership of the Association, the first widening of conditions for membership of the Association. The Association was founded by women and run by them for many years, although men trained in Sweden in the early days, could apply for membership.

In 1903, Margaret Stansfield bought Wylam Lodge, Lansdowne Road, Bedford, and with thirteen selected girls founded Bedford College of Physical Training. Miss Stansfield had been teaching at schools in Bedford, Shrewsbury and London and she too realised the need for more trained teachers. She was partly trained by Madame and Madame's first assistant. That Madame was displeased we know from her reference to that "Rival" place, but that Miss Stansfield was right in her action, we also know, from the reputation quickly built for the thorough training she gave to her early students and the sense of service inculcated in all teachers trained at Bedford. Two other colleges were opened as annexes of High Schools in 1903.

Bournemouth Physical Training College and Manchester
Physical Training College. Miss Broad was Principal of the former, Miss Terry of the latter. Bournemouth trained teachers until 1913 and was inspected in 1905 by the Ling Association and reinspected in 1906. (89) Manchester remained open for only a few years.

Why could Madame not be proud of the actions of those setting out on their own? She always denied that she was capable of making a woman of any girl. "I cannot make bricks without straw, or rather not the kind of bricks I should like to make for England. Send me girls with heart to understand woman's physical difficulties, send them with brain to understand me and my plans, and send them, above all, with will and enthusiasm to serve and help woman whenever and however she needs helping." (90) That her "opponents" were carrying out the latter does not appear to have been appreciated and yet perhaps Madame understood human nature more than we, looking cynically at the disagreements, appreciate. In difficult situations, she rose to the occasion, likewise her assistants and old students. Unless they had the courage to stand up to the Notes.

Miss Broad, Principal Bournemouth High School for Girls, Norwich Avenue, Bournemouth.
Miss M. H. Spalding, Late Director.
Miss I. C. Riddell, Late Chief Assistant.

(90) Osterberg, M. E. Physical Training as a Profession.
sharpness of her tongue, they were not worthy to further the cause. For had she not selected them carefully, in the first instance, as enterprising and plucky people, capable of profiting from a severe training? A new training in a country where it was not yet the accepted custom for women to receive professional training. The ultimate goal, teaching based on a scientific foundation to further the health of the children of this country, was not lost in the disagreements just aired. Where there is no disputing there is no real progress, where there is always complete harmony, there is lack of vision, and experiment and progress are curtailed.

Madame had been supported, during the early stages of her work, by the policy approved by the Head Mistresses Association and adopted by the High Schools of appointing Swedish trained members of the teaching profession to the staffs of their schools. First the
mistresses were engaged direct from Stockholm (91) then gradually Madame persuaded schools employing her, to engage one of her students, and later schools applied direct to Madame or in their advertisements stated "Swedish trained" or trained at "Dartford or Bedford given preference. Teachers trained elsewhere need not apply." A barrier that took many years to surmount. Marked respect for high standards was appreciated and great praise given for the kindness and interest, engendered in well trained teachers, for the welfare of

Notes.

(91) McNair, David. The Development of Physical Education in Scotland before 1914. P.157.
St. Leonards School. P.43.
1891. Miss Dove appointed Froken Schermanson from the Royal Gymnastic Institute, Stockholm. P.157.
P.43. "One of the most striking developments under Miss Dove was that due to the appointment in the spring of 1891 of Froken Schermanson from the Central Institute Stockholm, and the introduction into the school of Swedish drill, not yet generally taught in the schools of Gr. Britain, it would be difficult to estimate fully the work she did for the school. For the next thirty years her observant eye watched over the girls of St. Leonards; not the slightest physical defect escaped her vigilence, and her wise advice, her skill in treatment, and her unfailing kindness were given unreservedly in the service of the school. Her remedial work was invaluable, but she had also the gift of making the ordinary work of the gymnasium delightful to her pupils. The few ribb stalls made by a local carpenter were supplemented with new gymnastic apparatus from Sweden and by the first term of 1891 the gymnasium was fully equipped."

Wycombe Abbey Swedish member of staff.
Sheffield High School " " " "
Ladies' College, Guernsey. " " " " 1880.
their pupils. The School Boards of Leeds, Bristol and many other cities adopted the Swedish system and great prominence was given to it at the Colleges at Cambridge, at Maria Grey, Whitelands and St. Catherine's Colleges. (92)

Parallel to the spread of Gymnastics, Games were becoming an accepted part of the school curriculum. That English people had always enjoyed sporting activities is a well-known fact (93) encouraged by the attitude of the Boys Public Schools to the subject in educational circles. (94) In 1899 the Headmistress of Rodean reported, "Games have an all important advantage over drilling and dancing in that the movements are voluntary and not to command." (95) At the major High Schools (96) games played an important part in

Notes.
(94) McIntosh, P. Physical Education in England since 1800. Chapter 2.
the education of the girls. Hockey, La Crosse, Cricket and Tennis are mentioned before 1900 and after 1901 Basketball, later netball was encouraged. There was no doubt that the attitude of the Headmistresses and the staff of the schools was influenced by their male counterparts, "Worship of Games." Thring, Headmaster of Uppingham, was a keen advocate of higher education for girls and women and a convinced believer in the educational value of organised games. The "College" women had played at Oxford and Cambridge and encouraged an enthusiasm for this form of exercise in schools. At some schools a special games mistress was appointed, at others the games were supervised by the academic staff. Although girls schools, to a certain extent, were modelled on boys schools, they were comparatively free of the traditional reverence which bound the boys to an outdated curriculum. At St. Leonards and Rodean, croquet was abolished in favour of more active games. Rodean went so far as to state in their aims:

1) To give a due importance to physical education and outdoor games in every girl's life.

Notes.
(98) Ibid. P.153.
2) To regulate the school discipline in such a way as to develop trustworthiness and a sense of responsibility in the pupils.

3) To give girls a sound and careful intellectual training. (100)

Physical education in first place, moral education second and intellectual third.

Games were a serious matter. (101) and ardent advocates (102) could not praise the values of games too highly, while equally

Notes.
(100) Zimmern, Alice. The Renaissance of Girls' Education. P.159.
  "Games are a more serious matter. No mere physical enjoyment can explain the intensity of excitement in shield matches. The truth is that each house, through its team, is conscious of being put to a public test. Not only quickness and skill, but staying power, combination, resource, the courage to play a losing game and the generosity to be a good winner, all these qualities once supposed to be untypical of girls, are there, as house meets house."
  "This (support by academic staff) is justified by the value of games as part of the ethical, as well as the physical training given in the school; a good tone is encouraged, healthy interest is developed, public spirit fostered, and fair play, good temper, and courage in defeat brought out through the opportunities for the exercise of these qualities found in games more fully perhaps than anywhere else during school life."
strong dissenters (103) were concerned lest girls come to think of games as the only form of pleasure and pastime and physical health and strength of the principal aim of our national well-being. (104) Uncertainty, fear, lack of medical evidence encouraged the prejudiced attitude that games and "running exercises" were "bad" for girls. Concern was expressed for the health of the girls and worry lest they would not be able to bring children into the world.

Notes.

(103) Molyneux, D. D. Physical Recreation in the Birmingham District, 1871-1892. P.144. "Many people, including some medical practitioners, considered that physical exercise of the type demanded by outdoor team games, such as hockey, endangered women's health. In particular, though the delicacy of the subject never revealed exactly why or how this type of exercise was considered dangerous in view of the future exigencies of childbirth. Typical of this thread of thought was the attitude of the first headmistress of the King Edward VI High School for Girls towards games. A former pupil of the school recalled, "Miss Creak was not an advocate of games, and here it must be remembered that in 1883, when she was appointed, the idea of games for girls had hardly made its appearance in the minds of educators, and most doctors considered hockey and cricket most unsuitable for females - permanent injuries were likely to ensue."

(104) Burstall, S. A. & Douglas, A. A. Public Schools for Girls. P.213. "Miss Gadesden, Blackheath High School - I feel compelled to give a warning note against making physical health and strength the principal aim of our national well-being. Far more important really is our intellectual supremacy and immeasurably more important is our moral and spiritual prowess. There is a danger of making a fetish of exercise and this is becoming increasingly marked amongst women."
because of these strenuous activities. But equally, concern for the health of the girls was expressed when Dr. Wright Wilson remarked, "Delicacy is not debility, and a sound body in the full swing of its naturalness, is the foremost of all the rights of women." (105) He advocated a change in attitude towards the problem of health and physical education and supported daily practice. (106)

Madame Osterberg also appreciated the English desire to continue with their national heritage and allowed her students to include games in their course. Perhaps she realised, though not willing to openly acknowledge the fact, that gymnastic mistresses must also be games mistresses. If her students on leaving college were to be employed in the Public, Independent, Boarding, Grammar and High Schools of the country, they must be able to teach all branches of Physical Education.

In 1891 one of the most momentous events of the year occurred at Cheltenham Ladies' College. A piece of ground

Notes.
(106) Ibid. P.198.
"He advocated practise daily on the parallel and horizontal bars. Use of Indian Clubs, ladder and rope climbing, running short races and playing rounders or other exercises with a ball. Dancing he felt "ought specially to be taught as an elegant mode of exercising the body and promoting a graceful carriage." Swimming was "a downright necessity and is an exercise calculated to make girls less timid and afraid of danger."
was rented by the Council to be used experimentally, as a playing field. (107) By 1694 a "regular" games mistress had been appointed to the school. The "Games Cult" had arrived and personal recollections of girls at school at the time reflect the wonderment and reverence with which any change in the Physical Education programme was greeted. (108)

It is easy to see how the elite or natural games player

Notes.

(107) Steadman, F. Cecily. In the Days of Miss Beale. P.82-84. "Perhaps the most interesting event of the year 1891 - indeed perhaps the most momentous since the migration of 1873 - was the renting by the Council of a piece of ground near Christ Church, to be used experimentally as a playing field."

(108) Ibid. P.82-84. "This was a glorious innovation for it meant that our summer tennis was to be supplemented in the winter by hockey, a violent and unladylike game according to many of our elders, but one giving great joy to the players. There was no system of opening or closing the field, but we played when our House Mistresses allowed us. Only a few girls from each house did so the first winter, for many parents hesitated to give permission. We used unpeeled ash sticks, like walking sticks with handles about the size and set at about the angle of the blade of a golf club. They weighed about 8 ozs. and cost 4d. There was very little organisation. Those in the house who wanted to play chose as captain a girl who had played with her brothers in the holidays and with the aid of printed rules, she taught the others what she knew, and arranged for games and pitches."
emerged and dominated the approach to games. (109) Soon the
games club was established, a permanent field bought and
organised games developed rapidly. This was true of many
schools, clubs drew up their own rules, (110) matches were
played against other schools, but it took time to change

Notes.
"Lally Champagne playing for Day Girls beat Nelly
Fry, Glenlie champion." ".....and the deep, secret
hatred with which we momentarily regarded the victor,
thoroughly good sort as we knew her to be in all
other walks of life, just shows how much we needed
the character training that comes from learning
to 'play the game'."

"Rules of games club, (run by girls at the beginning).
1. Every member must wear the dress and badge on
practise and committee meeting days.
2. The captain of the upper cricket club to wear
three bands of yellow cord round the left arm,
each member of the committee two, ordinary members one.
3. All the ordinary members are bound to obey any
members of the committee.
4. All regulations and rules to pass through the
committee by vote.
5. Any members failing to play at least once a week
for three consecutive weeks, without proper excuse,
will be fined the sum of 2d.
6. Any member of the committee playing in the game
must not leave it to join any other.
7. No disputing on the ground permitted. Any dispute
must be laid before a member of the committee.
8. Any members proving unruly during a meeting of
the committee must leave quietly when desired to do
so by the chairman.
9. None but the committee to be allowed to be
present at meetings.
Club lapsed in spite of above judicial code.
Functions survived in school captain."
people's opinion and convince them of the value of "new" ventures. Miss Beale did not appreciate the aim of games, "The children will hurt themselves if they all run about after one ball - get some more balls at once." (111) But we can admire her for turning out to see and judge for herself this new "enthusiasm" in her school.

Next in this chapter, we must take a further look at events affecting Physical Education as seen through Government enquiries, Reports and Acts.

The value of Madame Osterberg's work was officially recognised in 1888, when she was called before the Cross Commission to give evidence on Elementary Education. She explained that Military Drill imposed upon the schools by the Education Department should be abolished and replaced by the Swedish System of Physical Exercises.

The code of 1895, the result of the work of the Cross Commission, gave permission for other forms of physical education other than Military drill to be taught in schools. "The higher grant for Discipline and Organisation will not be paid to any school in which provision is not made for instruction in Swedish or other drill or suitable physical exercises." (112)

Notes.
(111) Kamn, Josephine. How Different from Us, Miss Beale and Miss Buss. P.222.
(112) McNair, David. The Development of Physical Education in Scotland before 1914. P.86.
In 1898 the Special Report on Educational Subjects, volume two, was published. This dealt with various aspects of Physical Education, aired existing problems and discussed fully the merits and failures of different systems of gymnastics. That friction existed in the country between men and women, Swedish and British gymnasts, was only too evident. Thomas Chesterton, founder of the British College of Physical Education and Inspector at the School Board, London, spoke in favour of Military Drill and musical gymnastics. The former useful for assembling classes, the latter as systematic physical education. Dumb-bells and music could produce local and general effects. He spoke scathingly of Swedish Gymnastics, but admitted that it had met with some success in girls schools. (113) Miss Ely, trained by Madame Osterberg and also an inspector for the School Board, London (see page 79) spoke in glowing terms of the Swedish System. (114) She praised the annual displays of Swedish Gymnastics given in the Albert Hall, and remarked how much the girls' posture had improved since they had experienced this form of exercise. (Appendix XIII)

The evidence of R. E. Thomas, Instructor in Physical Exercises, Leeds School Board, supports the use of Military Drill for boys and Musical Drill for girls. (115)

Notes.
(115) Ibid. P.218.
The Superintendent Teacher of Physical Exercises in the Birmingham Board Schools, Mr. Samuel Bolt, explained that tables of exercises were produced for the teachers. (116) A syllabus (Appendix IV) was issued and inspections made. He too stressed the value of drill, marching and running and of these, "marching was the most effective form of instilling discipline in school," especially in boys schools. The girls seemed to derive benefit from the Swedish System which was popular with the women teachers. All pupil teachers were given a course of training when they were introduced to Swedish Drill, Indian Clubs, Wands, Marching, Wheeling, Running and Light Gymnastics. (117)

Drill was adored by men and boys, "It leads to smartness and precision" with physical exercises developing strong muscles and good physique. Girls and women appreciated the thoroughness of Swedish gymnastic training, overstrain was avoided with a system based on an understanding of how the body works and most beneficial effects were felt by the girls and reflected in their posture.

Mr. A. E. Scougal, Inspector for the West Division of Scotland in 1901-2, (118) expressed the feeling held by

Notes.
(116) Ibid. P.212.
(117) Ibid. P.215.
(118) Scotch Educational Blue Books 1901-2. P.133.
many people in authority that physical education was not yet receiving its due proportion of attention in schools. Managers and teachers saw physical exercises as compulsory but not essential. The value of gymnastics was not appreciated by all teachers. Many were still attaching more importance to Military drill than appreciating gymnastic and athletic exercises. (119) This attitude was boosted by the publishing in 1902 of the First Syllabus from The Board of Education, called the "Model Course of Physical Training." (120) It was based on the Infantry Red Book and had been prepared in consultation with the War Office. Schools were encouraged to appoint Army Instructors and Colonel Malcolm Fox became Inspector of Physical Training. Children at Board Schools were 'Drilled' in school yards by N.C.O's. Women teachers travelled to the nearest barracks and were abused like recruits and all the work for Swedish or British Gymnastics would appear to have been swept aside overnight. The National Union of Teachers, The Ling Association, the Society of Friends and all women trained on scientific lines resisted the policy. They were appalled at such a short sighted, retrograde step, and foresaw a Military atmosphere dominating Physical Education. Aroused to fever pitch, the

Notes.
(119) Ibid. 1900-01. P.12.
(120) McIntosh, P. Physical Education in England since 1800. P.139-140.
women of the Physical Education Colleges went into action. They held a strong belief in the value of Swedish Gymnastics. Their policies fitted current physiological and educational theories and the enjoyment of their pupils was something well worth fighting to retain. To abandon the Swedish System for an unscientific drill was deplorable. It would mean that men of lower educational and social background would usurp the gymnastic teachers. It had taken time to establish a position on school staffs, a position respected by many and of equal status with other subjects. The hard work and selfless examples of early pioneers was not to be abandoned so easily. Women experts had not been consulted in the drawing up of the model course. The Model Course was attacked. Members of the Ling Association drew up a Memorial, "Women teachers for Women," signed by 1,408 people, teachers, doctors, professors and others interested in physical education (121) and sent it to the Board of Education. Individual members of the Ling Association lobbied Members of Parliament at the House of Commons. The efforts of the Ling Association were rewarded. The Board of Education had been made to realise that Military Drill was not acceptable to the trained section of the community and an Inter-departmental Committee was appointed to examine the Model Course.

Notes.
(121) Journal Physical Education. XLI P.36.
Course. The Committee reported that the course was unsatisfactory because there were no underlying "general principles deduced from a consideration of the function of physical exercise in a well ordered course of general education for children," (122) and in 1904 they produced a Syllabus of Physical Exercises. This syllabus, price 9d. incorporated a number of features of gymnastics, from the women's colleges. Dumb-bells, weights and the use of music in the early stages were ruled out. The Syllabus was an improvement on the Model Course, but many Military features were retained.

To conform to law, the curriculum of the general training colleges was changed in 1901, drill and physical exercises becoming a compulsory part of the course. (123)

In 1902 Teachers had to register and members of the Ling Association were eligible to be on the Supplemental Register. Official approval was also given to voluntary workers in Physical Education who could render a service by coaching games in school. Teachers received much help and instructions were laid down to the effect that all exercises should be taught as far as possible by illustration, the teachers either performing the movements themselves or

Notes.
causing them to be performed by a smart scholar placed in front of the class. Discipline, precision, obedience, were still highly rated. The teachers were instructed to give clear and concise orders and to memorize the commands. They had to take lessons without reference to the syllabus. This saved the pupils waiting about and gave more time for practise. If possible teachers were to avoid mechanical repetition of instructions from habit, but commands had to be distinct and with progress, numbers could be substituted for words.

After the Memorial had been presented to the Board of Education, the Ling Association asked Miss Adsir Roberts to prepare a handbook of Free Standing Exercises suitable for Elementary Schools. This was published in 1904 at 3/6d. per copy. The Ling Association offered the services of Miss Roberts to the Board of Education to help in the drawing up of a Syllabus. The Board declined the offer. The book was heavily criticised by the National Society of Physical Recreation (124) but praised by the Swedish gymnasts.

The Building Regulations of 1904 suggested that gymnasia be built in Grammar Schools, the playground be paved for drill and where practicable, playing fields be laid.

The Code of 1905 omitted Military Drill and substituted "an approved form of physical exercise." The Swedish

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gymnasts found the 1904 syllabus inadequate and poor in quality in spite of the improvements of the Model Course. (Appendix XV).

The Scottish Education Department did not introduce the Model Course into their schools but set up a Royal Commission to investigate 'the opportunities for physical training now available in the State aided day schools and other educational institutions' (125) of Scotland and to suggest means by which such training might be made to conduce to the welfare of the pupils.

It was a very thorough inquiry. Gymnastic Systems used in other European countries were examined, the Commissioners visited schools in and around London and called for evidence from many people prominent in the field of Physical Education. It recommended that a committee be set up to devise a National System of Physical Training for Britain, no system that they had examined being entirely suited to the needs of the British people. The national system should be based on three principles: 1) that physical training should be regarded as of equal importance with mental training; 2) that during school life physical training is quite as important for girls as for boys; 3) that systematic physical training is necessary for country and town children."

Notes.
(125) Report Royal Commission on Physical Training (Scotland), 1902.
The training was to be given by the ordinary teaching staff except in large schools where the services of a special instructor could be employed. Therefore, the Training College curricula had to be adapted to include physical exercise as a compulsory subject. The colleges were not recognised for assistance from Parliament unless this condition was complied with.

Finally, the founding of the first college of Physical Education in Scotland was also the work of an individual. Not this time a woman trained as a Physical Educationist, but a philanthropist, Andrew Carnegie. Andrew Carnegie was born in Dunfermline, the son of a weaver. In 1848 he emigrated with his parents to America. A bright lad, with a flare for business, he became a steel magnate and turned his financial profits to assist those less well off than himself. The people of his native Dunfermline were among the first to benefit by his actions. He built a swimming pool, gymnasium and library in order that the people of Dunfermline might have "more of sweetness and light" in their lives. Miss Ogston and her assistants Misses Tibbets and Rendall who were employed at the gymnasium, visited the Board Schools in the city for junior children, and took

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(126) Hendrick, Burton J. The Life of Andrew Carnegie.
classes at the gymnasium for the senior girls. In 1905 a new swimming bath and gymnasium were opened. At this time, Mr. J. Struthers, Secretary of the Scotch Education Department visited Dunfermline. He expressed delight at the new swimming baths, gymnasium and equipment. He made reference to the establishment of a physical training college in which teachers of the subject might be trained. (128)

The matter was considered by the Baths and Gymnasium Committee and a draft scheme put forward to the Carnegie Dunfermline Trustees. There was a great need for a college of this kind in Scotland. "The subjects in which the lack of expert teachers is most felt are physical education......" And here was an opportunity to fill this need and begin an important piece of pioneer work. Widespread interest and some opposition were excited by the proposal. (129)

Miss Ogston was appointed Principal and the College was opened with much ceremony on 7th October, 1905. (130)

(See page 223).

Notes.
(129) Ibid. April 8th, 1905.
"Carnegie Dunfermline Trust Deed. 1903. Conveyed to a body of Trustees, Pitencrieiff Park and Bonds of the United States Steel Corporation of the aggregate value of two and a half million dollars bearing interest at the rate of five per cent per annum."
(130) Inauguration of the Carnegie Dunfermline Trust College of Hygiene and Physical Training. 1905.
1870-1905 is a most important period in Women's Physical Education. The principle of fully trained women teachers for Physical Education teaching girls, was established and six "specialist" colleges were founded. That others were started but did not prosper, bears witness to the urgency for training women in the teaching profession and farsightedness in seeing that this was a step towards woman's emancipation at this period of time.

Military Drill was superseded by a scientific training, either Swedish or British, though the influence of rigid discipline, formality, attention to detail, strictness and unquestioned obedience was to be felt for many years.

Women played a leading role in gaining the first glimpse of recognition for a subject previously despised by academic members of staff, and treated with suspicion and distrust by parents and educators.

Limited athletics, dancing, games, gymnastics and swimming were now "accepted" aspects of physical education and considered suitable for inclusion in the curriculum of the majority of girls' schools. The first official syllabus of physical training based on Swedish gymnastics had been published by the Board of Education and the women pioneers of physical education looked forward to a more "rosy" future. That there was a future, on their terms, signified success and was reward for their courage in pursuing a "new" profession and breaking with tradition and social custom.
A More Detailed Study of:-

Anstey College of Physical Education
Bedford
Chelsea
Dartford
Dunferline
I. N. rsh
Queen Alexandra House, Physical Training College.
Anstey College of Physical Education

Miss Rhoda Anstey was trained by Madame Osterberg, 1893-1895. As a student, she was keen and enthusiastic, but sensitive, showing her intense interest in the subject through such acts as rising early to practise cricket before breakfast on Hampstead Heath. After she left college, her main interest was in the remedial branch of physical education and she opened a health centre called "Hygienic Home for Ladies," at New Cross Farm, West Yeovil. She moved her centre, later, to The Leasowes, Halesowen, and her first students, S. Knight, H. Douglas and L. Palmer helped with the treatments for patients. Rhoda Anstey soon realised that with educational as well as remedial gymnastic training, her students would be better qualified to teach. There were many openings for girls qualified in this comparatively new profession of trained gymnastic teachers. She decided to extend the training offered at her centre, to increase the number of students to be trained and to open a college proper with £100 as her capital. A skeleton was bought, domestic and professional staff appointed and with eight students, one a risky creature, "Madame's reject," the college was launched. It was founded on a family basis in true

Notes
Victorian style with meals being taken around one dining table. Originally, the college was vegetarian in principle, but a varied and ample diet was provided with meat available for those who could not do without it, but this at a separate table. (Appendix XVI)

Rhoda Anstey possessed an upright, dignified carriage and walked with a light, swift, decisive step. She wore unconventional dress, a Djibbah (a silk robe), a cause of local antagonism, went corsetless and with be-sandalled feet. Her own personal limitations were self-appreciated although lacking in academic prestige and technical authority, she was, nevertheless, "T RINCIP L." He had an intuitive faculty for choosing the right people, was sensitive and generous, slow to praise, outspoken, direct in manner, had no use for slackness; a natural countrywoman with great love for the county of her birth, Devon, and a person with an underlying sense of kindliness and interest. Fealing came from and through her fingers and the members of the medical profession in alesowen n med her "the Heretic." The ability to absorb other people's ideas until convinced they were her own, was another of Rhoda Anstey's qualities, and after a period of time, she would produce the ideas as a new revelation. One domestic example can be instanced when Mrs. Adair Impey (then Miss Roberts) suggested that it would be more
sociable if smaller tables were introduced into the Dining Room. The suggestion was rejected at the time, but after the holidays, five tables appeared in the Dining Room, Miss Anstey saying that she thought it would be better for students to take their meals in smaller groups. Conversation would be easier than at the large table and this was to be encouraged. The free exchange of ideas was an important part of any girl's training.

Rhoda Anstey believed "God was goodness and goodness was God" and this was the philosophy that she practised. "The body is the instrument of the mind and the habitation of the spirit."(2) She aimed to send out women trained in mind and character as well as in body, to spread a knowledge of physiology and the laws of health; to work in schools for the advancement of physical education and for prevention of deformity and imperfect bodily development, which often arise out of the conditions of school life, as well as to cure ailments and deformities where they exist."(3) She held strong views on the enfranchisement of women, was one of the original members of the Gymnastic Teachers Suffrage Society and, with members of her staff and student body, took part in the great suffrage demonstration, June 18th 1910.

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in London. When lecturing at Malvern in 1905, she said, "For children in schools, systematic gymnastics were not only desirable but really essential to health. A true system of gymnastics recognised the effect of the mind on the body as well as of the body on the mind."(4) It was important, in her way of thinking, to establish the correct relation between mind and body. Both should work in unison. To this end, gymnastic movements were executed at word of command, thereby preventing mechanical work, involuntary imitation and allowing for concentration of will on the exercise leading to style and precision in movement. Progress through attention to detail was the aim rather than great feats of strength. After a demonstration of Swedish Drill at Tamworth in 1908, Miss Anstey made reference to the aims of Per Henrik Ling's System. (Appendix XVII). In eliminating the injurious elements of competition such as personal vanity, spectacular effect, self-gratification, we come closer to the true spirit of physical culture. Ling rejected all exercises which did not attain his high standard judged on a sound, scientific foundation. He had no time for acrobatic and complicated movements and weeded out the elements of danger and excitement. The German system strained the upper part of the body, produced heavy shoulders and a stooping gait, while Swedish Educational

Notes
Gymnastics developed the body harmoniously, taught good posture and produced a healthy individual. The inter-relation and inter-play of the mind and the body was the central theme of the training given by Rhoda Anstey. She

Notes


"In Ling's system, the class never knew what exercises would be selected. Ling desired by this arrangement to ensure close attention to strength, the sense of order, discipline and strict obedience, and to increase brain impressionability and promptness of action on a reception of the mental stimulus. Brightness and cheerfulness were evolved by the joy of energetic work in unison, and fellowship in rhythmic movement infused a glow which transformed work into pleasure. Those Swedish exercises displayed a keen aesthetic sense, the attitudes assumed presenting most graceful lines, combined with harmony of movement, which showed that the laws of human mechanics and reflex action had been followed by a mind which understood them.

In order to get real benefit out of gymnastics, there must be a spirit of enthusiasm and earnest endeavour. The best results were obtained, even in simple movements, by the concentration of the will upon the exercise. Style and precision of movement and progress in details must ever be their aim rather than feats of strength. The practice of gymnastics daily, according to these principles, developed superior intelligence and a consciousness of power which inspired courage and confidence and resolution. Through its influence, the moral self came forth healthier, purer and stronger...."
also had a passion for mottoes supporting this ideal, "In quietness and confidence shall be your strength," and her aims, "Vis At que Gratia Harmoniaque," "strength, grace and harmony," were displayed on the college gates. Through this summary of the characteristics and beliefs of Rhoda Anstey, we are made aware of the part she felt intellect must play in physical education. In her own words, "The fundamental principle of Ling's System is the harmonious development of mind and body, the mind to be dominant, the body obedient."

The course she offered extended over two years and consisted of Educational Gymnastics and Medical Gymnastics based on Ling's Swedish System, Anatomy, Physiology, Hygiene, Dancing, Swimming and Games. The students took the South Kensington examination in Physiology and Hygiene when the college was first established; in 1905 they were examined in Anatomy at the University of Birmingham and in 1906, students took the Royal Sanitary Institute Examination & Examination of the St. John's Ambulance Association and received a college certificate.

Notes:
At the Leasowes, girls were also received for shorter periods as non-professional students for the purpose of health and physical culture.

Students taught in the local schools at Halesowen but with an increase in numbers, facilities for adequate teaching practice were limited and so Rhoda Anstey moved her college to Yew Tree House, Chester Road, Erdington, in 1907. She sacrificed sixteen acres of grounds containing playing fields, a lake and beautiful gardens (Shenstone, though a third rate poet, was a first rate landscape gardener) for a house with easy access to a great number of schools. Acres were of little value when essentials were missing. The health and remedial aspects of her work remained at The Leasowes, the professional side moved to Erdington.

With the change of venue, lacrosse was introduced into the games curriculum and psychology into the theoretical programme. In 1906, the qualifications for entry to the college were general intelligence, a good education, a healthy body, sound teeth, clear voice, refined manner and a bright and cheerful disposition. Industry and enthusiasm for work were essential. Candidates must hold a Certificate of Matriculation, or Oxford or Cambridge Higher Local Certificate or produce other evidence of a good general education. A personal interview with the Principal was desirable before entry. The college admitted students in
January, May and September. Entry in May for a preparatory term was advised, the college year started in September, with a minimum of two years training. Girls between the ages of eighteen and twenty-eight would be considered suitable, but girls could start their training at seventeen years of age if they were prepared to stay at the college for three years. On successfully completing the course, students were awarded a certificate of proficiency, without which no student was qualified to teach.

A flexible approach to encouraging girls to train for the teaching profession but it is interesting to register the importance placed by Rhoda Anstey on academic achievement before entering college. This links closely with her views on the part played by the mind in physical education and shows that she was very aware of the value of sending "educated" gymnastic teachers into the schools.

The new house, though in an accessible situation, was limited in the facilities it offered for lecture rooms and games fields. In 1910 a new wing was built and in 1911 a Netball Court was laid. By 1915 a gallery and cloakroom had been added to the gymnasium and in 1922 the dining room was built with twelve additional bedrooms above it. At first, the students played tennis on grass courts. This situation continued until 1925 when a hard surface was laid on the three courts and it was not until 1934 that the Games Field
at Goosemoor Lane was purchased. Additional houses along Chester Road were purchased as they became available until, in 1965, college owned all the houses within the precincts of Yew Tree House. Further accommodation has been made possible by the purchase of Field House together with a Dance Hall. On the original site, terrapin huts were erected in 1960 and 1965 for music, art, science, anatomy, education, a new Library, visual aids, tutorial and additional common rooms. The latest building, erected in 1966, was a prefabricated gymnasium.

Student numbers have increased steadily over the years, 3 in 1897, 85 in 1947-48, 99 in 1955-56, 104 in 1962-63, 120 in 1965-66.

By 1912 a change in the work was beginning to take place at Anstey. Monsieur Jacques Dalcroze had developed his system of Eurhythmics with rhythmic sense, the important feature of this new form of movement. Music was an essential accompaniment and notes were shown by the steps taken by the feet while time was indicated by movements of the arms and head. Mrs. Bridgman had attended lectures given by Monsieur Dalcroze and the freedom and place for expression offered in this "Plastic" work appealed to her. (9) In 1915 a discussion


"Besides developing the sense of hearing, the power of accurate time and rhythm memory, there can be no doubt that the educational value of the system is great. The amount of concentration and degree of control of the mind over body which was necessary to carry out the exercises was obvious...."

Notes
on "The Place of Dance as a College Subject" was held in the college. Folk Dancing was already accepted and the questions to be decided were:

1. Whether Dancing should be taught in the colleges with a view to qualifying for teaching afterwards.

2. Whether, if so taught, it should include both Aesthetic and Convention Dancing or only the latter, or

3. Whether it should be taught solely as a means to, and adjunct of, physical training, without bestowing teaching qualifications. (10)

A forerunner of the dilemma faced by all Specialist Colleges of Physical Education every time the curriculum is widened. Change is always slow and time necessary for the absorption and practice of new ideas. This occurred not only in the specific example quoted above, but in educational principles. As early as the first of November, 1918, Mrs. Ransome lectured to the College Literary Society on "Some Modern Aspects of Education." In her talk she said, "Modern education is based on the system of guiding the child in its own natural line of development, not driving it down settled paths, with complete disregard for its individuality." (11) Mrs. Ransome advocated co-education, one sex learning from the other with the resultant widening of outlook of boys and girls.

Notes
(11) Ibid, No.20, 1918, P.15.
In 1919, the training was extended to three years, Rhoda Anstey withdrew from the active life of the college and Mrs. Bridgman became Principal. By 1922 the curriculum of the college was greatly extended (Appendix XVII), the most noticeable changes including more time for dancing and longer teaching practices. In 1925, the college was inspected by the Board of Education for purposes of superannuation and "Natural Movement" was included in the dance syllabus.

Mrs. Bridgman retired from the post of Principal in 1927, and she and Miss Anstey became Directors of the college with Miss Marion E. Squire as Principal. Miss Squire was trained at Bedford College of Physical Training (1913-15) under the watchful eye of Miss Stansfeld.

Within a short space of time (1930) Rhoda Anstey relinquished her control of the college, retiring to Cheltenham, and Miss Squire formed the college into a limited company.

At this point of time, in the History of Women's Physical Education, concerted efforts were being made to gain University recognition. (Page 332 Ch. IV.) On March 7th,

Notes
"Natural Movement was an entirely different type of barefoot dancing. The technique was built on the position of the foot. The feet were directed straight forward and moved in opposition to the arms. Turning occurred by changing weight. Every movement was based on the principle of the pendulum and dancing with the whole body was stressed."
1932, Professor Winifred Cullis visited the college. She reported on the theoretical work of the college to the Advisory Board of the Diploma in Theory and Practice of Physical Education, University of London. Miss Ash, late Inspector of Physical Training, inspected the practical work and by 1933 the college had been passed as a suitable institution for training students for the Diploma. In 1935 four students successfully gained Part I and completed Part II in 1936.

For some years now the health of Rhoda Anstey had been failing and in her seventy-first year, after an operation, in a London Nursing Home, she died on February 27th, 1936. She was a pioneer in the forefront of Food Reform, Dress Reform and Universal Suffrage. A person with an independent and original turn of mind, the courage of her own opinions and was utterly fearless in carrying out any project she felt to be right. Adverse opinion, criticism or circumstance did not deter her. A woman of deep religious conviction, high ideals and steady aspiration. As with Madame Bergman Osterberg, physical education was but a means to an end. "The Body was the Temple of the Divine Spirit, we must seek to express the spiritual force which lies behind the physical, the Divine Life enshrined within us all."(13)

Under Miss Squire's guidance, the work of the college

Notes

Tribute by Ida Bridgman.
developed and her special contribution on the technical side was in the field of gymnastics. She considered it the basis of all physical education. Her enthusiasm and patience in helping students to achieve rhythm and suppleness stood as examples of the qualities she desired to instil in the future teachers of physical education. "Rhythmic Gymnastics" superseded traditional Swedish Gymnastics.

1937 will be remembered in the history of physical training as the year public recognition was really given to this branch of education. Anstey College was visited by Issa Palmer, Chief Inspector of Physical Training, Board of Education; Mr. Geoffrey Hakespeare, Parliamentary Secretary, Board of Education; R. Leadbetter, Secretary to the Parliamentary Secretary, Board of Education; Major Turnbull, Secretary, Juvenile Organisers' Council; Iss Safford, Secretary, ing Physical Education association; Miss D. Orsfold and Iss Hilton Royle, Inspectors, Chartered Society ofassage and Medical Gymnastics. An impressive list for a solemn occasion.

A new gymnasium was built, partly to accommodate the pioneer course for training ereative Leaders for the Central Council of Recreational Physical Training. The course took place during the three months of the summer Term and was repeated in 1938 and 1939. During the past
four years, students had given demonstrations of gymnastics at the Brussels Exhibition, 1935, the Massed Demonstration at Wembley Festival of Youth, 1937, the Midland Festival of Fitness, Birmingham, 1938, and the Lingiad, Stockholm, 1939.

During the second world war, the training continued as far as possible on normal lines. Regulations for admission were eased, students contributed financially to the war effort through demonstrations to the public of their work for which an entrance fee was charged. The isolation from other colleges brought with it a questioning period. The staff examined the principles guiding their training of the students in gymnastics greater freedom of interpretation was allowed.

Miss Suire thought Modern Educational Dance "intrinsic-ally self-conscious," tending to promote insincerity and offering opportunities for burlesque. Ideal for recreation but of little value in itself. (14) By 1945, she realised that her students were being deprived by denying them this experience and the subject was introduced as Basic Movement (Appendix XIX). During the academic year, 1943-44, the Students Council was formed. The full council met once...

Notes
per half term, the student section monthly. It aimed
to discuss and regulate the internal affairs of the college
in all aspects, in co-operation with the staff, and in 1945
the College Advisory Committee was appointed. By 1947, the
college was known as Anstey College of Physical Education.
This coincided with the Jubilee Year and Modern Dance
appeared by name in the programme of work, given by the
students to the Old Students. The Students' Union was
formed in 1947-48 and college joined the Association of
est Midland Training College Students that year.

Changes in the college curriculum had continued to
take place. Mr. Dyson and Mr. Chapman visited the college
and lectured on Athletics, with Mrs. Nelson---eal (Birchfield
Iarriers) co ching the students weekly. The third year
students in 1949, pioneered the adventure of attending a
mountain course for two weeks at Glenmore Lodge, Scotland.
The centre was opened in 1948 and students from Anstey have
enjoyed the freedom and challenge of the Scottish ighlands
annually. The activities of hill walking, climbing and
canoeing an eir allied skills form the basis of the

Notes
(15) Anstey physic l Training College Magazine, December,
1944, P.6.
Council:
All members of staff
Four third year students
Three second " "
Two first " "

course. In 1951 the second year students attended Lilleshall Hall for a concentrated course of Athletics. Other extra curricular activities were followed at certain times in the programme. Additional club activities, for example, Badminton, Table Tennis, Music, Art, Craft and Drama, were introduced at college and the scope of the training increased once more. The third year students of 1952, were the first group to take the University of Birmingham, Institute of Education, Certificate in Education, as their qualifying examination. The college continued to award its own Diploma until 1956, but ceased to enter students for the London Diploma. In 1955, Miss Squire retired and Miss Hobbs and Miss Webster were appointed as Co-Principals. The college was taken over by Staffordshire Education Authority in 1955, recognised for purposes of student grants and became a direct grant-aided college. Since this time, the college has been administered by a College Council of ten. (16)

Changes in the curriculum followed, with the students being offered a choice of subjects or an opportunity to specialise in study to greater depth certain aspects of

Notes
College Council:
  8 members Staffordshire Education Authority
  1 member Birmingham Education Authority
  " " Institute of Education.
Miss Hobbs retired in 1965 at a time when discussions were taking place at frequent intervals, over the establishment of a B.Ed. Degree at Birmingham University. Today (December, 1966) the Board of Studies for Physical Education and Health Education has accepted the syllabus given in Appendix XX, the college has been inspected by members of Birmingham University and their report is awaited.

The Anstey College Old Students' Association was formed in 1911, with fifty even members paying an annual subscription of two shillings and sixpence. After the first annual general meeting, the subscription was lowered to two shillings but raised to three shillings in 1919. Miss Anstey was President from 1911 to 1920. By 1956 there were 480 members. As an association it has actively supported many schemes to further the status of the profession. Regular functions, for example, Id Students' Day and Old Students' Te are held and members are kept abreast of modern changes through the pages of the magazine. At

Notes
Optional Courses:
Art, Drama, English and Music studied in second year.
Subsidiary Courses:
English, Further Biology or Music as second teaching subject.
Depth of Study:
Dance or two from, Athletics, Games, Movement, Swimming and Outdoor Activities.
present, Miss Squire is President and Miss G. Pickering (member of staff of the college) is Secretary of the Association.

By modern standards, Anstey is a small college. The friendly atmosphere established by its founder, Rhoda Anstey, has been retained and all students have the opportunity to get to know one another and to benefit from the free exchange of ideas. It has been suggested that the college should expand still further, perhaps be rebuilt on a new site, but future developments have still to be discussed and finalised. Meanwhile, the college continues to train specialist men teachers of Physical Education at Yew Tree House.
Bedford College of Physical Education.

Margaret Stansfeld, the founder of Bedford Physical Training College, had a magnetic personality. She was descended from Wyons Maryons, Lord of Stansfeld, who came from Normandy with William the Conqueror. Her infectious enthusiasm, knowledge of and interest in all aspects of physical education and her understanding of students, made her an ideal principal. A hard taskmaster, with little time for slipshod ways, she had a sense of humour which lightened any tense situation. She was a wide reader.

Notes
(18) Stansfeld J. History of Family.
Family Tree shows twenty four generations.
Coat of Arms: Sable, 3 goats trippant, Argent, crest Ademe lion rampant, Argent.
Motto: Nosce Teipsum.
Margaret, daughter of James, son of William, son of David of Leeds, son of David, Hope House, Halifax, son of Ely Stansfeld of Sowerby, son of John in direct line to Wyons Maryons.
Personal Education:
Day School, Great Queen Street, Bloomsbury.
Miss Silsby, Headmistress.
Miss Silsby became Headmistress large elementary school under School Board of London.
Margaret invited to become pupil teacher at the school.
Attended evening classes at Birbeck College.
The appointment of Miss Bergman by the School Board of London as lecturer and teacher of physical education gave Margaret the opportunity towards which her life had been leading.
She gave up her school work, joined Miss Bergman, studying with her and attending her classes. When Miss Bergman opened her college at Hampstead, Margaret Stansfeld was appointed to the staff. She lectured at the college and travelled over the country teaching in many schools and colleges.
with a remarkable memory, a generous person, aware of other people’s feelings and a courageous and compelling force in the sphere of physical education. Receptive to new ideas, though not always in sympathy with them, her students were not denied new experiences. Miss Stansfeld dreaded publicity and wanted no honour for herself beyond the honour of knowing her college stood high in the education world. She hated insincerity, affectations, disloyalty or selfishness and the mutilation, horror and destruction of war appalled her. A person of great energy and vision, who, while teaching at Bedford high School, bought the Wylams, 37 Lansdowne Road, Bedford and founded her college. She continued to teach at the school until 1918. Her college has a great tradition of service and loyalty, stemming from the wise guidance of its founder and respected by succeeding generations.

In 1900, Miss Stansfeld trained three students privately while teaching at Bedford High School, Moravian School, Schools in Leicester, Froebel, Homerton and Cambridge Training Colleges. Miss Armstrong, Headmistress of Dame Alice Owen School, tried to persuade Miss Stansfeld to open a Physical Training College in North London, with Owens as a training school. Miss Stansfeld had other plans and felt the environment of a country town more suited to her needs and so she waited until 1903 before launching her college. At first the students played hockey in Russell
Park with Bedford Ladies Lockey Club and Lacrosse with the girls of Bedford High School. Miss Stansfeld taught gymnastics, physiology, anatomy, massage and vaulting and was responsible for teaching practice in these early days. Thirteen girls were selected to become the first entry of students, no academic qualifications were demanded but the candidates received a rigorous interview conducted by Miss Stansfeld. The prospectus of the college was sent to schools of high repute, an advertisement was placed in the Journal of School Physical Training and in these ways students were recruited. Two members of staff were appointed in 1903, Miss Roberts and Miss Freerickson. After training, Ida Hadley and Iary Petit joined the staff and as student members increased, so were more staff appointed.

In 1909, the Bedford Physical Training College Students' Association was founded. Emphasis was on the family unit and the first refresher course was like a family gathering. (19)

The objects of the association have remained basically the

Notes

(19) Ferrier Jeanette L.M. A Special Study in Education P.49. The Development of Physical Education Training for Women with particular reference to Bedford College of Physical Education.

Aims of the Association:
1. To form a bond of union between all students trained at Bedford Physical Training College.
2. To contribute towards the expenses of Holiday Week.
3. To form a lending library for the Association.
same, words being changed to meet the current situation. (20) The annual course came to be known as "Holiday Week" and started with Gymnastics at 7.0 a.m. taken by Miss Stansfeld.

"The students lined up in two files awaiting the first word of command." (21) The principal's firm belief in discipline was instilled into her students during their training, discipline of the body and discipline of the mind. It was not forgotten on leaving college and served for many students as the criterion on which to base their actions.

In 1912, Miss Lindlof, a Swede trained at the Royal Central Gymnastic Institute, Stockholm, was appointed to the staff and until 1921 Swedish Gymnastics was always taken by a Swedish woman.

During the Great War, 1914-18, the curriculum was changed. Physical Education was an expanding subject. Greek dance was introduced and bare foot work established.

In 1919, the two years training was extended to three years and the social background of the students was changing.

Notes
1. To form a bond of union between all students trained in the Bedford College of Physical Education.
2. To hold meetings and to contribute towards the expenses of these when deemed advisable.
3. To support a Benevolent Fund for members of the Association.

(21) Ferrier J.E.M. A Special Study in Education. P.49.
Academic qualifications were still undefined and character and references considered more important. The total complement of the college had risen to one hundred and twenty students. More houses were bought to accommodate the increasing numbers and the number of lecture rooms was increased.

In the 1920's, a new trend of relaxed movements occurred in gymnastics. Miss Cicely Read was the pioneer of this form of work at Bedford. Extreme formality of lessons and teaching cultivated the wrong atmosphere in the gymnasium. Teachers felt that physical education should be enjoyed and the acquisition of skill was a factor of secondary importance. After Miss Read had produced gymnastic tables on these new lines, one student commented, "We were grateful for the tremendous variety of exciting jumps." (22)

In 1921, psychology was introduced into the curriculum and rounders was played for the first time in 1922. Examinations taken at this time included Diploma in School Hygiene, Chartered Society of Massage and Medical Gymnastics, First Aid and Home Nursing, Amateur Swimming Association Teachers Examination and the Diploma of Bedford College of Physical Training. There was no National Award in Physical Education.

To Miss Stansfeld, teaching was a way of life and she

Notes
(22) Ibid, P.55.
made this the focus of her students' training. Between 1919 and 1931, the students taught throughout their training, except for the first term in college. In year three, they took as many as twelve lessons every week, as well as coaching games and umpiring. (23)

In 1923, the Medical Branch of the Board of Education sent a letter to Bedford Education Authority, suggesting that a Physical Education Organiser be appointed. Miss Stansfeld answered the letter, pointing out that the children in Bedford schools already received expert teaching. She was appointed Physical Education Organiser for Bedford on 13th February, 1923. (24)

During 1931, Miss Stansfeld sent two of her staff to study at the Royal Central Gymnastic Institute in Stockholm. At this period she became concerned for the future of her college; she was now 70 years old. To this point Miss Stansfeld owned the college. It is suggested that on her death the college would have to be disbanded or handed to the State. The college, as such, was sold and a limited company formed with Miss Stansfeld as governing director holding 50% of the shares with the remainder divided between the

Notes
(23) Ibid, P.57.
(24) * P.57.
co-directors, her staff. (25)

One can speculate at this juncture on the difference in attitude to State ownership between Madame Bergman Osterberg (see page 202) and Miss Stansfeld. Madame had tried, unsuccessfully, in 1915 to give her college to the country. This was an unprecedented action and at that time, not acceptable. Fifteen years later, Miss Stansfeld was taking steps to make sure that her college was not transferred to the State at her death. Compare these situations with the present position when all women's colleges of physical education are administered by local education authorities.

Doris ilkie, Organising Secretary of the Ling Association, was invited by Miss Stansfeld to join the staff of Bedford College of Physical Training in 1932.

Notes
Deeds of Bedford Physical Training Company Limited.
*Firstly to develop or turn to account the profession or business of a Physical Training College run by Margaret Stansfeld in Bedford.
Secondly, to carry on at Bedford or elsewhere a school or college where students may obtain a sound classical, mathematical and general education and physical training of the highest order and to provide for the delivery and holding of lectures, exhibitions, public meetings, classes and conferences calculated directly, or indirectly, to advance the cause of education - and of Physical Training.
Thirdly, to buy or build anything that would benefit the company (land or property.)
Fourthly, to secure money to help the company.
Fifthly, to make payment to employees of the company.
There were 12,500 Preferential Shares
12,500 Ordinary Shares.
She was an old student trained 1913-15, at a time when students helped their principal to make a contribution to the war effort. 1932 was also the year when Bedford students put on a demonstration for the Ling Association at the Albert Hall. In 1935, Bedford College applied for recognition to take the University of London Diploma in Theory and Practice of Physical Education. The college was inspected and a satisfactory report submitted to the Advisory Panel. The first mention of academic qualifications appears in the prospectus and candidates had to be qualified, before acceptance, with a School Certificate. In 1937,

Notes


"The whole college is admirably organised. The students are delightfully housed, and there is no doubt that they have the opportunity of securing a first class, all-round training. Their connection with the schools in the town is of such a nature as to allow of unusually good teaching practice."

Practical Work: "There is no doubt that at this college the students have a very comprehensive, all-round training, ...... the fact that during their three years they receive training in gymnastics from no less than three different lecturers is in itself good..... The important point to be stressed ..... is the very satisfactory amount of teaching practice and games coaching which every student has during her career at college..... every type of school in Bedford is staffed for this subject by students or members of the staff from the Physical Training College."

The college was officially accepted 15th May, 1935.
Members of Parliament visited the college; the students took part, with students from other colleges, in the Festival of Youth at Wembley; and Dame Annie Higg lectured to the senior students on dance based on Rudolph Laban's principles. Three years earlier, Miss Joan Goodrich had started to teach Modern Dance at the college. She had attended classes held by Lesley Burrows in London (Page 364). Dance under Miss Colwill, Miss Goodrich and Miss Rowlatt had already made great advances; Dame Higg's lecture marked another step forward in this branch of Physical Education. The curriculum was steadily being widened and during the next era a greater range of subjects was introduced. (Appendix XXI)

A year to be high-lighted in the history of Bedford College was 1939. Miss Stansfeld was awarded the Order of the British Empire for her services to Physical Education and she also received the Swedish Medal conferring the "Grand Titre Honorifique de la Federation Internationale de Gymnastique Ling," the first Englishwoman to be so decorated. Alas, it was also the year when the second World War and all the tragedies of human slaughter started. Again, for six long years students were encouraged to contribute to War Savings, the Emergency Land Army, Fire Watching, to knit comforts for the troops and to help in any way possible, as well as study and receive a sound training in Physical Education. With the cessation of War,
Miss Stansfeld retired and Miss Cecily M. Read was appointed Principal. By now every type of school was represented among the student body. Public, private, direct grant grammar school and State aided grammar. The Secondary Modern School, as part of the tripartite system of education, was in the process of being established. Now, students must have gained at least five passes in School Certificate and Physics and Chemistry were considered an advantage. In the college curriculum, Diving and Camping, Principles of Education and Theory of Movement had been introduced. Unfortunately, Miss Read died very suddenly in 1949, and Miss Stansfeld returned to re-establish her college. Miss Doris Wilkie, Vice-Principal 1945-52, and Miss Mary Lace, acted as joint Principals for a short time until Miss Phyllis Spafford was appointed as temporary Principal for two years. Miss Spafford trained at Bedford, 1908-10, was Secretary of the Ling Association at the time of her new appointment and almost at the stage of retiring from a full time post. In 1951, Miss Eileen Alexander, trained at Dartford, 1929-32, was appointed Principal of the College. In 1949, the Students' Council was formed and in

Notes

(27) Ibid, P.72.

Students' Council:
Principal
Three members of staff
Three representatives from each year.
1962, this became the Students' Guild, a constituent organisation of the National Union of Students. The purpose of the Guild was to give opportunity for discussion of student affairs and to increase the range of activities within and without the college.

1949-50 saw the last group of students registering for the London Diploma and marked changes in gymnastics were apparent. Individual movements worked out to a basic rhythm for the first part of the lesson and freer use of the apparatus was allowed in the second part of each lesson. Later, the lesson was divided into three parts, Introduction, Movement Training and Apparatus, with basic themes of Body, Effort and Space being used as a guide.

In 1951, Miss Stnsfeld died, a grand old lady of ninety-one years. A humble, selfless, courageous woman who refused to accept anything but the best. "Her contribution to the development of both theory and practice in the physical training of women revealed an amazing intellect, and is of permanent value, but it is her personality that will be most vividly remembered by her friends."(28) She established a moral yardstick in the example she set her students by which they could judge their actions. "In her efforts to instil into her students the importance of their chosen career, iss

Notes
Stansfeld provided some wonderful guidelines, such as, "the discipline of a school emanates from the gymnasium," "it is the students who make a college," "if you are late for your class, you are stealing" and "the first year in your school you are a liability, the second you begin to learn and the third you may be able to give." (29) Miss Stansfeld saw physical education as one aspect of an all-round education. Her name was synonymous with standard, sincerity and service.

Her death broke a direct link in the chain with the early work in this country of Martina Bergman.

1951 was also the year when proceedings began for the voluntary liquidation of Bedford Physical Training College Limited. Students were having great difficulty in obtaining grants in order to attend the college. For the college to be on an equal footing with all other physical education colleges and attract candidates of the right calibre regardless of social background, it was necessary for the college to become state owned. It was sold through Bedford County Council to the Ministry of Education and all negotiations were completed by 4th November, 1953. (30) (Appendix XXII) The college was incorporated into the newly formed Cambridge Institute.

Notes:
of Education and all future students, on successful completion of their training would leave college with a Teacher's Certificate. Accompanying changes in the curriculum involved Anatomy, Physiology and Hygiene being renamed Social Biology, and Art, Music and English were introduced into the curriculum. Minimum Academic qualifications for entry remained as before, but it was desirable for candidates to have studied a VIth Form Course.

For many years the college had had a tradition of camping. Miss Read was a keen Guide and had taken parties of students to camp in Norfolk. In 1953, the first year students ventured to Taunton for a training course, under canvas, organised by Miss Montgomery, H.M.I., and in later years students have camped in Cambridgeshire and other counties. 1953 was, of course, the Golden Jubilee of the college. Appropriate celebrations were held by students and Old Students and the first Stansfeld Memorial Lecture was given by Freda Young on March 10th, 1953. Freda Young was a schoolgirl at Bedford High School and one of the first group of students to be trained by Miss Stansfeld.

By 1952, the principles of modern educational gymnastics had been evolved at Bedford, Miss H.D. Graham had been promoted to the post of Vice-Principal and a new
era in the life of the college had started. The population of Bedford was to see a rapid increase in the student population, a new shape to the skyline of the town, a closer link, if this was possible, with the activities of, for and in co-operation with the local people. During this era, steady progress was made, block teaching practice introduced and students obliged to travel further afield for this part of their training.\(^{(31)}\) In 1957, the students had given a demonstration at the Third International Congress of Physical Education and in 1959, made a film entitled, "Movement Themes in a Gymnasium," and in 1963, a film on Modern Educational Dance. Students had been asked to undertake some form of voluntary social service during part of the second year vacation time\(^{(32)}\) and all students contributed to the college effort to raise £1,000 for the Mayor of Bedford's Fund for the Freedom from Motes.

Notes
Teaching Practice Counties:
Bedfordshire, Hertfordshire, Northamptonshire, Cambridgeshire, Huntingdonshire, Buckinghamshire and Oxfordshire. Norfolk and Suffolk were used in 1965.

Opportunities and experiences discussed in Education seminar time. Students responsible for finding own jobs.
Examples - Work in Refugee Camps in U.S.A., Israel, Yugoslavia, Greece.
Hunger Campaign, 1962-63. "Holiday Week" had become Old Students' Week End and two major changes in policy had taken place. The first made it possible for students who wished to, to prepare to teach English, or Science, or Art, or Music, as a subsidiary subject in addition to Physical Education. The second allowed a greater number of options in practical subjects. The college had been invited to mount an exhibition of the students' work in Art and Craft by the Curator of the Cecil Higgins Art Gallery and Geoffrey Clarke had been commissioned by the college to execute a piece of sculpture to stand in the courtyard outside the entrance of the dance-drama hall.

Miss Stansfeld started her college at number 37. During the next sixty years, the college was to acquire the majority of houses along Lansdowne and Dynevor Roads and to build lecture rooms, tutorial rooms, a larger library, gymnasium, laboratories and studios. Student

Notes


(34) Common basic first year course:
Options: 1. Dance, artistic approach to movement supported by subsidiary gymnastics, swimming and games.
2. Specialisation in gymnastics, games and swimming.
Recreational activity courses selected from badminton, squash rackets, rebound tumbling, judo, sailing, canoeing, mountain activities and subaqua.
Supported by subsidiary course in dance.

Numbers started at thirteen and steadily increased through the years until, in 1965, there were over three hundred and twenty students in the college.\(^{(35)}\) Similarly, with the changing times and trends in education, the training offered has been altered. Today, students are anticipating being able to study for a B.Ed. degree. However, the Cambridge Institute of Education was never an integral part of the University and in October, 1966, Cambridge University announced that as a body, it had decided not to establish a B.Ed. degree.\(^{(36)}\)

Notes
\(^{(35)}\) Ibid, 1953, 63, 65.
\[^{(36)}\] Times Educational Supplement. Friday, October 14th, 1966, p.866.

Miss B. Paston Brown. Cambridge Review, October 8th. "As a result of the vote the students of 11 colleges in the Cambridge Institute find themselves the only students in the colleges of education throughout the country with no degree available to them, whatever their ability." She remarks that the opposition made light of the students' predicament and said that they could well take an external degree elsewhere, but she asks, "Will degree candidates still be in the colleges when these makeshift solutions have been found?"

Able applicants, she says, have already withdrawn from places offered them in college in the Cambridge area because no degree was available. She predicts that colleges in the Cambridge Institute will soon be sending out teachers of a lower quality.
Universities have been started. (Appendix XXIII)

The college had an elevated beginning with well conceived traditions soon giving purpose and drive to actions and inspiring students to become their own severest critics. The high standard of self-discipline established is reflected today in the unity of the Old Students' Association and the good work its members are doing throughout the world.
Chelsea College of Physical Education.

Chelsea College of Physical Education, unlike Anstey and Bedford, was founded by a young Bavarian, who had no direct contact with Madame Bergman Osterberg. We know that Fraulein Wilke and Madame had met, as revealed in extracts from an unfinished article, "'My Professional Career,' by Dorette Wilke, 1912." The college was established within a polytechnic institution, the South Western Polytechnic, and so its founder, Fraulein Dorette Wilke, was called the Headmistress. Mr. H. Tomlinson, B.A., F.R.S., was Principal of the Polytechnic at the time and this situation of Headmistress and Principal remained all the time the college was connected with the Polytechnic. The opening of the department for training of Gymnastic Teachers was described in the Fourth Annual Report.

Notes


"I may mention here that Madame Osterberg once came to see one of my classes and the following week sent several of her students to join that class."

Fraulein Wilke spent three years at Stempel's Gymnasium, Regents Park. The first two receiving a free training in return for teaching during her third year without a salary. There were infant classes, older children's classes, classes for adults, for married ladies, for elderly ladies and a class for medical students.
Session 1898-99, of the South Western Polytechnic. (38)

Anstey, Bedford and Dartford were resident colleges with students and members of staff living in close proximity. Lecture rooms, gymnasium and playing fields were at hand. Chelsea started as a day college, Dorette Wilke living in a flat in Beaufort Street, Chelsea, and her students and staff in "rooms" if their own homes were not within easy reach of the college. Rooms were found in Glebe Place, Trafalgar Square, Paulton Square and Sidney Street, until an increase in numbers made it desirable for a college hostel to be opened. At first, this more permanent residence was opened by Mrs. May, mother of one of the students training in 1902-1903. The "hostel" in Oakley.

Notes

"During the session a department for the training of Gymnastic Teachers was opened in connection with the Day College for Women. This is under the direction of Fraulein Wilke, who is a Member and Examiner of the British College of Physical Education and a distinguished teacher of all branches of physical culture. The course of training extends over two years and the fee is seventy-two guineas. Besides the usual practical and theoretical subjects, Massage, Life Saving, Sick Nursing, Elocution and Voice Production are taught, and there is a professional coach for outdoor games such as cricket, tennis and hockey, a great advantage for the girls who are trained not only with a view of being gymnastic teachers, but also to hold such posts as Games Mistress in girls' schools. During the session, six students entered the college and at the present time, there are eleven entries."
Street housed from twelve to fourteen students from 1903-1907.

Dorette Wilke was an astute person and she selected her specialist staff with great care. Miss Ethel Cartwright

Notes


"Miss Cartwright trained under Fraulein Wilke. She spent one year at Battersea and then, when Fraulein Wilke moved her "college" to the South Western Polytechnic, Chelsea, together with five other students, E.M. Cartwright formed the original college. She stayed one and a half years as assistant mistress. She was appointed to the staff of the Royal Victoria College of McGill University, Canada, in 1906, and founded the McGill School of Physical Education in 1912. She was Head of this establishment until 1927. From 1928-1943, as Professor of Physical Education, she headed the Department and founded the School of Physical Education for degree students at the University of Saskatchewan. In 1948, the Canadian Association for Health, Physical Education and Recreation presented an award of Honour to Ethel Mary Cartwright in recognition of distinguished service to the profession and unremitting zeal in promoting its aims and objects. One of Canada's pioneers in the physical education profession, a woman of great courage, ability and vision, a pathfinder in the establishment of sound professional principles and high ideals, a person with friendly human interest in people and an abounding enthusiasm in complete education of the individual. Respected and loved by generations of students, her name and her contribution to the cause of Health, Physical Education and Recreation, will live long in the memories of those privileged to know her."
and Miss Ethel Adair Roberts\(^{(40)}\) were her first appointments.

"Domina," as she was called by her students, after she had been naturalised in September, 1914, and her name changed by Deed Poll to Wilkie, was unconventional, broadminded, democratic, and encouraged individuality in others. She was tall and well proportioned with a dignified carriage and charm of manner. A vivacious, dynamic, outspoken personality, an artist with defined tastes, an intensely alive human being. Professionally, she was very generous, opening the doors of her college and welcoming visitors to discuss physical education. Her own training contributed to this approach to her work and attitude to the problems of a 'new' profession.\(^{(41)}\)

**Notes**

\(^{(40)}\) Ibid, 1929, P.5.

Miss Ethel Adair Roberts later became Mrs. Adair Impey. See page 230 for personal details.


Started professional training at age of 18, at the Training School of Stempel's Gymnasium, four to six students. Two year course. (See note 37, Page 159).

Thorough training in theory and practice physical education given by Mr. Stempel and one or two masters. Students made own arrangements for study of Anatomy and Physiology. Studied fencing. Awarded First Class Diploma.

Every published book on Physical Education, British and Foreign, in Mr. Stempel's library. Students expected to compare methods.

Attended boys' and men's classes for observation. In discussion expected to compare differences noticed between men's and women's classes. During Summer Holidays visited Switzerland, Denmark, Sweden, Germany.

Studied psychology under Professor Adams.

Joined Child Study Society, attended weekly lectures.
She was a member of The British College of Physical Education, The Gymnastic Teachers' Institute and The National Society of Physical Education. All three societies were founded soon after Fraulein Wilke had completed her training and, as an enthusiast, she joined all three. The first and third invited her to become a member, but nobody was admitted to The Gymnastic Teachers' Institute without examination. Dorette Wilke, therefore, took the examination, to the amusement of her students, and was awarded the Diploma. As an examiner for The British College, she visited Cheltenham College to examine the kindergarten students and met Miss Beale. Fraulein Wilke taught at Stempel's Gymnasium, then joined the staff of Queen Alexandra House Gymnasium as an assistant to the Misses Bear; later, she moved to Battersea Polytechnic and when she realised that the authorities were unsympathetic towards her scheme to train teachers, she resigned and was appointed to the South Western Polytechnic. When she made this last move, three pupils from Battersea, Ethel Cartwright, Maud Jenkins and Ethel de B. Colinette and one from Alexandra House, Anna Coltman, joined her at the South Western Polytechnic and became the first group of
students of Chelsea College of Physical Education. (42)

Domina took German gymnastics, the chief system taught at the college. This included club swinging, wands, dumb-bells, skipping, figure marches, with all exercises performed to music. There was always a daring, spectacular element in her work and one of her students wrote, "only participants in her classes realised what a sweet and amazingly vital personality she had, which vivified all classes the moment she appeared, making it always a great joy to work for and with her." (43) She wore a scarlet gymnastic dress and sash, bold at the end of the nineteenth century, but expressing her personality admirably. Froken Adolphsen, a diplomée of Copenhagen, taught Swedish Gymnastics and Sergeant Jones, English Gymnastics and vaulting. The students certainly experienced a wide range of systems within a comprehensive training. (44)

Notes
Before the end of the first year, there were eight students, which number had increased to twelve in 1899 - five seniors and seven juniors.
Anatomy, Massage and Medical Gymnastics - Froken Adolphsen, Fencing - Mr. McPherson & M. Volland.
Hockey, Cricket and Tennis - (voluntary) Mr. John Hawke, Swimming - Miss Daly.
Ballroom Dancing - Miss Beauchamp.
Physiology - Mr. Lacey.
Hygiene - Mr. Maslen.
First Aid and Sick Nursing - Dr. Mary Ogilvie.
Singing, Voice Production and Elocution Lessons - Miss Fanny Haywood.
During the early days, 1899 to 1903, before the establishment of the college diploma in 1902, the students took "outside" examinations, including South Kensington Science and Art Examinations in Physiology and Hygiene, the British College of Physical Education, (British and Swedish Sections) examinations, the examination of the National Society of Physical Education and the examination of the Gymnastic Teachers' Institute.\(^{(45)}\)

Accommodation for the training of women teachers of physical education at the Polytechnic was limited. Only one gymnasium was available and this was shared with the men's and boys' classes. The cloakroom was part of the gallery curtained off and was also used as a rest room. Domina and Sergeant Jones shared a room and there was no separate lecture room. A communal rest room for all women students of the polytechnic was available but the physical education students preferred the gallery. They travelled to Battersea Park for Hockey and Cricket, played Tennis in Trafalgar Square and swam in the bath adjoining Chelsea Town Hall.

In 1902, Dorette Wilke opened a Preparatory Course

Notes
\(^{(45)}\) Ibid, 1929, P.3.
Other Certificates:
Incorporated Society of Trained Masseuses,
St. John's Ambulance Brigade, First Aid and Sick Nursing.
at the Polytechnic. Students attended English and French Classes, joined in Gymnastics, Games and Dancing with any year of students and attended Physiology Lectures.\(^{(46)}\)

When organised, the Course became a recognised Matriculation Course and Matriculation a condition of entry. Ruth Clark was the first student and Helen Ruffell the second. During this year, Miss Adair Roberts joined the staff; she was responsible for Swedish and Medical Gymnastics, Anatomy, Theory of Movements and, later, Dancing.

Swedish and German Gymnastics were now on an equal basis. Partly the influence of Miss Adair Roberts and partly the influence of the Ling Association (see page 98), but also important, the open minded and receptive attitude of Fraulein Wilke. Students took part in the Coronation Tournament at the Albert Hall. Their demonstration included skipping, Indian Clubs, free standing exercises and figure marching. A newspaper report said, "The bevy of live, young ladies in most becoming dark crimson tunics, knickerbockers, stockings and deep lace collars was directed by Fraulein Wilke, in like manner.........

The evolutions of the fair performers included several pretty figures of musical drill, notably one in which

Notes
\(^{(46)}\) Ibid, 1929, P.5.

Students took Stage III Physiology, Board of Education Examination in their senior year.
hoops of pale blue and pale pink ribbon played a prominent decorative part."

"A march executed between the various groups imparted an air of pleasing variety to this item; and the prodigal wealth of floral decorations rendered the performance an embodiment of vigour and freshness. Next on the programme was squad practice which included rings and jumping, low rings, parallel bars, inclined ladder and rope climbing."

"The Indian Club squad numbering twenty two, then went through some well arranged movements with a finish which can only be the result of careful attention and constant practice, after which, Fraulein Wilke, accompanied vocally by her pupils, gave a solo, which included snake twists and some of the more difficult body circles, finishing her performance with a rally that almost rivalled that of the famous Cobbett."

"After an elaborate figure march by as many as sixty ladies and an extension exercise by about forty, the first surprise in the shape of a musical bicycle ride by eight pupils was introduced."

Netball was played for the first time in the gymnasium in 1902, there being no outdoor area available.

1903 found Dorette Wilke extending the education of her students by taking a small party to Denmark and
Sweden at Easter, to visit schools and educational institutions, and in July, a team of twenty Senior and Junior students to the Turnfest at Nuremberg. (47) Other educational visits included observation of work in different types of schools in London, trips to Germany and France and voluntary work in Working Girls' Clubs, assisting Fraulein Wilke, judging competitions or taking to the girls. (48) Fraulein Wilke further broadened the education of her students by arranging for many "external" lecturers to visit the college. Interesting people often expounding new ideas and she, personally, paid their fees, if money was not available through the normal channels. External students were offered classes, both in the day and during the evenings and these attracted personalities such as, Miss Evelyn Sharp, the writer and sister of Mr. Cecil Sharp, Dorothy Scott (Minto) the actress, the daughters of Alice Meynell and the grandchildren of Dame Ellen Terry. Dorette Wilke hoped that her students would learn

Notes
The students were boarded out in twos and threes in German families. Domina felt they would see more of the real German life and conditions this way, than if they stayed at a hotel.

Personal correspondence from Ruth Clark.
Royal College of Surgeons Museum.
South Kensington Museum.
In second year, students responsible for a Woman's Recreational Club during the two winter terms. This work was not supervised.
much about human nature, see something of the lives of the less fortunate workers and equally be able to converse with the fortunate, educated section of the population. Typical of her spirit of "missionary" work were the games and races she and her students organised on Saturday afternoons for forlorn children in Battersea Park. She was the initiator of organised play for the poor children of London on the lines of the play schemes operating in Germany.

In 1904, the college accommodation was enlarged. The Physical Training College now had a classroom of its own. Colonel Fox was a frequent visitor, trying out many of the exercises and tables of the first Board of Education syllabus of Physical Training for Elementary Schools, with classes of students. The Old Students' Association was formed and the first Holiday Course was held in September of that year.

With the publication of an official syllabus, work in "Elementary Schools" taken by the students of Chelsea College was based on the lines suggested by the Board of Education. Exercises were formal and performed to

Notes (49)
Chelsea College of Physical Education Magazine, 1929, p.7.
President - Fraulein D. Wilke.
Vice-President - Mr. Skinner, Principal of the Polytechnic.
Secretary & Treasurer - Miss Skelton.
Chairman - Miss Cartwright.
command, therefore, time was given to learning the points of the prescribed exercises and the commands used to control them, in lecture time. Great attention was paid to the use of the voice and Voice Production was taught by a visiting Specialist. Students attended a class in "Commanding" and were introduced to teaching by practising on each other to gain confidence in the use of the voice and experience in observation before being confronted with numbers of children and class management. Dorette Wilke's ability to teach teachers to teach without destroying the student's personal confidence was outstanding. Students were not allowed to conform to a pattern in their teaching, and Fraulein Wilke believed that to be a good teacher, one must be a psychologist. She had studied psychology every spare moment and attended Professor Adams' Teachers' Course for three years. She also joined the Child Study Society and took weekly classes which helped her greatly in her work. Her method of teaching "commanding" in chorus was new and more effectual because it freed students from personal embarrassment such as they experienced as novices when called in front of their peers to "command." The method gave practice in voice management and wording, in a congenial situation. Practice was also given in ___________

Notes
(50) Personal correspondence from Miss Ruth Clark.
arranging a lesson of exercises, with or without hand apparatus (dumb-bells, wands, etc.) to be performed to music, for until 1906, German Gymnastics based on Swedish principles was included in the curriculum. Students also studied Theory of Movements when they learnt about the physical and mental characteristics and development of the various age groups. This course culminated with each Senior student giving a lecture, questions being asked at the end and a discussion of controversial points before the session concluded. During the second year, they practised on each other, teaching more advanced gymnastic movements on apparatus (51) and shared a large class with other students, each taking a section for apparatus work. The students were systematically led to being responsible for a whole class.

In 1907, Morris dancing was introduced into the Dance Syllabus (52) and Swedish Gymnastics entirely replaced

Notes
(51) Ibid.
Examples: in vaulting, assisting, standing by catching where necessary.
(52) Chelsea College of Physical Education Magazine, 1929, P.10.
Morris Dancing introduced by Miss Warren, a teacher from Miss Neal's Esperance Club, which was working in conjunction with Mr. Cecil Sharp. The students practised Bean Setting, Laudnum Bunches and other elementary dances for a whole week. Undiluted Morris dancing had its effects on calf muscles. It might be said that the Folk Dance Movement was cradled in Chelsea College.Fraulein Wilke encouraged Mr. Cecil Sharp in his work and new discoveries of Morris and Country dances were worked out on and by the students.
German Gymnastics. The content of work of the open Evening class was also changed to be in line with this policy. Hitherto, Fraulein Wilke had taught the Friday evening class which was attended by many old students. Great was their disappointment when "present" students took over the responsibility to be in keeping with the change of system. It gave the students more teaching practice but, although the students took their new duties seriously, this did not compensate the members of the class for the loss of Fraulein Wilke.

Fraulein Wilke was very farsighted in making new policies for her college and in 1909, introduced a compulsory three year course of training. This placed emphasis on theoretical subjects in year II, allowed more time for teaching in year III and brought the length of training comparable to that received at a university. University recognition for the profession of Physical Education was an ideal that Fraulein Wilke cherished and she worked hard for its realisation for many years. Her efforts were only partially successful, but her policy of sending out more mature students was adopted by all specialist colleges in 1919 in accordance with the requirements of the New Registration Act and for general training colleges in 1960. At Chelsea, the Preparatory Course automatically ceased to exist and the training became wholly Swedish with an expansion of Medical work.
In July of 1910, an important educational visit was made by Fraulein Wilke, Mr. Cecil Sharp and a party of students to the International Congress of Hygiene in Paris. The students gave two demonstrations, showing free-standing gymnastics and Morris and Country dances. (53) A comment in the Journal of Scientific Physical Training said, "This was an exceedingly good display and gave a faithful representation of the work, educational and recreative, in use in English Schools, and of the principles recommended by the Board of Education." (54)

The teaching of Psychology was introduced in 1911, Dr. Halsey (55) being appointed lecturer in this discipline and Fraulein Wilke realising one of her ambitions in establishing Psychology as a Diploma subject. During the next few years, building extensions were completed, classes for Elementary School Children were started at the college, an annual demonstration given by the children was organised by third year students for the children's parents and plans

Notes
Gymnastics demonstration at the Grand Palais, Dance demonstration at a conversazione given by the Medical Inspectors of Schools of the City of Paris to the members of the Congress at the Municipal Theatre at Enghien. The programme was printed with explanatory notes, in French, German and English.
Dances: Bobbing Joe, Brighton Camp, Princess Royal, Ribbon Dance, Pop Goes the Weasel, Irish Jig, Scotch Reel, Highland Fling.

(54) Op. Cit. 1910, P.

Dr. Halsey — as Gladys Martin, trained at Chelsea 1904-06. Later, took a degree.
for further expansions made. The beginning of hostilities between England and Germany, in France, in 1914, postponed the extension programme, but the college remained in London during the war years. The sound training continued and the students contributed in many ways to the War Effort. Third year students started hospital practice at St. George's Hospital in 1915, and when Miss Cicely Read joined the staff in 1916, a Girl Guide Company was formed.

College was invited to take part in an outstanding demonstration of gymnastics and dancing, organised by the Ling association in 1917 and given in the Albert Hall. (56) During 1917-18, air raids became more frequent and alarming to City residents and the scarcity of food presented a serious situation. The college students worked under great disadvantages and when the summer term of 1918 brought the influenza epidemic, the college was

Notes
(56) Ibid, 1929, P.16.
"Second and third year students showed gymnastics taught by Miss Anderson, and a ballet, arranged by Cecil Sharp for Granville Barker's production of "A Midsummer Night's Dream." Miss Marjorie Sinclair taught the ballet, which was a charming arrangement of Folk Dance figures and steps danced to Folk Dance music. The whole demonstration was an enormous success, the hall was packed and the only unhearsed event was a terrific thunderstorm which took place during Chelsea's gymnastics. The climax was reached during the balance on high beams, when the roof of the Albert Hall was struck and Chelsea's fame in balance established, as the gymnasts remained unshaken throughout the episode."
decidedly jaded. (57) At the end of this eventful term, thirty students and three members of staff joined the Women's National Land Service Corps and went into Camp with one hundred and fifty other women workers in Uchester, Somerset. (58) Other students and Old Students worked on farms, in hospitals and in the Forestry Corps. Perhaps the first interests of college, in camping, were stimulated through necessity, not pleasure. At the end of the war, the college expanded rapidly, Miss Andersen studied under Frauen Else Thomsen, a disciple of Frauen Elli Bjorksten and returned to Chelsea to give gymnastics a 'new' look.

The most outstanding event of 1919, apart from the cessation of war, was the college twenty-first Birthday when, on November 8th, Fraulein Wilke organised a party for staff, students and old students. Two hundred people

Notes:
(57) Ibid, 1929, P.17.
Nights were spent in the basement during air raids. Staff and students queued at the Chelsea Communal Kitchen in Manor Street, at 1 o'clock daily to collect bowls of soup and packages containing slabs of unappetising grey-looking suet pudding. Rations were supplemented by "Glaxo." Cases of influenza at the college were not serious, but appetites were affected and, consequently, the students were lacking in energy and zest for life.

The students and staff worked for periods of time varying from three to eight weeks, eight hours a day, pulling flax. The work at the Flax Camp was put on record as time officially undertaken by the college. It was strenuous and conditions of life were far from comfortable.
celebrated this happy occasion. (59)

In May, 1921, the Ling Association organised a second demonstration in the Albert Hall and in November, 1922, Chelsea, represented the Physical Training Colleges, giving a demonstration of free-standing gymnastics again in the Albert Hall, for the London County Council.

The first college Camp was held in 1923 at Nutfield, Surrey, during the Whitsun vacation, (60) and in 1924, The Games Council, was established. Progress along these lines continued with the formation of societies as needs and interests were stimulated. (61) Austrian Gymnastics was taken by Miss Cldland on her return from Germany, where she had spent the past year at the University of Vienna under Dr. Margarete Streicher. The year 1928-29, was a sad one in the annals of Chelsea College. Domina was taken ill and retired from the active life of the college. When she resigned, Miss May Fountain was appointed as Headmistress. She continued the college tradition of experiment and development and in 1930 introduced a One Year Course for trained certificated teachers in conjunction with Whitelands Training College.

Notes

(60) Ibid, 1929, P.21.
J. Chambers was Commandant.
The Camping Society, the outcome of a Guide Camp, held Whitsun, 1922, was formed.
1923 - Debating Society.
1923 - Camping Society.
Domina died in 1930, a personality whose influence reached far beyond the doors of her own college. An arresting example of "the spirit which maketh alive,"(62) she had inspired generations of students with her own high standards of work and thoroughness. "To know her was a liberal education."(63) The Dorette Wilke Scholarship was founded to honour her and offered to the successful student a free place in college. The holders were Evelyn Standley, 1930-33; Elizabeth M. Kirby, 1933-36; Honor Fry, 1936-39. The Scholarship was in abeyance during the war years and after the college came under the Ministry of Education, it was no longer necessary to make special financial provisions for "needy" students. The Scholarship was renamed the Dorette Wilke Fund and the money was used for research and further study.

It was appropriate that Chelsea students were the first group to take the Diploma of the University of London in the Theory and Practice of Physical Education in 1933. The Diploma was inaugurated in 1931 after the Memorial organised by Mr. Skinner, Principal of Chelsea Polytechnic and leading Physical Educationalists had been presented to the Senate of the University. The college was inspected during February, 1931, by Professor Cullis and Miss Ash appointed by the Advisory Panel. "The

Notes

(63) Ibid, 1929, P.22.
Senate at their meeting today, passed the following resolution: 'That the course of instruction and training at the Chelsea College of Physical Education be approved under the Regulation 3 of the Regulations for the Diploma in the Theory and Practice of Physical Education.' The resolution was dated 17th June, 1931. (See page 332.)

In 1936-37, at the Gaumont British Studios, Shepherds Bush, the students made the film, "Four and Twenty Fit Girls," and in 1939, "Fitness Wins," for the National Fitness Campaign.

Under Miss Fountain, the college continued to progress and adapt its training to current trends, but 1938 brought a time of grave national anxiety. In the event of war, the college would be taken over by the Chelsea Borough Council Air Raid Precaution Service, as

Notes

(64) Ibid, 1949, P.22.
Miss Fountain - Headmistress, 1929-1945.
Principal, 1945 - 1950.
President, Ling Physical Education Association.
National Association Organisers of Physical Education.
Served on the Advisory Council of the London University Diploma in Theory and Practice of Physical Education.
A member of the Committee Federation Internationale de Gymnastiques - Ling.
Elected by the Committee of Principals, University of London, Institute of Education, to serve on the Provisional Council of that Institute.
a Control Depot. The depot would co-ordinate services of several kinds and become a decontamination centre.\(^{(65)}\)

Negotiations took place with Loughborough for transference of the college in the event of war. This suggestion was provisionally accepted but not ratified, and in September, 1939, the college was evacuated to Borth\(^{(66)}\) and remained there until 1948. The Grand Hotel became the home of Chelsea College, and for the first time in its history, the students were housed in one building. Although the lease of the hotel expired in 1940, arrangements were made for the college to continue occupying the buildings until the college was moved to Eastbourne in 1948. From this short sentence we might think that negotiations were straightforward, but much correspondence and years of work took place before the college was finally transferred to Eastbourne Education Authority on 1st April, 1947\(^{(67)}\)

(Appendix XXIV)

Notes

\(^{(65)}\) Memo Education Officer. File on Evacuation of Chelsea College of Physical Education - Record Office, County Hall, London.
Permission to move granted 21st September, 1939, by L.C.C.

\(^{(66)}\) Ibid. and Chelsea College of Physical Education Magazine, 1949, P.23.
Miss Fountain, Dr. Harlow, Miss E.M. Perry, Senior Woman H.M.I., Miss A. Rogers, H.M.I. Physical Education, responsible for transferring the college to Borth.

\(^{(67)}\) Record Office, County Hall, London.
Files - EO/TRA/3/5
EO/TRA/3/6
EO/TRA/3/7
EO/TRA/3/8
EO/TRA/3/9
EO/TRA/3/10
Ed. 676.
During the immediate pre-war and war-time periods, Gymnastics was taken by Miss Clark and Miss Partridge and later by Miss Connie Powell; the college work was once again on Austrian lines. In spite of changed surroundings, the normal work continued during the war with Ardywn School gymnasium and the Village Hall being used for gymnastics and class teaching and games played on the sands of Borth. Members of staff from Aberystwyth University (68) visited the college and lectured to the students and the University of London gave permission for students of Chelsea to continue to study for their Diploma in the Theory and Practice of Physical Education.

In 1942, Miss Lisa Ullmann spent a week at the College lecturing to the students and taking sessions of Modern Educational Dance. She returned in 1943 and was followed by Sylvia Bodmer in 1945, taking a week's course. Miss Ebner introduced athletics into the curriculum in 1942, and in 1943, the college was visited by Miss E. Oakden, H.M.I., and Miss E.M. Perry, H.M.I. They represented the Physical Education Sub-Committee of the McNair Committee and were collecting information for a report on the future training of teachers and youth leaders.

Notes

Professor Idwal Jones, Dr. George Green, Mr. Arthur Pinsent, Dr. Emrys Watkin, Mr. Allen and Major Stimson.
On April 1st, 1945, the college was recognised as a Training College for Teachers by the Ministry of Education, under the Education Act, 1944. The Governors of the Chelsea Polytechnic continued to completely manage the college until 1st April, 1946, when responsibility for administration was temporarily accepted by the London County Council. After the transfer to the Eastbourne Education Authority, a completely changed Governing Body met in July, 1947. (69)

Students benefited from new premises and furniture but, as with all changes, there were problems to be faced and answers to be found, traditions to be established and progress to be made, if this new era was to be as outstanding as previous eras had been, in the history of the college.

When Miss Fountain retired in 1950, the college was accepted as an integral part of Eastbourne. Miss Gwyneth Cater was appointed as Principal and served the college.

Notes

(69) Ibid, 1949, P.40.
Chairman: Dr. Harlow.
Representing Eastbourne Education Committee: Deputy Chairman: Sir Robert Dodd.
Alderman Rush, Councillors Bignell and Dingle,
Mrs. Lee and Mrs. Hamblin.
Representing London University: Professor H.B. Appleton.
Representing Governors of Chelsea Polytechnic: Professor W. Cullis.
Representing Old Students' Association: Miss E.M. Perry.
Representing East Sussex Education Committee: Mrs. J. Gow.
Miss Fountain, Principal, and Mr. Aspden, Chief Education Officer, Eastbourne Education Authority, present at all meetings.
in this capacity until her untimely death in 1953.  

During 1951-52, the Teachers' Certificate, Institute of Education, University of London, replaced the College Diploma and the Diploma in Theory and Practice of Physical Education, University of London. The new regulations required each student to take a "Special Field of Study" as well as her Main Field of Study. Chelsea students were offered Music and Movement, English and Drama or Advanced Physiology. English and Music were included in the first year curriculum and the Special Field was selected in Year Two. The Students' Union was formed during this session and Herr Medau visited the college using twenty third year students to demonstrate his principles of flow and harmonious body movement.

In 1953, Block Teaching Practice was introduced for Year III students, and Biology and Art and Craft added as

Notes

Member of College Staff for twenty years before becoming Principal.
Chairman Special Physical Education Committee.
London Training Colleges Delegacy.
Member Academic Board, Institute of Education, University of London.
Member Ling Physical Education Association, served on the Committee and many Sub-Committees.
Member Governing Body Croham Hurst School.
Responsible for the One Year Course, 1935-39.

Music and Movement taken by Mr. Davis, B.A., B.M.V.S., L.R.A.M.
English and Drama " " Miss Gough, B.A., Deputy Principal.
Advanced Physiology " " Mr. Collier, B.Sc.
Special Fields of Study in 1955. Miss Annie Rogers\(^{(72)}\) was appointed Principal in 1954 and retired in 1958, when Miss Audrey Bambra\(^{(73)}\) was appointed to the post. At the beginning of the session 1956-57, the Supplementary Course was inaugurated followed by a Post Graduate Course in 1963, a New Advanced Dance Course in 1964 and a Course for Overseas Students was also started. (Appendix XXV)

In response to the National shortage of Teachers, ninety first year students were accepted in 1957-58, making a college complement of two hundred and twenty four students. 1958 was the Diamond Jubilee of the College and appropriately marking the occasion, the college received the Grant of Arms from the College of Arms.

"Azure a Winged Bull statant Argent horned and unguled and resting its dexter forefoot on a Sphere Or on a Chief also Or between two Sea Horses vert the dexter legs raised a Pale Ermine thereon a Cross throughout Gules"

Notes
Student at Chelsea College, 1914-16.
H.M.I., Physical Education.
Chief Woman Inspector for Wales.

\(^{(73)}\) Ibid, 1958.
Student at Anstey College of Physical Education, 1935-38.
Member of Staff, Anstey College of Physical Education, 1945-49.
Member of Staff, Coventry Training College, 1949-58.
The college curriculum by 1963 offered students further optional study courses on Youth Leadership, Advanced Dance, Physical Education for Handicapped Children and Outdoor Pursuits. The central core of work was renamed "The Art and Science of Movement" with the approval of the Institute of Education, University of London, and adopted also by Dartford College of Physical Education and Nonington College of Physical Education. Teaching practice extended from Eastbourne, Sussex, to Brighton, Portsmouth, Southampton, Hampshire, Bournemouth, Reading, Berkshire and Buckinghamshire, and during this session, there was a complete re-organisation of the curriculum and time-table. Morning sessions were given to the basic subjects, art and science of movement, gymnastics, modern educational dance and education; afternoon sessions to Activities, Liberal Studies and Anatomy and Physiology. Standards.

Notes
(74) Ibid, 1958, P.4-5.
Idea originated with third year students, 1955. With permission of Governors and Town Clerk, College of Arms approached. Cost of Grant £157.10.0. Money raised and Memorial with the Mayor of Eastbourne's signature sent to Chester Herald for a Grant by Letters Patent under the hands of the Kings of Arms. The Scroll bears the signatures of G.R. Bellew, Garter; J.D. Heaton-Armstrong, Clarenceux and Aubrey J. Toppin, Norroy and Ulster; their impressive seals in yellow metal cases are appended and the Scroll is kept in a long red leather box with E.R.II emblazoned in gold thrice repeated along the lid.
were set for games, athletics, swimming, ballroom and national dance. Students were offered a wide choice of courses in liberal studies, including drama, music, art and craft, biology, social studies and combined arts. For every ten hours of lecture time, the students were expected to complete ten hours of personal study or practice. The number of students in training, September, 1966, was 350, further buildings had been constructed in an effort to provide accommodation for increased numbers. (Appendix XXVI) and uniform has, of course, changed in keeping with modern trends. (Appendix XXVII)

On October 28th, 1966, Chelsea College of Physical Education was visited by Her Majesty, The Queen, and His Royal Highness, the Duke of Edinburgh, during their tour of East Sussex towns associated with 1066 and the Battle of Hastings. (75) A fitting conclusion, or another milestone marking the close of an era, for Chelsea College of Physical Education is now a constituent member of the University of Sussex School of Education, and future students will qualify through this "New University."

Notes
(75) The Leaflet, December, 1966, P.75.
"From Small Beginnings....." an appropriate title given to a short biography of Madame Bergman Osterberg, founder of Dartford College of Physical Education, in "Nine Pioneers." (76) This article clearly describes how a young enterprising Swedish woman (77) came to England in 1881, founded a college with four students at Hampstead in 1885 and has, through her pioneering work, influenced the physical education of succeeding generations of British people. A tyrant, famous for the sharpness of her tongue, and intolerant of other people's views, she was an advocate of a system of gymnastics almost unknown in this country at the time of her arrival. Convinced in the values the system offered to all, she worked through physical education to achieve higher ideals. The "economic, social and spiritual freedom of women" from the traditions and prejudices existent in her day. (78) The house at 1, Broadhurst Gardens, was the starting point of the

Notes
(76) Nine Pioneers in Physical Education, P.5-8.
(77) Extract from "Svenska Dagbladet," 1st December, 1935. "Martina Bergman was born in the Province of Skane, 1849. She received an excellent education for that time, studied languages at a pension in Switzerland and, at an early age, became a governess. She was employed for some time by the editors of the Nordic Encyclopedia in Stockholm, but after studying and teaching the arts, she turned to a new field, finally graduating from the Royal Central Institute of Gymnastics."
(78) Article by Dr. Anna Broman, 1935.
training of teachers, through full time education, along Swedish lines.

Young, small, upright, active, short and square, a high spirited woman, an enthusiastic teacher and a practical and detailed organiser, her boundless energy was used constructively for the benefit of mankind. In her own words she aimed to train, "a teacher who will give her whole time and interest to a school, a leader in the games field as in the gymnasium, one who will guard the children's development, prevent deformities and keep an eye on the whole hygiene of the school." (79) A broad curriculum for any member of staff to honour, but particularly broad for the nineteenth century. The curriculum of the early students included anatomy, physiology and hygiene, educational and remedial gymnastics, games, swimming and dance, theory of movement and teaching practice. A comprehensive list of subjects designed to equip them for their new profession. Vaulting and fencing were treated as special subjects and coached by Mr. Oberholz in Hampstead, and by Mr. Mauritzi in Dartford. There were always Swedish members of staff to take gymnastics and such names as Miss Wikner, Miss Welin, Miss Widebeck and Miss Tingberg appear in the college records. Miss Tingberg (1902-1909), now Madame Gottlieb.

Notes
(79) Ibid.
is still alive and spoke in glowing terms of Madame's administration, her genius at selecting each student's gifts and seeing that these were developed and her high standards of work and conduct. (80) Madame was possessive and dedicated to Per Henrik Ling's work and this apparent obsession, together with a clash of personalities, may have been the root cause of her later disagreement with her own old students. A unique and many-sided personality, almost liberal at times but a driving force in the quest for progress in teacher training. Professional jealousy has been a returning feature in the history of women's physical education, but possibly, this narrow minded attitude was used in defence of establishing and retaining high standards of work, strict obedience and respect for the subject in its "Infant" days. Dominating and a strict disciplinarian, Madame was secretly proud of her beautiful, healthy English girls. (81) and she was

Notes

(80) Personal interview with Madame Gottlieb.
Madame Gottlieb massaged Madame morning and evening, lectured to the students in Anatomy and Gymnastics and was responsible for teaching practice. She introduced children's gymnastics to the students and left GYMNASTIK, for Smaskolan pa landsbygden Martha M. Gottlieb for the college library when she returned to Sweden. Madame Gottlieb spoke of many 'visiting' lecturers at the college and the pleasure of old students' week, at the end of the Summer Term, when news was exchanged and new ideas discussed.

(81) Nine Pioneers, P.7.
generous and sympathetic in times of trouble.

Madame's attitude to the English love of games and sport has been questioned on many occasions. At Dartford she provided a running track where students could train professionally for games, but she had to be persuaded to have a large group of cedar trees in the middle of the hockey pitch cut down. (82) She saw basketball played in America in 1893 and arranged for an exponent of the game, Dr. Toles, to teach her students in 1895. (83) The students changed the rules, developed the game and English Netball was born. She supported her students when they played matches and in 1902 the challenging team from North London Collegiate School reported on returning from Dartford after a drawn match, "Madame Osterberg gave us a Royal Welcome." (84) Madame allowed hockey, cricket and tennis to be introduced into the curriculum in 1889, during Hampstead days, and arranged for well known men professionals to coach her students in their respective skills. But she felt that games introduced for the children's good were often spoiled by adult folly. "At present girls as well as boys often commence them (games)

Notes

(82) Private notes belonging to Mrs. Adair Impey.
(83) Bergman Osterberg M. Gymnastics & Games for Girls p.216.
Girls given showers and tea after the match, taken for a tour of the college grounds and returned to school with a bouquet of flowers.
too early, continue them too long at a time and play them under circumstances which may produce weakness instead of strength, bad habits instead of good ones." (85) She decried "Schools where games are so unwisely guided and the influence of systematic gymnastics so misunderstood that all children get the position of cricketers with their queer gait and round shoulders." (86) Was it expediency or genuine appreciation that led Madame to encourage the playing of games at her college and so create a training system suitable for English girls? In her article, "Gymnastics and Games for Girls," published in the Teachers' Encyclopedia, she said, "The combination of English games and Swedish gymnastics makes an almost perfect training system for the young." (87) She advocated playing two games on alternate days each term, hockey and lacrosse, hockey and basketball. She felt the faulty position effected by one game was counteracted by the other. "All games teach the appreciation of time and space, they demand a given amount of effort and energy and they submit the player to discipline." (88)

Madame Osterberg was very critical of the German

Notes
(85) Bergman Osterberg M. Physical Training as a Profession, P.iii.
(86) Private Notes belonging to Mrs. Adair Impey.
(88) Ibid. P.216.
"Mind rules matter. Players must act quickly, do the right thing at the right moment, think of others but trust to themselves."
system of gymnastics taught in some girls' schools when she arrived in England. She said the exercises were acrobatic and devised to suit the apparatus, they produced over-developed shoulders and encouraged faulty posture. (89) Equally, she was critical of "Musical Drill" and "Calisthenics." "Musical Drill becomes automatic and exhaustive by its infinite repetition," "Calisthenics consists in a variety of arm movements." (90) Convinced that a scientific training was imperative to the gymnastic teacher, Miss Bergman began to train women teachers of Physical Education for England. There were two important points that had to be constantly borne in mind, "the educator must be herself educated and by nature, specially endowed for the work, and the work must be properly valued and the dignity of the profession recognised." (91) She brought a fresh and invigorating approach to her work and quickly enthused her students in this new venture. Success was important and motivation for further effort, her pioneer work attracted the attention of educationalists, social workers and doctors and a clue to her success was given in the following comment, "Totally undisturbed by committee

Notes
(90) Ibid.
(91) Article called, Physical Education. (Author unknown.)
resolutions, untrammelled by inspection and never interfered with by inexperienced advice, she had the great advantage of being left alone to her own devices. the whole work being planned and carried out as she thought best."(92)

The gymnasium at Hampstead was small but carefully maintained by Mr. Osborne. He took great pride in keeping it clean and no speck of dust was allowed to remain on the surface of apparatus or floor for long. The gymnasium was used for such activities as fencing, vaulting, dancing, taken by a little French dancing master, and gymnastics and students and patients were taught to swim lying over benches. It is recorded that at the end of one such swimming lesson, Madame Osterberg said, "Go and do that in the water and you will swim" and one patient swam the full width of Hampstead Swimming Bath the first time she went into the water!(93) Students travelled out of London for coaching in cricket, lawn tennis and hockey, and educational visits were made to South Kensington Museum, The School of Medicine for Women and other places of interest. If Madame thought the students were tired and in need of a change, she would abandon lectures and send the students out for the day.

Notes
(93) Ibid. 1964, P.20.
In Anatomy the students were taught the organs of the human body and their functions and they experienced in practical work the movements they would later teach. They were trained to see and observe and encouraged to practise this art on all occasions. A visitor to the college at Dartford commented, "Anatomy is perhaps of most interest to the pupils, at any rate to the more practical who can appreciate things they can see. With the skeleton before them, they find it easy to understand the use of the bones, etc. but in Physiology, more imagination is needed." (94)

Students were handpicked by Madame Osterberg. She liked candidates with strong personalities and good education. "She felt she could never have laid the foundations of a healthy womanhood in Great Britain by training the working classes and that for a reason that made me (Mrs. Adair Impey) ashamed for my country........ physique of this class was so lowered and impaired by neglect and by bad conditions of housing, food and clothing, that unless the conditions could be changed, no radical improvement could be effected. Feeling this, she decided that the secondary schools must be attacked and the foundations laid for an invigorated womanhood in--"

Notes
classes which enjoy happier conditions." (95) Madame further said that, "To ensure success in their profession, students required a sound constitution, a well developed body and a bright, pleasing appearance. Thorough education, energy, practical intelligence and aptitude for the study of natural science are essential besides the zeal, tact and devotion which distinguish all successful teachers." (96) When Miss Adair Roberts was interviewed by Miss Bergman in 1895, Miss Bergman at first refused to take her, saying that she was too short. Quickly Miss Adair Roberts pointed out that she was as tall as Miss Bergman and a quarter of an inch taller than Queen Victoria. Mr. Adair Roberts, who had accompanied his daughter at the interview, agreed to pay the fees for two years' training and Miss Adair Roberts agreed to matriculate before entering the college in 1896. (97) Candidates were admitted between the ages of eighteen and thirty years and Madame Osterberg travelled to Glasgow and Edinburgh to interview candidates from the North of England and Scotland.

For a short time at Hampstead, handcraft was taught as an extra, a forerunner of the present pattern of training at the college, when students qualify in more than one subject. As the curriculum was filled with more

Notes
(95) Private papers of Mrs. Adair Impey.
(96) From notes at Dartford College of Physical Education.
(97) Private papers of Mrs. Adair Impey.
advanced dancing, more expert medical gymnastics, 
handicraft was dropped to give priority to the essential 
(98) training. Anthropometry (Appendix XXVIII) was also a 
subject studied in some detail in the early days and 
physiological tests and measurements were not unknown. 
"How proud I was to breathe 172 cu.in. when the average 
female only does 138, until I found other girls breathed 
out over 180!" Madame experimented where she thought it 
wise and over the years gradually educated parents, 
headmistresses and public opinion. The Headmistresses' 
Association supported her work and encouraged the 
appointment of trained gymnastic teachers to the staffs 
of girls' schools. "The training was strenuous and, if 
a student showed signs of over-fatigue or delicacy, she 
was not permitted to finish the course."(99) 

Notes
(98) Ibid.
(99) Mitford Sybil C. A Physical Culture College in Kent.
In 1886, Miss Bergman married Dr. Edvin Per Wilhem Osterberg, but continued the work she had started in England. An unconventional move, contrary to normal English custom of the day, when the majority of women of the upper strata of society, ceased to work, if they had ever started, when married.

Madame realised that conditions at Hampstead were restricting and in 1895, she moved her college to Dartford. In ten years, she had trained sixty students, all pioneers and many to bring honour to the college. Madame bought a large country house, Kingsfield, on the edge of Dartford Heath, with spacious grounds, fourteen acres, and

Notes
Dr. Osterberg, a "scholarly, retiring sort of man with square cut reddish beard and very tapering beautiful hands - rather exacting and pedantic. He was interested in English Literature and liked to read aloud in a good and pleasant voice."
Born - Stockholm, June 15th, 1850.
Educated - Stockholm Gymnasium. After matriculation, entered the Nation of Stockholm at Uppsala University.
1871 - appointed deputy teacher, Stockholm Gymnasium, later, editorial staff Nordisk Familjebok. Here met Martina Bergman - librarian.
1879 - B.A. Degree, Uppsala.
M.A. Degree.
Ph.D. for research into Classical Law.
After 1886 - joined staff School on Modern Lines, later, moved to New School - taught Latin, French and English.
1905 - Tutor in Swedish to Crown Princess Margaret of Connaught.
Given post in Chancellory of The Royal Majesty Order.
1915 - Retired.
1916 - Died, 13th June, 1916.
facilities that gave her greater scope for the development of her ideas. The first gymnasium was the ballroom of the house, later to be used as a dormitory, medical gymnasium, study, dance room and is now, in 1966, a Common Room. In the grounds were several acres of wood, two cottages, a small farmyard and three glasshouses. Pigs were kept in the stybes, chickens in the yard and a pony in the stable. The loft where Miss Wikner's pigeons lived is still in existence. Gradually, a large gymnasium replaced the glasshouses, a laboratory the conservatory, the cottages were converted to changing rooms, the summer-house in the wood gave way to a new staff cottage and the first new wing with dining hall below and study bedrooms above was added in 1903. A running track, often used for cycling, of three hundred and fifty yards, was laid on college pitch around the cricket and hockey ground and an outdoor gymnasium was built in the glade. Branches and trunks of trees were used to support or suspend, double beams, ropes, vertical and oblique, a horizontal ladder and ribstools.

For a short time Madame retained the Hampstead Gymnasium and used it as an annex to the college, but all the time, Madame was working for the future. In 1893, she travelled to Chicago with her husband; Madame to attend the Department of Physical Education of the Congress
and Dr. Osterberg to represent his country at the World Exhibition. (101) In her address, Madame made reference to the lack of research in Physical Education, a comment often repeated today. In 1884, she addressed an audience at the National Health Exhibition at Olympia. Gymnastic demonstrations were given at college, in the Horticultural Hall, London, and on one famous occasion, in St. James' Theatre, London - "the thrill of performing on the stage and finishing with a dramatic "short fly" down stage towards the footlights with the danger of somersaulting into the audience." (102) Madame revelled in these occasions and supervised every detail of organisation. Only "perfection" was good enough and often portable apparatus was specially constructed for the occasion.

Madame kept her college small, thirty students in a year and treated them as one large family. Rules were few and directed towards the students' well-being, "Bed by 10.30 p.m." (103) Her panacea was, "Fresh air, good food and moderate and alternate mental and physical work." (104) Thoroughness was the keynote of the training and a certificate and testimonial fairly earned. (Appendix XXIX). Madame believed that personal ambition had no

Notes
(103) Mitford Sybil C. A Physical Culture College in Kent.
existence for the true teacher but was merged in the desire for the pupils' success. "She must recognise that each pupil is in herself a whole, though yet a part of a greater whole, she must learn that what it pleases us to distinguish loosely as the material and the spiritual are too closely inter-woven to be considered - still less trained - separately, for who shall say where the one ends and the other begins."(105) She did not believe in leaving choice of work to the child but through "commanding" as used in the Swedish system, "we influence the nervous system, concentrate attention and develop discipline. And the sum of the whole matter is that everyone can be developed according to the individual need and to the full extent which the individual nature will allow."(106)

At the Women's International Congress, London, July 3rd, 1899, Madame Bergman Osterberg spoke on Physical Training as a Profession. She compared the culture of children and plants, saying that both needed the right environment and this peculiar to the individual. "The

Notes

(105) Article, Physical Education. "Who shall say whether mind more governs body or body more influences mind? They are one and as we at least cannot divide them, then let us seek to develop both harmoniously and let us try to bring the balance of all powers of the body as near perfection as may be, that they may all interact to the greatest general gain of the body as a whole...."

understanding and right application of all physical conditions necessary to human life, I call Physical Education or Physical Training a training to commence with childhood, to continue through life.\textsuperscript{(107)} Movement meant life to Madame and this was the philosophy she imparted to her students. Study the whole child, a now hackneyed phrase in educational circles, but comparatively new in 1899. Natural physical harmony and equilibrium are disturbed by imposed conditions at school and in the home, a fact still as true today as in the nineteenth century, and Madame's method of combatting faulty habits was systematised physical exercise. Her students were trained on this rational basis and the real aim of gymnastics was health.\textsuperscript{(108)} Madame held the human body in high regard, a beautiful, plastic thing to be greatly cared for and trained into good habits,\textsuperscript{(109)} to be cherished and

Notes
\begin{enumerate}
\item Op. Cit. ii.
\item Ibid. iv - 5.
\item Ibid. v.
\end{enumerate}

"Of all gymnastic systems, I have found none so natural, so carefully progressive, so productive of good results as Ling's Swedish System. There can never be a fixed standard for physical attainments in a scientific system like Ling's. Physical competitions become absurd. Each individual can only aim at, and gain such perfection as his or her own physical possibilities may allow."

"... of all professions in the world, conceived as I have tried to explain it, I know not of any more human, none more humane. It is the best training for motherhood. Remember, it is not "hips firm" or "arms upward stretch," it is not "drill," but it is moulding and shaping and reforming the most beautiful and plastic material in the world, the human body itself."
respected. She felt observation, intelligence and the artist's eye were qualities necessary for a successful teacher of gymnastics.

In 1900, she took a team of students to the Paris Exhibition.

The Bergman Osterberg Union of Trained Gymnastic Teachers was informally constituted in 1900. Old students had felt for some time that they needed an association where discussion of the problems met in schools, the work taught in gymnastics and professional matters could be discussed, a common meeting ground. Madame was very reluctant to allow such an association and had resisted earlier requests, but after the formation of the Ling Association (see page 93) and her decision to have nothing to do with it, she consented, and meetings and re-union weeks were held at the college.

During the Olympic Games of 1908, held in London, Madame's students were asked to give a demonstration of Swedish Gymnastics for Women. A men's team from Sweden had been specially invited to demonstrate their work. The demonstration was held at the Horticultural Hall before an invited audience of men teachers, ".... Women, having procured the same scientific training for themselves many years before needed no object lesson, while men were thirty years behind the times! Surely, an almost unique
Madame financially supported the Swedish National Association for Women Suffrage in 1911, by donating 50,000 crowns for propaganda purposes. (112)

Her students were kept abreast of social problems and current events through speakers invited to the college. Many distinguished guests accepted the honour and educational, social and artistic subjects were covered. In some aspects the students had a liberal education, but in many respects the training was very strict.

Madame Osterberg was invited to stand for Dartford Town Council (111) but she declined the invitation. She is, however, remembered for the social work, physical exercise and facilities her college has given to the citizens of Dartford and to this day, students are often called, "Madame's Young Ladies" and the college in Oakfield Lane is referred to as "Madame's."

In the spring and summer of 1915, illness crept gradually upon Madame. She wished to leave her college in England, as previously she had donated her house in Bostad, South Sweden, to the Fredrika - Bremer Society

Notes


(112) Svenska Dagbladet, 1st December, 1935.

of Women's Interests;\(^{(113)}\) to the English Nation.\(^{(114)}\)

This was an unprecedented move, typical of Madame and unacceptable to the English Government of the day. The Board of Education advised her to form a legalised Trust.

**Notes**

\(^{(113)}\) Svenska Dagbladet, 1st December, 1935, and Broman Anna - Madame Bergman Osterberg.

Property Småryd in Northern Skåne donated to the Fredrika Bremer Federation. Name changed to Apeiryd and a school of rural economics with gardening founded for women.

Madame also donated large sums for scholarships to the Fredrika Bremer Federation.

\(^{(114)}\) The Friend, April 12th, 1918. Article.

Among Mrs. Adair Impey's papers.

"For some time before her death, Madame Osterberg was greatly concerned for the future of the college. ..... Her principal desire was that the institution, having been built up from money received from English girls, should be returned to the nation for the permanent benefit of Young English Women. With this end in view, she offered the college and its grounds to the Board of Education...... But, unfortunately, it was contrary to precedent for the Board to maintain and Institution of this kind and the gift was, perforce, regretfully declined. Ultimately, Madame Osterberg decided to convey the college to Trustees who, with the assistance of a representative Committee of Management, are now responsible for its future guidance and control. The conditions laid down by the Founder were few, the most important being first, that the college should continue the teaching of Swedish Gymnastics and secondly, that the Principal should be an Englishwoman. By this absence of hampering conditions, Madame Osterberg intended that the teaching should not become narrow or stereotyped, but that there should be full freedom for development and research. Madame Osterberg died somewhat unexpectedly on July 29th, 1915, almost immediately after signing the Trust Deed."
Her indomitable will-power enabled her, by now a seriously ill woman, to make her last business arrangements and sign the necessary documents. Her last thought and effort was for her own and future students. She died during the afternoon of Thursday, July 29th, 1915. Her ashes were scattered by her niece, Dr. Anna Broman, in the garden of Kingsfield. During the ceremony, Dr. Broman praised the work of Madame Osterberg and also said the following words, "For no one heart alone could hold the generosity of her great love." (115)

The Indenture was "Enrolled in the Central Office of the Supreme Court of Judicature the First Day of October, in the Year of Our Lord 1915 (being first duly stamped) according to the tenor of the Statute made for that purpose." (116) Five Trustees were appointed, Waldorf Astor of Cliveden Taplow in the County of Bucks, M.P.; The Right Honourable Thomas Lord Shaw of Dunfermline; The Most Honourable Cicely Marchioness of Salisbury; Christopher Addison of 6 Whitehall Gardens in the County of London, Doctor of Medicine, M.P., Parliamentary Secretary to the Ministry of Munitions of War and Sir George Newman of the Board of Education, Whitehall, in the County of London, Doctor of Medicine F.R.S. (Ed.) Knight, (117) to administer the college. Madame made

Notes
(115) Svenska Dagbladet, 1st December, 1935.
(116) Stamped on the Indenture (copy.)
(117) Indenture.
provision for the training given at Dartford to be continued as far as possible on the lines and principles already adopted by her but, when advisable, the system was to be extended and a greater number of students trained for the benefit of the community. The college was valued at £30,000, £1,000 annual rent charge to be paid in equal quarterly instalments. Arrangements were made for the future purchase of land and buildings for the expansion of the college, and provision for monetary prizes, marking distinguished work by old students, from surplus income was also made. Preference was to be given to Women Teachers when staff appointments were made and the Principal "shall be a Woman." A Committee of Management was appointed as directed(118) and the second phase of the college closed. (Appendix XXX.) Miss Meade, B.A., Hons. in Normal Sciences Tripos, was appointed to succeed Madame as Principal and Miss Wikner retained her post as Vice-Principal and Mistress of Method. "Many will

Notes
(118) Indenture and Prospectus.
Committee of Management:
Two persons may be appointed by the Board of Education,
Two persons by the Trustees,
One person by each of the following County Councils, namely, The London County Council and the Kent County Council,
One person by the School of Medicine for Women,
One person by Madame Bergman Osterberg's Union of Trained Gymnastic Teachers,
One person by the Headmistresses of Secondary Schools for Girls' Association and
One person by the Training College Association.
feel regret that such an important post has not been filled by a gymnast."

During her life, Madame was critical and exacting, intolerant of waste and sentimentality, but practical in her actions and judgments. She was "fond of all beautiful things, especially the arts most closely allied to her own work - sculpture and beautiful paintings and drawings of the human figure."(119) "Her most striking characteristic was her originality which is perhaps the mark of all true genius."(120)

The Bergman Osterberg Union of Trained Gymnastic Teachers was officially constituted on 14th January, 1916, at a meeting held at 30 Nottingham Place, London, W., at 3.00 p.m.\(^{(121)}\) At the invitation of Miss Green, Mr. Macrae Moir, Clerk to the Trustees, took the Chair. He explained the necessity of the meeting, mentioning the circular issued by Madame Bergman Osterberg and reported on the effect of the Trust Deed.\(^{(122)}\) The Constitution and Rules, as submitted by Mr. Macrae Moir, were accepted. (Appendix XXXI.) The Marchioness of Salisbury was invited to be the Honorary President of the Union, Miss Greene was elected representative of the Union on \(\ldots\)

Notes
\(^{(119)}\) Taylor L.R. Madame Bergman Osterberg.
\(^{(120)}\) Ibid.
\(^{(121)}\) Minutes, Bergman Osterberg Union of Trained Gymnastic Teachers, P.1.
\(^{(122)}\) Ibid.
the Committee of Management of the College and Chairman and Treasurer of the Association and Miss Rothera was elected Secretary. (123)

The College Magazine was launched with Miss K. Marshall editing the Old Students' Section, Miss Volkovskii, the Students' Section and the headquarters for the magazine at the college. It was to be issued annually. It aimed to link past students with their college, record significant events and provide opportunity for original contributions. (124)

At the Annual General Meeting of the Bergman Osterberg Union on Thursday, August 3rd, 1916, Registration of Educational Gymnasts and Medical Gymnasts was discussed. Miss Meade proposed that "The Union considers it important that the question of Teachers' Registration should be investigated as soon as possible, and requests the Committee to take steps in the matter and report at a General Meeting." (125) The proposal was unanimously adopted and is an example of one of the many

Notes

(123) Ibid, p.5-11.
Proposed Vice-Presidents:
Miss Meade - Principal, Bergman Osterberg Physical Training College.
Miss Wikner - Vice-Principal, Bergman Osterberg Physical Training College.
Dr. Janet Campbell.
Dr. Osterberg.

(125) Minutes, Bergman Osterberg Union, P.41.
problems facing the profession during the 1914-18 War. Insurance, number of hours worked, subjects required were general problems experienced by all gymnasts, no matter their college.

The Union authorised a Telegram to be sent to Dr. Osterberg and received one in reply saying, "Thankful to feel united once more with the Old Students. Good Wishes for Kingsfield. In loving remembrance of my Wife. Edwin Osterberg." (126)

Miss Meade resigned the post of Principal of the college in 1917 and Miss Helen Greene, Student 1897-1899, took the post temporarily and later that year was appointed Principal of the college.

In 1918, women were granted the Parliamentary Franchise, a cause which Madame had very much at heart. It was also the year of the first Royal visit to the college. An informal occasion but one appreciated and enjoyed by staff and students. Their Majesties, King George V and Queen Mary, were received by Lady Salisbury, Sir George Newman and Dame Janet Campbell, Miss Greene, Miss Wikner, Miss Volkovsky and Miss E.R. Clarke were presented. It was explained to the Royal visitors that the purpose of the training was to equip young English-

Notes
Sent from Stockholm.
women as teachers and organisers of the Swedish System of Physical Training in all forms of Schools, providing a general education. (127) Their Majesties toured the college visiting classrooms, the laboratory, the remedial gymnasium, the gymnasium and the playing fields where they "stood" for photographs to be taken. "They expressed keen appreciation of all they had seen, congratulated college on its excellent attainments and drove away to tumultuous cheers." (128) Miss Greene resigned her post in 1919 and Miss H. Walton, (Oxford Honour School, English Language and Literature) was appointed Principal.

The two year course of training was extended to three years, 1919-1922, and the college was recognised by the Burnham Committee in 1923, so that students leaving the college received the second increment of the Burnham Salary Scale. Miss Walton retired in 1921 and was followed by Miss Eva Lett. Improvements were made to the college buildings and grounds to keep pace with modern requirements. Allerloo was purchased and a New Wing added in 1922. The college now had accommodation for 120 resident students. (129)

Notes
(127) Dartford College of Physical Education - File on Royal Visit. Notes on visit at Dartford College of Physical Education, 28.2.18.
(129) College Prospectus, P.7.

The present buildings include three gymnasias for educational gymnastics and one for remedial work, a laboratory, a reference and fiction library, studies, common rooms, and a spacious dining hall. Grounds increased to 23 acres. 3 hard tennis courts, hard netball court.
By 1928, the college had acquired thirty six acres of land and the playing fields had been greatly extended, Oakfield Hall and Hostel were built - 1929, and the swimming bath was added in 1930. (Appendix XXXII.)

During the early part of 1930 the college experienced a chaotic period, the staff were dissatisfied and the students were in revolt and at least half left, their training incomplete. The Third Academic Principal to be appointed since Madame's death, Miss Eva Lett, M.A.(Cantab.) Med. and Mod. Lang. Tripos, Cambridge University Teachers' Certificate, had been selected by Sir George Newman and Dame Janet Campbell, forty years ahead of time.

Miss R.H. Greenall, Student 1909-11, formerly H.M.I. Physical Training, was appointed Principal 1930 and order was gradually restored, students accepted and the sound training of teachers continued. The second professional Principal since the death of Madame Osterberg, she steered the college safely through a difficult period and achieved for it again the position, prestige and success of earlier days.

Some of Madame Osterberg's Swedish relations were invited to celebrate the 50th Anniversary of the founding of the college in 1935. Miss Signe Bergman, a well-known pioneer of women's suffrage in Sweden was among the guests.

Notes

(130) Svenska Dagbladet, 1st December, 1935.
During the ceremonies at college, Dr. Anna Broman planted a Memorial Tree and spoke of Madame's work in this country. She said, "Madame was not a pedagogue but had faith in her weapons and love for her material and college still bore the imprint of her personality." (131) The Old Students had a splendid Dinner at the Savoy Hotel, London, to mark the occasion.

The college was inspected by representatives of the University of London — recognised with students eligible to study for the Diploma in Theory and Practice of Physical Education in 1936.

At the beginning of 1939, the students visited the Gaumont British Instructional Studios at Shepherds Bush daily and with guidance from Miss Cox, made a film, "Eighteen Girls and a Horse."

Miss Greenall died in 1939 and Sir George Newman in paying tribute to her said, "She brought to her work as Principal a wide and varied experience of Physical Education in its relation to schools and colleges, and in its application to children and young people of all ages, and she had a keen intelligence which enabled her to apply her knowledge of specialised and general educational requirements to the new problems which confronted her.

During the nine years of her work at Dartford,

Notes
(131) Broman Anna. Madame Bergman Osterberg.
considerable development took place under her guidance and leadership and great advances were made in the training of the students and in the general efficiency of the college. Indeed, Miss Greenall proved herself not only a true and faithful daughter of the college as founded by Madame Osterberg, but a vigorous and progressive leader in her profession. Her long illness was borne with patience and heroic courage and her devotion to her work and duty was an example to us all. The College owes her a profound debt of gratitude for her faithful and distinguished service."

Miss MacLaren was appointed Principal in 1939, just before the outbreak of the Second World War.

During the 1939-45 war, the college was evacuated to Newquay, in Cornwall. Miss Bird had secured three hotels and a cottage for Beneden School and the Bergman Osterberg Physical Training College. The college was renamed Dartford College of Physical Education and in spite of numerous handicaps, the training proceeded systematically and new developments were instituted. For some time, Miss MacLaren had wished to introduce courses of "special interest" into the curriculum. Music, Drama and Social Science were selected. Social Science was introduced in 1939 by Dr. Willoughby, then Vice-Principal of the college. The first year students of 1943 were given
a general music course which culminated in an original composition of music and movement and five students volunteered to form the first Music Division of the special courses in year two.\footnote{132}

In 1933, work in gymnastics had a "postural" approach in common with other specialist colleges training students on Swedish lines. This aspect of the work was taken by Miss G.M. Cox. Miss A. Williams was appointed to try an "Athletics" approach to gymnastics. She was an active athlete, a sprinter, and based her work on training schedules. Practical physiological tests were also given to the students and data recorded. During the war, gymnastic interest was mainly Austrian, of the Streicher variety, as at Chelsea College. In 1942, Miss Cox attended the Summer School taken by Mr. Laban in Newtown, Montgomeryshire, and returned to college discontented with Austrian Gymnastics and keen to try the "Movement" approach. The emphasis on the "Educational" aspects of the work followed later. The movement approach prepared the body, limbering, loosening and strengthening for dance or gymnastics and led to more creative work in the dance studio and gymnasium. Students spent six weeks in Manchester, during 1944-45, studying for three afternoons a week with Mr. Laban and Miss Ullmann.

\footnote{132} Bergman Osterberg Union Magazine, 1964, P.13.
Gradually the work has developed on Modern Educational lines in all branches of Physical Education. Attention is given to creative work and to skill training where appropriate, and a balance maintained between the two approaches to teaching physical activities.

Sir George Newman retired in 1943 and Lord Soulbury was appointed Chairman of the Trustees, and Dame Janet Campbell Chairman of the Committee of Management. S.H.G. Hughes succeeded E.J. Simmonds, C.B., as Clerk to the Trustees and was also appointed Treasurer.

The buildings at Dartford were taken over, for the duration, by the Army, both British and American troops being billeted in the students' quarters. When peace was declared, there was much major damage to be repaired before the students could be brought back. Even so, when they did finally return in 1946, organised teams of students removed hundreds of nails from the walls, cleared a carpet of weeds from the playing fields, polished the Memorial Plaque and generally helped with domestic chores to get the college into a habitable state. The college was bombed during the war and extensive damage caused to the old house by fire. The lovely, dignified staircase in the Main Hall was destroyed and rebuilding has completely changed the design.

In 1949, the college became a constituent member of
the newly established Institute of Education, University of London. The students ceased to take the Diploma of the University in The Theory and Practice of Physical Education and were now examined for the Teachers' Certificate of the Institute of Education. This change brought further alterations to the curriculum, as at Chelsea (see page 182), although the students at Dartford already experienced lectures in a selected second subject, Miss MacLaren wrote the following letter to the members of the Bergman Osterberg Union in 1947. "This is a critical time for policy framing in the Educational world. There is obviously a drive to consider Education as a whole. Specialisation is not being viewed with very great favour. We are specialists, and we have to guard against our students having too little knowledge, and at the same time, to equip them adequately to take their place in the general scheme of training." She continued, "We are trying to offer every student a subsidiary course in addition to Physical Training. The subjects chosen all have bearing on the wider aspects of Physical Education. Ecology, Social Science, Literature, Drama and Music. Art and Handwork are to be added later. If the course was extended to four years, these courses could all be developed further to the benefit of the students' general education. "The college has not found its exact position in the
new educational scheme, at present, it is quite independent. Students may receive Local Education Authority Grants. Quite naturally, the Committee of Management are not prepared to give over the college to the State at present. The possibility of coming into the educational scheme under the auspices of the London University is an idea that will naturally be of interest to the Physical Educationalist, *(133)* Concern was expressed by old students about standard of work, wider curriculum, less depth of knowledge of any one particular subject and a resulting lowering of standards. *(134)*

Miss MacLaren died in 1949 and Miss Cox was appointed temporary Principal until Miss Edith

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**Notes**

*(133)* Bergman Osterberg News Sheet, September, 1947, P. 133. The full conjoint examination was stopped. Students were eligible to be Associate Members of the Chartered Society of Physiotherapist. Three periods a week were given to the subsidiary subjects.

*(134)* Ibid, 1947. Copy letter from M.S.S. Chamberlain, Chairman B.O.U. Committee. "Miss MacLaren has given us much food for thought in her letter. As a very old gymnast I can only add this hope that the widening of the Syllabus in the Physical Training Colleges will not lead to a lowering of the already pretty low standard of Physical Education in this country. Schools are still suffering from the effects of the war and our six vital subjects, Gymnastics, Dancing, Hygiene, Summer and Winter Games, Swimming and Remedials need a lot of spade work put into them before they are up to standard."
Alexander (135) took over in 1950. The college was recognised by the Ministry of Education as a voluntary college, for the purpose of grant in 1951.

Lord Soulbury's place as Chairman of the Committee of Management was taken by Miss Kathleen Bird, Student 1915-17, in 1954.

January 25th, 1956, a long awaited day, arrived. The first sods were dug for a new gymnasium and lecture room by members of the Committee of Management, the Principal, Staff and Students. The building named, "Hughes Wing" was officially opened by Princess Alexandra May, 1957. She watched demonstrations of Gymnastics and Dance, inspected the college buildings and was entertained to tea by the Students' Council in Dame Janet Campbell's Common Room. "Her grace and ease won the admiration of students and visitors alike as she moved about in the happy relaxed atmosphere." (136)

Negotiations for a change in the status of the college began in 1959 with the Kent County Council and the London County Council. Before the war the administration of the college was in the hands of Sir George Newman, Dame Janet Campbell and Mr. E.J. Simmonds. The Principal was consulted from time to time and was responsible for the

Notes
Student Chelsea College of Physical Education.
day to day running of the college. In 1943, the business of the college was solely in the hands of the Treasurer, Mr. S. Hughes. The Committee of Management met three times a year and were kept informed of changes that had taken place. By 1959, the college was experiencing financial difficulties. The London County Council became responsible for the maintenance of the college, with the help of a representative Governing Body, April 1st, 1961. (137) The authority, who originally appointed Madame Osterberg to the services of their Board had accepted responsibility for the college she had founded. The furtherance of her aims and the training of specialists on broad and principled lines, as she advocated, was ensured for the future and the college entered a new era of development and progress. (Appendix XXXVI.)

In 1960, the college celebrated the Seventyfifth Anniversary with a Commemoration Luncheon for which the

Notes
In 1961, when Dartford became a Training College maintained by the London County Council, the former Committee of Management was dissolved and a new Governing Body was appointed under the provision of the Instrument of Government of a maintained Training College. This Body consists of fifteen members.
a) Twelve representative Governors appointed by the Council of whom two, at least, are members of the Council or of its Education Committee and two appointed by the Council on the nomination of the University of London.
b) The Principal of the College (ex officio).
c) Two co-opted members.
The Governors are appointed for three years.
Committee of Management, Special Guests, the Staff, Members of the B.O.U. Committee and the College Council received special invitations. (138) In proposing the Toast, "The College," Miss Bird reminded the guests of the legends around Madame's name which had served to illustrate her ideals and principles, of the progress made over seventy five years and how the future of the college had been safeguarded.

The Eightieth Anniversary was marked by a Foundation Lecture, given by Miss F.H. Gwilliam, O.B.E., and presided over by Lady Linstead, Chairman of the Governors.

Notes

Committee of Management:
Miss Alexander, Miss Bird, Mrs. Belk, Miss Collins, Miss Laidler, Miss Evans, Dr. Graham Kerr, Mr. Hughes, Prof. Lucas Keene, Miss White.
Special Guests:
Miss Bell, Ministry of Education
Miss Foster, Chief Staff Inspector, Ministry of Education
Mr. Houghton, Education Officer, L.C.C.
Mr. Elvin, Director, Institute of Education, University of London
Miss Harris and Mrs. Heuffer, relatives of Dame Janet Campbell
Mr. Sebastian, General Secretary of Physical Education Association.

Members of Staff:
Miss Cox, Miss Bailes, Miss Carter, Mr. Copley, Miss Dunsire, Miss Knight, Miss Macintyre, Miss Mayes, Miss Pepper, Miss Pollard, Miss Preston, Miss Webb, Miss Wollaston, Miss Quibble.
Members of B.O.U. Committee:
Miss Crowe, Miss Whitehead, Mrs. Stilwell, Miss Taylor, Miss Wigg.
The College Council:
Miss Dodsworth, Miss Inglis, Miss Kilburn, Miss Leckie, Miss Martin, Miss Payne, Miss Pearson, Miss Pickles, Miss Thompson, Miss Wilkins.
The Student Body.
The curriculum of the college has continued to change as needs and demands have arisen. All teaching practice has been blocked, school remedial exercises removed from the timetable, physical education and education have been integrated, second subjects increased in number and time, health education has replaced hygiene, selected students assist on educational cruises of the British India Steam Navigation Company, students have been offered alternative courses\(^{(139)}\) and the present second year students, if academically qualified will be eligible to study for a B.Ed. Degree of the University of London, attending college for a fourth year of training. (Appendix XXXVII.) Camping and outdoor activity courses have been given greater prominence in the overall curriculum. First year students attend a standing or mobile camp according to their experience. For the past three years, the students have

\textit{Notes}\(^{(139)}\) Prospectus.

'A' Course

'L' Course

All students complete a basic one year course covering all branches of physical education, education and a second subject. End of year one, selection with tutor guidance made.

'A' Course - students study all branches of Physical Education under the umbrellas, "Art and Science of Movement," Education and a second subject. Teaching of second subject optional.

'L' Course - Three aspects of Physical Education selected for greater depth of study, Education and second teaching subject.
been responsible for supervising groups of secondary school girls at camp. Time has been given for canoeing, sailing, mountain activities, orienteering and similar pursuits during the summer term of the second year and the Youth Leadership Course has been developed as an integral part of the Social Science Course.

The college raised over £1,000 for the "Freedom from Hunger Campaign" - 1962. At the end of the summer term, 1962, Miss Alexander retired and Miss Buckerfield, M.A. was appointed Principal. In September, 1963, she returned to college as Mrs. Chamberlain, M.A. Two temporary lecture rooms were erected in 1963, and the Principal's House in Madame's garden completed in 1964.

Student numbers in keeping with national policy have risen from 150 in 1955 to 250 in 1966. Accommodation has not been increased in college. Many students live in approved lodgings in Dartford and the surrounding district and a billeting officer has been appointed to the administrative staff. An improvement programme of work, with expansion of 300 has been completed and building started. The planned development of the M.2 Motorway has meant the loss of a section of college pitch. New tennis courts have been laid near the staff cottage, a hard area for athletics put down and the cricket ground relaid on College Pitch. The air raid shelters have been removed and
the original tennis courts have disappeared.

Strict discipline from the top has gradually given place to student responsibility for organisation of college life. The Student Body is now run by the Students' Union, elected by the students. Representatives from the Staff and Student Council meet to discuss suggestions and exchange opinions on the Principal's Joint Committee. Recently it was proposed and carried, "that representatives from the College Union be invited to express the views of the students at the Academic Board when matters are related to the Academic Course." Academic Board Meetings and Staff Meetings deal with college policy and domestic policy respectively and two members of staff are elected by the staff to the Governing Body of the College. Students are eligible for student membership of the Bergman Osterberg Union. The Old Students still retain this name for their association. Efforts were made in 1963 to change the name to Dartford College Old Students' Association but this resolution was overwhelmingly defeated.

Madame would approve of keeping abreast of educational changes and be proud that her name was still honoured by the college and retained by the Old Students in the title of their Association.
Dunfermline College of Physical Education.

January, 1903, Andrew Carnegie became Laird of Pittencrief, Dunfermline; The Glen, the ruined Palace, the Abbey, King Malcolm's Tower, St. Margaret's Shrine belonged to him. He made this area the nucleus of a comprehensive scheme for the benefit of his beloved city. The Glen, together with a special endowment were to be used for the social well being of the people. In a now famous and oft quoted letter Carnegie eloquently describes his ultimate aim, "to bring into the monotonous lives of the toiling masses of Dunfermline more of sweetness and light." (Appendix XXXVIII.) The responsibility of the experiment was put fairly and squarely upon the shoulders of the Trustees.

The Trust engaged in activities which the city did not perform, provided a library, developed and maintained the Park and gardens, erected social and intellectual centres, gymnasium and swimming baths, laid playing fields with accompanying facilities and contributed to the arts, through concerts and exhibitions. It indicated by example, as the founder intimated, new forms of public work such as the medical examination of school children. The work in physical instruction was greatly hindered by the lack of trained teachers, particularly women.

Notes
Instructors for boys were men trained in the army and when an advertisement for a superintendent appeared, 300 applications were received. (141) Pupil teachers were appointed as apprentices. Girls wishing to train as teachers of physical education had to travel to England and the majority went to Madame Osterberg's Physical Training College. The Scottish Authorities were obliged to employ teachers, English or Scottish, trained in the English colleges if they wished to appoint specialist members of staff for physical training. The Carnegie Dunfermline Trust, therefore, founded a College of Hygiene and Physical Training which was opened by the

Notes
(141) Dunfermline Press, 28th May, 1904.
   Advertisement appeared in Dundee Courier, 29.4.04.
   Dunfermline Advertiser, 29.4.04.
   Glasgow Evening Times, 29.4.04.
   Aberdeen Evening Gazette, 30.4.04.
   Glasgow Herald, 29.3.04.
   The Scotsman, 29.4.04.
   Aberdeen Free Press, 30.4.04.
   Dunfermline Press, 30.4.04.
   Dunfermline Journal, 30.4.04.

*A Superintendent is required for the Baths and Gymnasium now in process of completion. The establishment contains swimming pond, plunge, Turkish, Russian, and needle baths, gymnasium, recreation, reading and billiard rooms. Salary £160 p.a., free house, coal, lighting, Administrative ability essential. Duties to be entered upon at an early date. Applications with five copies of testimonials, must be lodged with the undersigned by May 14th.

J.H. Whitehouse, Sec.,
St. Margaret's Hall,
Dunfermline.

Meeting Baths and Gymnasium Committee 27th May, 1904, reported 300 applications received.
Marquis of Linlithgow, K.T., Secretary of State for Scotland and Vice-President Committee of Council on Education in Scotland, October 4th, 1905.

The Central Bath, consisting of swimming pool, slipper and spray baths and a small gymnasium were built, in the town, by Mr. Carnegie before the Trust was inaugurated. Miss Flora M. Ogston, student at Chelsea College of Physical Education 1901-1903, was appointed Chief Lady Gymnastic Instructor (Schools) at £150 p.a. Miss Ogston began her duties in October, 1904. Two assistants, Miss Tibbits and Miss Rendell were appointed to assist Miss Ogston. Junior girls in the Burgh Schools received one half hour lesson a week, while senior pupils received forty five minutes of Swedish

Notes
(142) Ibid, 30th July, 1904.
Dunfermline Journal, 30th July, 1904.
Miss Ogston - member of distinguished Aberdeen family. (Press)
Possesses high credentials. She has been thoroughly trained in all departments of gymnastic instruction and possesses an intimate knowledge of the Swedish system, which is now being more and more adopted in this country. (Journal.) (Miss Ogston received her training in Swedish Gymnastics from Miss Adair Roberts.)

(143) Ibid, 24th September, 1904.
(Journal) After she has made the necessary inquiries she will be provided with one or two assistants. (Press.) "They (the girls) will be treated not as units in a mob but as individuals, with careful discrimination and with fullness of knowledge of their physical capacities." (Miss Ogston.)

(144) Dunfermline Press, February 11th, 1905.
(145) " " May, 27th, 1905.
Both trained under Fraulein Wilke, at the Physical Training College, South Western Polytechnic, London.
Gymnastics at the gymnasium. Miss Ogston also held classes, one and a half hours per week, for teachers in the theory and practice of Swedish Gymnastics. Successful candidates at the end of the course were awarded certificates. This training scheme was supported by Dunfermline School Board.

March 31st, 1905, a new swimming bath was opened. The new gymnasium was partially built at this time and the Press reminded the public of the College of Hygiene and Physical Culture, to be opened in the autumn. The college was regarded as an important Trust scheme and there was certainly great need for such a college in Scotland in the early 1900's. Miss Ogston had persuaded members of the Trust to visit Anstey, Bedford, Chelsea and Dartford, to see the students at work. Earlier in the year, Mr. Struthers, the Secretary of the Scotch Education Department had expressed his approval of the scheme. The Baths and Gymnasium Committee of the Carnegie Dunfermline Trust considered a draft scheme at

Notes
(146) Ibid, 11th February, 1905.
(147) Ibid, 1st April, 1905.
(148) Dunfermline Old Students' Association Report, 1933.
"It is understood that the object of Mr. Struther's visit had reference to the establishment of a Physical Training College in which teachers of the subject might be trained and from which certificates of proficiency might be issued." Mr. Struthers met members of the Carnegie Dunfermline Trust.
their monthly meeting and approved, "The scheme for the institution of a College of Hygiene and Physical Training including the provision of residence for students. The medical examination of school children and the provision of remedial treatment, and authorisation of negotiation with lecturers, medical advisers and others." (150) The

Notes
(150) Dunfermline Press, April 1st, 1905.

Details of the scheme:
"The Trustees recognised the importance of physical training and the branch of hygiene as a means of fostering a due appreciation of the conditions of health and physical development, as well as contributing to a higher moral tone of life. The Gymnasium was specially equipped. Staff - highly qualified instructors had been appointed in order to meet the requirements of children and young people of the town.

It was now proposed that further steps towards the attainment of these ends should be taken by the institution of a college for training teachers, specially qualified in all branches of hygiene and physical culture."

Course of study:
1. 2 years - winter term, 6 months. summer term, 3 months.

2. Subjects of study:
   a. Anatomy.
   Physiology - practical and theory.
   Hygiene.
   Theory of Movement and Elementary Mechanics.
   Child Study.
   First Aid, Ambulance.
   b. Gymnastics in all its branches, including remedial gymnastics.

   Games.
   Dancing.
   Swimming.
   Teaching.
   Students' Lessons.
   Singing and Voice Culture.

Certificates - 2 grades at the end of the course:
   a. Ordinary Pass Certificate.
   b. Honours Certificate.
editor of the Dunfermline Journal asked his readers to consider whether the undertaking, on the part of the Trustees, of the establishment of a college, was legitimate and desirable. The Trustees already possessed a spacious gymnasium and ample equipment for the physical training of the children of the town. There must have been much discussion between the Trustees before they finally committed themselves to take on a responsibility which was national rather than local. Mr. Struthers had probably influenced their thinking towards a positive action. During his visit he said, "There is at present in this (establishment of a college) an opportunity of doing an important piece of pioneer work in the interests of education, and therefore an opportunity to the Trustees of securing for Dunfermline a prominent place in the country as an educational centre. In many ways and in many directions the educational influences of a college of hygiene would be felt, throwing light on social problems that might be dealt with and, in not a few cases, providing both the opportunity and the means of dealing with them," and the recent Government reports, the Departmental Committee on Physical Deterioration and the Royal Commission on Physical Training, must not be overlooked.

Notes
(151) Ibid, April 1st, 1905.
(153) Dunfermline Press, April 1st, 1905.
The proposal excited widespread interest amongst educationalists and the local population. John Edgar, St. Andrew's University remarked, "I should like to have such a college affiliated to the University,"(154) and John Clarke, Edinburgh University, "No better use could be made of Mr. Carnegie's benefaction to the town,"(155) while the Professor of Education at Aberdeen University commented on the status of teachers and "the multiplication of physical colleges must be contemplated in large centres of population."(156) Sir George Kekwich, K.C.B., formerly

Notes
(154) Dunfermline Journal, April 8th, 1905.
John Edgar - "The scheme is admirable, devised on scientific lines, will equip thorough experts of physical training, will assist advanced educational science by providing accurate data for future generalisations. (Professor, History of Education.)

(155) Ibid, April 8th, 1905.
John Clarke - Scheme advantage to Scottish students, present travel to England for training, if served, after training, as instructors in State aided schools.
"In this way a body of expert teachers would be gradually found able, not only to give physical education on sound lines in our public schools, but also to give aid and guidance to the ordinary teacher in the rearing and curing of the now common defects in the sense organs of children." (Professor of Education.)

(156) Ibid, April 8th, 1905.
"Such colleges are much required and the proposed one seems designed on broad and comprehensive lines. The mistake would be a fatal one of allowing physical teachers to be of inferior status to the ordinary school teacher. If University graduates could be induced 'inter-alias' to take the course, it would do much to stamp it with the proper character."
Secretary of the Education Department, expressed pleasure at the scheme. The local residents did not rise, at least, not by writing angry letters, to the challenge put out by the editor of the Dunfermline Press.

Steady progress was made with arrangements. The need for specially qualified teachers of physical education had been recognised in Scotland. In the Dunfermline Press, 29th April, 1905, it was reported that alterations to Abbey Park Place were to be carried out to make a suitable residence for students not connected with the town. Miss Ethel A. Roberts was privately appointed superintendent of the residence.

Miss Ogston was appointed to the lady principalship of the college and was to undertake lecturing and general theoretical work. Her salary was raised by £75 to £225 per annum. She was tall, good looking, dignified and possessed great charm. "One who inspired respect and

Notes


(158) Dunfermline Press, 29th April, 1905. 6 years experience of teaching and lecturing at Physical Training College, Halesowen, Worcester (Anstey) and South Western Polytechnic (Chelsea.) Additional duties: teach and lecture in connection with the college at the gymnasium. To take Saturday classes for teachers under the Technical Education Committee, Fife County Council.


(160) Dunfermline Press, July 1st, 1905.
whose authority was tempered with the gift of calm persuasion." (161)

Throughout the summer of 1905, the Dunfermline newspapers reported all meetings connected with the establishment of the college and kept their readers abreast of progress and developments connected with the scheme. (162) Miss Adair Roberts negotiated with the Trustees about the Hostel, selecting furniture, furnishings and all articles required for residence. All goods were bought through Dunfermline tradespeople, even if they had been selected elsewhere, except pictures and there was no print seller in the town. (163)

Notes
Dunfermline Journal, August 12th, 1905.
Ibid, 23rd September, 1905.
Prospectus issued.
Furnishing and Decoration.
College Hostel - details of the apartments.
(163) Dunfermline Old Students' Association Report, 1933-34, P.4-5.

"As regards the furnishing, the Trustees decreed that every article, every stick of furniture, had to be bought in Dunfermline. As there was no print seller in the town, pictures were the one exception to the rule and were chosen in Edinburgh, but otherwise everything - whether fabrics initially selected in Bond Street or Manchester, or china in Tottenham Court Road, was purchased through Dunfermline tradespeople, and the bulk of the furniture was made there. A buying plan was worked out as follows: one Trustee was responsible for me, who did the actual shopping, selected everything, settling quantities, style and design; the Trustee then checked and examined for quality and price. How well I remember sitting on a large pile of door-mats at Bonnar's, surrounded by perhaps £30 or £40 worth of pots and pans and other ironmongery, waiting for Mr. Mathewson to tick off (in the old sense) my purchases."
A few days prior to the opening of the college, the following report appeared in the Dunfermline Journal, "In this particular scheme for shedding abroad their founder's doctrine of 'sweetness and light,' the Trustees are also obeying Mr. Carnegie's motto, 'Pioneers always ahead,' for the very good reason that the college is the first to be established in Scotland and has been recognised by the Education Department as such, capable of training students and having the power to bestow diplomas of merit." (164)

The formal Opening Ceremony was a grand occasion. Eleven hundred people were present in the Gymnasium to listen to the speeches and take part in the official inauguration of the college. The Trustees, the Provost, the Magistrates of Dunfermline and fifty gentlemen identified with educational interests, from the University towns were on the platform. The Rev. Robert Stevenson offered a dedicatory prayer and Dr. Ross, Chairman of the Trustees, made a statement as to the origin and development of the movement which had led to the institution of the college.

Notes

Object of training:
..... Children principally to benefit.
"Physical culture, rightly understood, is a series of simple movements of the body, designed for the purpose of bringing all the muscles into a healthy activity without producing abnormal development of any of them."
college. The Marquis of Linlithgow delivered an address and declared the college open. In his speech, the Marquis said, "it is a matter of special congratulation to myself to feel that I am today associating myself in a sense with a movement which must prove of incalculable advantage to the country at large." (165) Sir John Batty Tuke, Member of Parliament for the Universities of Edinburgh and St. Andrews, commented, "it is not like the establishments in England, a private venture – it is a great public institution, the property of the community who have received it from the hands of a most generous donor." (166) Later in his speech he said, "The Trustees in establishing what I believe will become a national institution have not failed the inhabitants of Dunfermline, nor have they gone beyond the objects the founder had in view; for there can be no doubt that the establishment of this college will enhance the position of your city, and make it the centre of an important branch of study, a branch of study which must exercise influence on education generally." (167)

One hundred and fifty guests including nine women (168)

Notes:
(165) Inauguration of the Carnegie Dunfermline Trust College of Hygiene and Physical Training, 1905, P.18.
(166) Ibid, P.25.
(167) Ibid, P.27.
(168) Dundee Advertiser, 5th October, 1905.
Lady Anstruther, Miss Ogston, Miss Rendell, Mrs. Carlaw Martin, Dr. Elizabeth Macroy, Dr. Eleanor Sproull, Miss Roberts, Miss Cunningham (Dunfermline School Board) and Helen (Reporter Dundee Advertiser.)
were entertained to luncheon in the City Chambers. Lord Elgin proposed the Toast to "The College" and Dr. Tuke replied; Mr. Shaw proposed the Toast to "The Carnegie Dunfermline Trust" and Dr. Ross replied; Principal Mackay proposed the Toast to "The National League for Physical Education and Improvement" and Professor Ogston replied.

The opening of the college marked an era in the history of the Trust. The editor of the Dunfermline Press made another attempt to question whether the College was necessary and quoted the amount of social work possible and needed in the area including the re-housing of some citizens. Was this "lone antagonist" trying to start a correspondence in the columns of his paper, was he genuinely concerned over the poverty in some quarters of the town or was he just airing a personal grievance? (169)

Notes
(169) Personal letter, Mr. Ormiston, former Secretary to the Carnegie Dunfermline Trust, 1925. "The Dunferline Press was always fairly cool towards anything the Trustees did (I believe the editor thought he ought to have been a Trustee) but the Dunfermline Journal was always well disposed. The questionability of the Trustees being within the letter of the law in opening the doors of any part of the Carnegie Benefaction to outsiders was fully explored, but one of the Newspapers came out with the opinion that as the founder himself had given his heartiest approval of a National College, no one could gainsay the wisdom of the policy. Indeed, the citizens of Dunfermline were exhorted to live up to their new status when the eyes of Great Britain would be focused on them as the subjects of a unique experiment. I have never heard either factual report or even rumour that the people of Dunfermline were hostile to, or critical of, the new college. (contd.)
Opinions vary as to the real answer. Miss Adair Roberts, in describing the early days of the college, said there were many difficulties to be overcome and they were by no means all internal ones. "The truth was that the average Dunfermline inhabitant considered that Mr. Carnegie's great money gift to the town was to be spent directly on its inhabitants and, at this stage, when the Trust was in its infancy, they were not prepared for any outsider to share in the benefits. That most of the students came from outside Dunfermline seemed bad enough, but, to the narrow minded, the fact that a staff imported from England was paid with Carnegie's money, seemed little short of misappropriation of funds."(170) A former Secretary of the Trust disagrees with this point of view (see note 169) and contends that Mr. Carnegie approved the scheme.

From the beginning of the college, candidates had to give evidence of good secondary education, and twelve

Notes
(169) (contd.) Indeed, right from the start, the inhabitants of Dunfermline were most hospitable to the students during the meagre hours they were permitted out of barracks."
(170) Dunfermline Old Students' Association Report, 1933-34, P.6-7.
"Before we had got going at all, one became vaguely conscious that the college, even as a prospective institution, was not popular in the town." Students dubbed, "the Hygienes." Miss Roberts emphasised that Scottish students must be trained before a Scottish Staff could be created, when challenged by any citizen of Dunfermline.
students were enrolled into the first group, eleven completed their training, one unfortunately, dying from meningitis in the spring holidays.\(^{(171)}\) Miss Evelyn Perry\(^{(172)}\) and Miss Mary Petit\(^{(173)}\) had been appointed to the staff.

The small gymnasium in Canmore Street and the baths gymnasium were used for practical work. Student life was simple, there were few rules but the authorities reserved the power to request withdrawal of a student on the grounds of unfitness for the work as well as on the ground of conduct. The staff student ratio was very high, six to twelve, until one realises that the staff had part-time duties in Dunfermline schools and took evening classes as well as lecturing to the students.\(^{(174)}\)

The local inhabitants were invited to concerts and plays during 1905-06 and, gradually, they accepted the students, especially when they discovered that the "training was not a mere recreation."\(^{(175)}\) Money paid over the counters of the local traders by the once taboo-ed outsiders helped, as did international success on the hockey field and "The there was the fitter's little daughter, whose wry-neck

Notes
\(^{(171)}\) Ibid, P.8.
\(^{(172)}\) K. Mackay. Prospectus, 1906.
\(^{(173)}\) Trained by Fraulein Wilke, South Western Polytechnic. Ibid, 1906.
\(^{(174)}\) Trained by Miss Stansfeld, Bedford Physical Training College, 1903-05.
we really did straighten; the father, as he went about his business in the town, was loud and generous in our praise."(176)

The staff used the syllabuses published by the Ling Association as a guide when planning their work, and the practical aspects of the syllabus, particularly teaching, were modelled principally on the lines used at Chelsea. (Appendix XXXIX.) As to be expected, Miss Adair Roberts based the household and dietetic arrangements on those adopted at Anstey and gymnastics on Madame Osterberg's principles. July, 1907, and eleven successful students left college, graduates of Dunfermline College of Hygiene and Physical Training. (177) Eight were appointed to

Notes
(176) Ibid, 1933-34, P.7.
(177) Ibid, 1933-34, P.8.
College Certificates endorsed by the Scottish Education Department.
10 students awarded the Ling Diploma.
5 awarded Bronze Medallions for Swimming and Life Saving.
7 Royal Sanitary Institute, Parts I and II.
4 " " Part I.
11 Board of Education examination in Physiology.
8 Appointments immediately obtained.
2 " later.
1 student studied for and passed the Hygiene and Physiology examinations and the Incorporated Society Examination in Massage and Anatomy.
positions in schools or colleges.\footnote{178} That several went south of the border is open to question in the light of earlier remarks on the need for trained Scottish teachers in Scottish schools. But it takes time to change opinions and convince public opinion and the Scottish student trained in Scotland was no exception to this rule. For over twenty years "M.B.O's\footnote{179}" had held the chief posts in Scotland and they were slow to acknowledge the Dunfermline trained girl. Many Scottish students had been trained by Madame and appointing bodies were still influenced by the "superiority" of students trained at the Bergman Osterberg Physical Training College.

Miss Ogston left the college to get married at the end of the summer term, 1906, becoming Mrs. Carter, and Miss Adair Roberts was appointed Principal. She retained

Notes
\footnote{178} McNair D. The Development of P.E. in Scotland, P.208
Glasgow High School for Girls.
Cadbury Bros.
Notre Dame College.
Stirling High School.
Bournemouth Physical Training College.
J. Watson's Institute.
Tain Academy.
(From Minutes College Committee, 1907.)

\footnote{179} Dunfermline Old Students' Association Report 1955, P.8.
Name given in Scotland to students trained by Madame Bergman Osterberg.
"Superiority based partly on genuine reasons. Madame's College was so well established that she still had the pick, if not the monopoly, of prospective students from all over the three Kingdoms; teachers trained by her, certainly bore the hall-mark."
her position as Warden of the Hostel. Midsummer, 1908, she too left to get married and become Mrs. Adair Impey. A born organiser, she had accepted her dual responsibilities and continued to pay meticulous attention to diet, social habits and appearance.\(^{(180)}\) The college policies were pursued with vigour and new methods adopted where practical. Netball was introduced into the games curriculum and with two years of students in college, the "Mother and Daughter" system was implemented. Extra Professional and Domestic Staff were appointed and before Miss Roberts left the college, "The town of Dunfermline had become quite reconciled to the college and even rather proud of it."\(^{(189)}\)

During 1906, the college building was extended, "The original house was thoroughly well built, with an unobstructed view over the Forth, but it had no grounds, no bath, no sanitation, no sink and neither scullery nor larder,"\(^{(190)}\) when purchased. These faults were all rectified before the students moved in and when "Helen" of the Dundee Advertiser toured the college in October,

**Notes**

Meals studied scientifically, "Caloried" to the ounce. "Dinner was an affair of some importance, over which she (Miss Roberts) presided with a quizzical eye and attentive ear, alert for any solecism of speech or impropriety of manner or appearance, her sole concern being that the social standard should be maintained with poise and dignity."

1905, she commented on the many artistic features among the furnishings and said, "The bathroom contains two baths and by an ingenious arrangement, these are also curtained off to form a miniature waiting room." (191)

The new hostel accommodation was obtained by let. During this year also, two thousand school children were medically examined and the School Clinic opened. The students giving the children remedial exercises for physical defects under the supervision of a lecturer, Mr. A.E. Scougal, (South Division) Inspector, said in his annual report for that year, "When the new college of Physical Training at Dunfermline has had time to send out an adequate supply of trained specialists to enlighten and guide the regular class teachers, rapid progress should be achieved." (192)

The Ling Association inspected the college (1906) and reported a satisfactory standard in theoretical and practical work. Students were now eligible to sit for the Ling Diploma. In this year, the college badge was designed and has been proudly worn by all students of the college.

Miss Mary Stewart Tait, trained by Madame Bergman Osterberg, was appointed Principal to succeed Miss Adair Roberts in 1908. The Education (Scotland) Act, 1908.

Notes
Section 16(d) was relevant to the college. (193) Under the interpretation of this section the college became recognised as a Central Institution for the purposes of Education in 1909, and in receipt of grants. (194) The Carnegie Dunfermline Trustees recorded their pleasure at this recognition (195) and added, "In future, the

Notes

(193) A Short Manual of the Education (Scotland) Act, 1908, P. 57.
"To making payment to the provincial committees established by the minute of the Department dated the thirteenth day of January, 1905, or to any bodies that may be appointed in lieu thereof, in addition to any sums voted by Parliament for the training of teachers, of such sums as may be required to meet their approved expenditure for the like purpose."

(194) Notes at Dunfermline College of Physical Education.
By a minute of the Committee of Council on Education in Scotland which was laid on the table of both Houses of Parliament in June, 1909, this college (College of Hygiene and Physical Training, Dunfermline) has been recognised as the Central Institution for the purposes of the Education (Scotland) Act, 1908, and will henceforth be in receipt of grants. The Diploma is recognised by the Scotch Education Department as the basis of a special qualification to conduct Physical Exercise and School Gymnastics in terms of Article 47 of the Department's Regulations for the Preliminary Education, Training and Certification of Teachers. Applicants for training should hold the Intermediate Certificate of the Scotch Education Department, or an equivalent. In the absence of such Certificates, it will be necessary that they satisfy the Scotch Education Department as to their fitness for the course of study by passing an entrance examination."

"It is exceedingly gratifying to the Trustees to find that they have been pioneers in the matter of Physical Culture, and that legislation has passed for the encouragement of this branch of education, which they presume to think has been suggested by their efforts, and has also resulted in their College of Hygiene being recognised as the Central Institution for Scotland."
greater part of the cost of carrying on the college will be met, not out of the funds of the Trust as hitherto, but out of the funds at the disposal of the Education Department. (196) Andrew Carnegie's instructions were being followed and the college was recognised on its own merits, the only Physical Training Institution in the United Kingdom to enjoy such a privilege. During 1908, negotiations were started to open a men's section in the college and five students were enrolled in 1908-09. The Houses in Pilmuir Place had been adapted for them, Mr. A.B. Hughes, Director of the Gymnasium, was made Head of the Men's Department and male members of staff had been appointed. When the college was first mooted, the Trustees had expressed the opinion, "As it is doubtful whether for some time to come, any young men 18 years of age with a good secondary education would be found desirous of entering the college, it might be well to offer two pupil teacherships to lads of about 16 years of age, at five shillings per week the first year." (197) They now felt the time was right to continue with their original plan to provide a college for men and women students in Physical Education. Eleven students were enrolled 1909-10, and of the five qualifying at the end of this year, not all found posts. The demand for young men, of similar quality

Notes
(197) Dunfermline Press, April 1st, 1905.
to the women trained at the college, was limited and the Trustees felt that "unless education authorities realise the importance of employing male instructors of Physical Exercise, the outlook for the Men's Department cannot be regarded as hopeful."(198) During 1910, Miss Tait had a disagreement with the Trustees over her salary and resigned the post of Principal. Miss M.L. Brailsford was appointed temporary Principal until 1911 when Lewis D. Cruikshank, M.D.,D.P.H. (Cambs.), was appointed Administrative Medical Officer and Principal of the College. The position of Lady Warden and Mistress of Method now assumed greater importance. Under his guidance, the men's and women's departments were united. This change was approved by the Scotch Education Department, the students took theory lectures together and practical sessions separately. The buildings were no longer adequate and the Trustees decided to centralise their operations and erect a building worthy of the Trust. "They believe that this will be the first specially constructed combined Physical Training College and School Clinic in the country and they trust that the Clinic may serve as a model for such institutions in the future."(199) The cost of the proposed buildings was £20,000. At the end of the academic year, 1911-12, Dr. Cruikshank was

Notes
appointed Chief Medical Officer and Inspector of Physical Training Scotland. Dr. Alistair Mackenzie was appointed Principal and held this position until 1931. During the war, he was released from his post to serve in the army.

On the 24th September, 1912, Andrew Carnegie laid the foundation stone of the New College. In his address, Mr. Carnegie said that he had given the Trustees an onerous task, it was much easier to give the money. Mrs. Carnegie accompanied her husband at the ceremony and placed a glass jar in a socket specially constructed in the stone. (200) Dr. Ross said in his speech, "We are met together to take part in the Laying of the Foundation Stone."

Notes
(200) Dunfermline Journal, September 28th, 1912.
The jar contained:
3. The Prospectus of the Dunfermline College of Hygiene and Physical Training.
4. A descriptive booklet, Dunfermline College of Hygiene and Physical Training and the School Clinic.
8. Menu Card and Toast list of Luncheon held after the Laying of, the Foundation Stone.
9. A copy of the following newspapers:
   Dunfermline Journal, 21st September, 1912.
   Dunfermline Press & West Fife Advertiser, 21st September, 1912.
   Glasgow Herald 24th September, 1912.
   The Scotsman 24th September, 1912.
   The Dundee Advertiser 24th September, 1912.
Stone of a building designed to serve the purpose of a training college and of a children's clinic, and thus a building dedicated to the supreme arts of teaching and healing."(201)

The Scotch Education Department submitted a proposal to the Trustees, in 1912, that serving teachers in connection with the College of Hygiene should be available for the work of inspecting the teaching of Physical Exercises throughout Scotland.(202) The Staff of the College was increased by three members and Miss Holmblad, Miss Grieve and Mr. Braae Hansen were released for a period of service as Inspectors. Part of the new building was completed and occupied during May, 1914,(203) but arrangements for occupation of the whole building had to be abandoned. The Buildings were completed by August, 1914, but War had been declared and the accommodation was needed for the troops. At a meeting of the college and Physical Instruction Committee, the name of the college was recorded as Dunfermline College of Hygiene and Physical Training, up to 1913 and from 1914, Dunfermline College of Hygiene and Physical Education. There was no comment in the report on this change but it was recorded in Abstract of Accounts.(204) The Marquis of Tullibardine

Notes
(Upper Perthshire West) asked a question of the Secretary for Scotland, Education Department, in the House of Commons, April, 1914. Was it possible to insist that physical instruction be given by those holding a diploma recognised by the Department? In the primary schools this was not possible but in the higher grade and secondary schools it was desirable. (205)

During the war years, the college remained in Dunfermline. The Curriculum, as far as possible, was conducted on the well established pattern, but teaching practice was particularly difficult. (Appendix XL.) Many of the town's schools were occupied by troops and the "A", "B" scheme was introduced. The students taught their classes alternate weeks. Gymnastics and dance were taken in the Clinic, the gymnasium being occupied, and clinic in one of the houses along New Row. Games were now played at Venture Fair. Demonstrations of work continued, though the men's course was of necessity discontinued for the duration. After the war, the college, with the approval of the Scotch Education Department and the Ministry of Labour, promoted a special one year course in Physical Education for Ex-Service Officers and men who wished to become teachers of physical education. Eighteen students were enrolled for the first course. The Staff of the

Notes
(205) Dunfermline Press, April 4th, 1914.
college ceased to inspect schools in Scotland, Dr. McKenzie returned as Principal, a new floor was laid in the Gymnasium and the college now occupied the premises specially built for them by Andrew Carnegie. During 1919, the British Linen Bank Agent's House, Canmore Street, was purchased for use as a hostel for women students.

In 1921, the Trustees completed arrangements with the National Committee for the Training of Teachers in Scotland, for the college to be affiliated to the National Committee. They retained the administration of the college, but finances would now come totally from national funds. The Trustees recognised that this change conferred improvement in the status of the college and set an official seal upon the work started in 1905. (206) The college had

Notes

"The Trustees, in their capacity as Managers of the Dunfermline College of Hygiene and Physical Education, which has hitherto been recognised by the Scotch Education Department, for the purposes of grant as a Central Institution, have completed an agreement with the National Committee for the Training of Teachers in Scotland whereby the college becomes directly affiliated to the National Committee. This body has now assumed responsibility financially and otherwise for the college but has, with the approval of the Scotch Education Department, delegated the administration, as formerly, to the Trustees as Managers. This places the financial responsibility for this national work upon national funds, while it carries with it a considerable improvement in the status of the college. Further, it sets an official seal upon the soundness of the lines upon which this pioneer work of the Trust was laid down in 1905."
now received the status of a Training College in terms of Articles 4 and 6(b) of the Minute of the Committee of Council on Education in Scotland, dated 10th February, 1920. In future, the college would be inspected by the Scottish Education Department and the college Diploma endorsed. Under the Regulations for the Training of Teachers, those who hold the Diploma are known as "Certificated Teachers" of the Technical subject of Physical Education. They are qualified to teach their subject in Primary, Intermediate and Secondary Schools and to hold posts as organisers of Physical Training.

A period of unrest followed, almost before the congratulations on the above agreement had ceased. During the summer of 1923, the Trustees learnt, with regret, of a proposal to transfer the college to Dundee. Negotiations and a conference were held in Dunfermline and the Committee decided to abandon their proposal. The Trustees expressed satisfaction at this decision, but the words of John Edgar, when the college was opened, "I should like to have such a college affiliated to the University," are recalled and, in the light of later

Notes

(207) Carnegie Dunfermline Trust Report, 1919-1923, P.25. The National Committee were considering a proposal to remove the college from Dunfermline and to incorporate it in the Training College of the St. Andrews Provincial Committee at Dundee.

(208) Ibid, 1919-1923, P.26. The National Committee decided to proceed no further with their proposal, a result which gave great satisfaction, not only to the Managers, but to the community generally.
developments, the verdict questioned. It is easy to criticise the determination of an event many years later, but the Physical Education Profession was fighting for University recognition in the early 1920's and here was an action, which would have taken the college into a University town, arrested in its early stages. The immediate concern of the Trustees and Managers for their college can be appreciated but their motto, "Pioneers always ahead," eluded them over this decision. They were not unsupported and objections to the proposed transfer were lodged by the Scottish Association of Physical Education, the Scottish League of Physical Education and the Dunfermline Old Students' Association. (209)

Lengthening the period of training from two to three

Notes

Conference held in the College of Hygiene and Physical Education, Pilmuir Street, Dunfermline, Saturday, 9th June, 1923, between
a) Education Committee, Central Executive Committee
b) Representatives St. Andrew's Provincial Committee
c) Managers, College of Hygiene and Physical Education, Dunfermline,
at 11.45 a.m.
Letters received from three associations mentioned in text.
Managers stressed the importance of the link already established between training and medical inspection of children in the town.
years was discussed in 1925,\(^{(210)}\) and finally accepted to commence in the academic year, 1928-29. Concern was expressed at the number of qualified teachers who had not found immediate appointments on leaving college. The number of entrants was decreased and, even so, on occasions, there were unfilled vacancies in the college. Three years training was already established in England and further discussions took place during 1926-27.\(^{(211)}\) An amended curriculum was submitted with choice of training in the third year. Emphasis was to be placed on either

Notes
Report of the conference between a Special Committee, Central Executive Committee and Representatives Supervisory Sub-Committee and Managers, Dunfermline College regarding suggested extension of the two years course for students qualifying as Teachers of Physical Education held in the Offices of the Committee, 8 Charlotte Square, Edinburgh, Friday, 6th November, 1925, at 12.15 p.m.
Decision - present two year course provided qualifies students sufficiently for the requirements of the Scottish Schools.
Recommendations - 1. Present two year course to be continued.
2. Post diploma training to be optional.
3. Appraisal numbers wishing to take advantage of third year of training.
4. Whole question to be discussed again.

12th February, 1927.
"An extended course would be optional."
1. Improve qualifications of students for work in Advisory Division, Secondary Schools and Universities and as Organisers of Physical Training.
2. Extra qualification in massage and medical gymnastics.
Alternative courses possible.
theoretical knowledge or remedial gymnastics. The course was widely advertised with notices appearing in National Scottish Papers.\(^{(212)}\) Finally, the National Committee requested the Trustees to prepare a report on the proposal to extend the training to three years.\(^{(213)}\) The third year was voluntary, 1928-29, and compulsory from the beginning of the session 1929-1930. The first group of third year students was formed by seven seniors remaining in the college and two old students returning. The question of the eventual "locus" of the women's college was raised again in November, 1929, coupled this time with the possible transfer of the men's college to Glasgow.\(^{(214)}\)

Notes
\(^{(213)}\) Carnegie Dunfermline Trust Reports, 1924-28, P.30. Central Executive Committee, Vol.X, Sept., 1929 - June, 1930, P.240 & P.259. P.240 - "Principle of separate colleges for men and women respectively, having been definitely established, Committee should, at this stage, request an informal conference with the Education Department since any scheme necessarily involves considerable capital expenditure." 10th May, 1930.
\(^{(214)}\) P.259 - "As regards a separate college for women students, it was felt that the Committee should continue their examination into possible fuller development at Dunfermline of an independent resident college for women students or, alternatively, and preferably, the removal of the training of the women students to a residential college to be built in or, adjacent to, one or other of the large Scottish cities." Conference, 10th May, 1930.
A definite decision was reached by the Central Executive Committee, 20th June, 1930, the women students were to be transferred to a University Centre at an early date and the men students to Glasgow as from October, 1931. (215) The disastrous financial state of the country was the weapon used on this occasion by the Trustees to keep the college at Dunfermline. (216) The Committee adhered to their

Notes
A Proposed Erection of College.
"After prolonged discussion, it was resolved to recommend, the Committee should now proceed with the erection at one of the four Scottish Cities, (Glasgow, Edinburgh, Dundee, Aberdeen) of a resident college training women teachers in physical education, the Principal of which would be a woman."

P.21 - Report from National Committee:
"Transfer male students to Glasgow as from October, 1931.
To proceed with the erection at one of the four Scottish cities, Glasgow, Edinburgh, Dundee or Aberdeen, of a residential college capable of accommodating 90 students for the training of women teachers of physical education, the Principal of which would be a woman.
The Trustees immediately entered a strong protest, while offering no objection to the proposed transfer of the men students, the Trustees pointed out the advantages to be gained by retaining the women students in Dunfermline, and also emphasised that the expenditure of a very large sum of money in building a new college in one of the cities mentioned, which should not be lightly undertaken at any time, was unjustifiable especially when, by the outlay of a much smaller sum on the erection of a new hostel, the National Committee could remove the only serious obstacle to the continuing efficiency by retention of the existing college."
P.18 - Annual Report (June, 1931) National Committee.
"It was the intention of the Committee to remove (cont'd. on P.253)
principle but resolved to explore further the possibilities at Dunfermline. The Trustees had triumphed again and, "it was decided that this ideal of allaying Physical Education to other branches of study in University surroundings would have to be postponed." (217) St. Leonards Hill, a beautiful mansion house standing in its own grounds, and one that Miss Roberts wanted for the original college Hostel, was bought, converted and equipped as a hostel. A new gymnasium at Inglis Street was built, Dr. Mackenzie and the men students were transferred to Glasgow (Jordan Hill College) and Miss Helen Drummond, M.A. was appointed Principal of

Notes

(cont'd.) the training of women students at an early date to a University Centre, and towards that end a definite decision was taken at the end of June, 1930. Through the current session, however, the financial position of the country has been so serious that the Committee, while adhering in principle to the high desirability of utilising the facilities of a University city for the training of students of Physical Education in all branches of their work, have resolved, meantime, to explore the possibilities at Dunfermline in an endeavour to get hostel accommodation for all the women students, and to ensure their proper guidance under the newly elected woman Principal, whose post, it is hoped, will be residential." (217) Dunfermline Old Students' Association Report, 1932-33, P.5.
Dunfermline College. (218)

The Managers of the College, to this point, had been the Trustees of the Carnegie Dunfermline Trust, and were not represented on the Central Executive Committee of the National Committee for the Training of Teachers. A new agreement was reached between the National Committee and the Trustees. A Committee of Management for the College was constituted with five Trustees, two representatives from the National Committee and three representatives from St. Andrew's Provincial Committee. The Rev. Andrew Hutchinson, former Convener of Trustees of the College Committee, was appointed Chairman of the New Committee of Management and became ex-officio a member of the National Central Executive Committee. (219) One of the first acts of the Committee of Management was a letter to the Central Executive Committee, raising the question of whether steps should be taken to enable the students of physical education to become eligible for the newly instituted

Notes

"A new Principal was required for the college, which, after October, 1931, became a college solely for women students.

National Committee unanimously agreed to elect Miss Eileen Drummond, M.A. (Can. tab), former student and sometime lecturer at the Bergman Osterberg Physical Training College, Dartford, Kent.

Miss Drummond, who has had a wide experience, took up her duties in September. (Student 1913-15.)

Diploma of the University of London in the Theory and Practice of Physical Education. It was pointed out that the college would have to be inspected and formal recognition of the course of study provided at the college, given, and students would be assessed at practical sessions before a Diploma was granted. (220) The views of the Scotch Education Department were ascertained and after further discussion, it was decided to wait "until experience of the working of the scheme in English Colleges, which are privately owned, is available." (221) As far as can be traced, this is the only mention of the London Diploma and no Dunfermline students ever sat for the examination while at college.

In 1936, a one year course for women teachers already qualified was instituted. Fifteen authorities took advantage of this opportunity and sent twenty-five women teachers to Dunfermline to become qualified under Chapter VI. (222) The Ling Association invited a team of Dunfermline students to take part in the Wembley Festival and Miss Drummond reported to the Scottish League of Physical Education that representation had been made to all Scottish Universities to incorporate Physical

Notes
Teachers already qualified under Chapter III and/or Chapter V.
Education into an existent University Course. "This has not, so far, materialised here, but may do so yet." (223)

Towards the end of the 1930's, plans for a new college building had been passed and work started. "Every Sunday morning, for many months, I (Miss Drummond) walked round this building and watched it grow brick by brick - new kitchens and dining room, common rooms, a small hall with a stage and green rooms, a library and 105 single study bedrooms. Alas, war came before the roof was on, permission was given to make it wind and watertight, but nothing more."

In 1939, the college was commandeered by the Navy and Dunfermline College of Hygiene and Physical Education was transferred to the Teachers' Training Centre, Aberdeen. The one year course was stopped.

Towards the end of the war, the following Normal Course was recommended. A four year combined technical and professional training designed to broaden the students' general culture, equip them for appointments in primary schools and junior colleges, and give them the opportunity to partially qualify to teach some other subject than physical education. The suggested course could only be provided if the college of physical education was close to a training institution, university and other institutions.

Notes
(223) Scottish League Report, 1936.
of higher education. "Dunfermline is an unsuitable centre from this point of view." (224) The students gave the citizens of Aberdeen a "gala" demonstration to partially repay kindness shown to the college throughout the war. Abbey Park House, the offices of The Carnegie Dunfermline Trust since 1952, was bought, temporary accommodation was erected and the college moved back to Dunfermline in October, 1947. A move was made to ensure that Miss Drummond was present at all Central Executive Committee meetings when college business was discussed. This motion was defeated and the principle of only inviting her when important matters of policy relating to the college were on the agenda, retained. (225) It was not long before the question of transferring the college was raised again. Conditions in Dunfermline were crowded and more hostel accommodation was imperative if the college was to continue expanding and developing and

Notes

(224) Education (Scotland) Report, 1940-46, P.79-80. "... it is open to other serious objections. Facilities for teaching practice, already barely sufficient, will be quite inadequate in the future when the number of students is increased; students are isolated from those preparing for other callings and inconvenience and loss of time are caused by the necessity of travelling to Edinburgh for certain parts of the training. While we realise that a change would involve serious administration difficulties, we recommend that the women's college of physical education should be transferred to one of the towns in which the training institutions are situated."

train two hundred and forty students at any one time. Ultimately, Woolmanhill, Aberdeen, although not satisfactory for a permanent college of Physical Education for Women, was leased for ten years and further consideration was given to the establishment of a permanent college.\(^{(226)}\)

During this period, Hygiene was dropped from the college name and women being trained at the Aberdeen Emergency College and studying Physical Education were transferred to Dunfermline. The Trust severed its connection with the college\(^{(227)}\) and the buildings were sold to Dunfermline Town Council. As it was important to preserve the identity of the college, it was officially called, "The Dunfermline College of Physical Education, Aberdeen."

A change in Management took place. After much discussion, it was agreed that a parent committee for Aberdeen Training Centre and Dunfermline College be set up and called the "Aberdeen Committee for the Training of Teachers.\(^{(228)}\)"

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**Notes**


\(^{(228)}\) Ibid, Vol.XXV, Oct., 1949-51, P.72. Management of the college delegated to Standing Committee which acted as Governing Body of the College, to consist of:

2 Representatives from the Central Executive Council, Carnegie Dunfermline Trust. (Removed later.)

1 Woman Medical Officer.

1 Scottish Association of Physical Education.

1 Central Council of Physical Recreation (Scotland.)

1 Old Students' Association.

1 Assistant Director of Education.

The Principal to act as Executive Officer.

(cont'd. page 259)
The college returned to Aberdeen in the Autumn of 1950, with new first year students starting their training January, 1951. (229)

The college had barely settled into its new quarters when the inspection of sites for a permanent college was started. Seaton, Aberdeen, was selected as suitable and a site offering thirty four acres was available in the area. £5,000 was paid to Aberdeen Corporation and a small sub-committee formed to inquire into the training of teachers of physical education so that detailed plans would include all desirable features in every department of the college. (230)

Miss Drummond tendered her resignation and retired 30th September, 1956. (231) During her twenty five years of service to the college she had faced many crises, many changes in work, in situation and in attitude to

Notes
(cont'd.) The Executive Officer, Standing Committee, to deal direct with the Department and the Central Office on such matters as admissions to training, results of training, forms related to supply statistics, employment of students, etc. Committee amended, 9th March, 1951:

Additions - 7 representatives Aberdeen Provincial Committee, 1 temporary National Committee, Carnegie Dunfermline Trust, 1 temporary St. Andrew's Provinci 1 Committee, 3 Assessors.

physical education. One of her most treasured memories and happiest occasions must have been the visit of Queen Elizabeth, the Queen Mother, to mark the Golden Jubilee of the Foundation of the College, on the 14th June, 1955. Miss Drummond conducted the presentations faultlessly and accompanied the Queen Mother at the demonstrations given by the students before Her Majesty, and an invited audience of friends of the college.\(^{232}\) The Old Students celebrated the occasion by returning to the town of Dunfermline for a luncheon, given by the Carnegie Dunfermline Trustees.\(^{233}\) Four of the first set of students were present, Bigland, McKerchar, Riddell and Munro.

On her retirement, Miss Drummond was awarded the Order of the British Empire, for her services to Physical Education.

Miss Nellie Blunden was appointed Principal, September, 1956.\(^{234}\) Trained at Dartford College of Physical Education 1931-34, she had also served on the staff of the college as Senior Lecturer in Physical Education.

Notes

\(^{232}\) Dunfermline Old Students' Association Report 1955 P.15.
\(^{233}\) Ibid, 1955, P.16.
Training of Teachers, Miss Blunden spoke of a letter requesting consideration of the site of the proposed college. Facilities for teacher training in Aberdeen were limited and a college more centrally placed in Scotland, near Edinburgh, would increase the opportunities for the staff of the college to influence policy in Physical Education in the country and provide more favourable conditions for the general and specific education of the students. (235) She was supported by the Committee of Principals and the Council approved that a site in or near Edinburgh be found and a college to accommodate 250 students be built. (236) Three sites were selected and Cramond, Edinburgh, chosen for the new college. The land was purchased, architects appointed and once more Dunfermline College was in the unique position of having accommodation specially designed, to meet the needs of training teachers of Physical Education.

During all these upheavals, work at the college had

Notes
2. Influence of college on the rest of Scotland if centrally situated.
3. Competitive Sports and Games - more opponents regular competition in urban area.
4. Facilities Teacher Training in Aberdeen - inadequate if number of students increased.

continued with changes in the methods of teaching, a broadening of the curriculum and a greater appreciation of the width of the subject called Physical Education. The Mistress of Method of the early 1900's planned the teaching and acted as Vice-Principal. With changes in educational theory, greater freedom was given in the gymnasium and "commanding" gave way to rhythmical work and later, individual experiment. The method of attaining discipline progressed from authoritarian to democratic, gymnastics changed from Swedish Educational to Modern Educational, Modern Dance and Outdoor Activities were included in the course of training. Civics was introduced in 1952, Education and Educational Psychology, Drama and Art added, 1957-58, and Music in 1960. (Appendix XLI.) The one year course was resumed 1959-60, and at this time, the Committee of Management of the college was dissolved and the Governing Body took office. (Appendix XLII.)

Once the plans for the new college had been approved, building started. No formal laying of the foundation stone. Already more than thirty years had elapsed since the proposal to build a permanent college for women students of physical education in Scotland was first suggested. Miss Blunden was keen that further delays should be avoided. Easter 1966 and the college was at last transferred to its own "home" of magnificent premises, standing on the shores of the Forth and looking appropriately towards
Dunfermline. It is designed so that lecture rooms form a quiet central square, with the "noisy" rooms, gymnasia, dance studio, swimming bath, dining room on the periphery. The hostels are "linked" to the main building so that during inclement weather staff and students pass from one lecture to the next sheltered from the elements. (238)

A sports hall was still under construction when the students moved in.

The college was formally opened by Her Majesty Queen Elizabeth, the Queen Mother, on Tuesday, June 7th, 1966.

Notes
Details of buildings at Cramond:
200 single study bedrooms
3 staff flats
3 recreational spaces
1 central common room
1 Warden's flat
1 Sick bay
1 library
1 tiered lecture room
3 small lecture rooms
1 laboratory
1 art room
1 music room
6 music practice rooms
6 tutorial rooms
12 single staff studies
3 gymnasia, 1 - 60' x 40', 2 - 70' x 40'
1 25 metre swimming pool with 3 metre springboard
1 assembly hall
1 dance studio
1 dining hall - seating for 300 people.
1 kitchen
Administrative offices and Senior Common Room
Residence for 14 domestic staff
3 houses for college janitors and groundsman - under construction
The Principal's house
19 acres playing fields
1 games hall - under construction - 112' x 66' x 22'.
Her second visit to the college, but her first to "the first college ever to be built entirely for physical education."(239)

Miss Blunden, "a charming woman of very contemporary ideas,"(240) believes in a liberal education and is a modern thinking and understanding Principal. She has spent many years helping to plan the "perfect physical education college" and "Pioneers always ahead" has been exemplified in this phase of the college history. "Efforts are successes."(241)

Notes
(241) The College Motto.
I.M. Marsh College of Physical Education.

I.M. Marsh College of Physical Education was a college established through the sheer enthusiasm of its founder, Miss Irene Marsh, and because of her belief in the need to offer opportunities for girls to train as teachers of physical education in the North West of England in the early 1900's. She was educated privately until she was sixteen years old, under a governess, the daughter of a well-established sack merchant of Liverpool. The family lived in Liverpool with the garden of their house backing on to the sea. The garden contained a trapeze and parallel bars. Irene attended the gymnasium in Olive Road, directed by Miss Davies. She was an outstanding athlete and tennis player and a very strong swimmer. Much of her swimming was learnt in Bootle Baths where her marked organising and teaching ability was in great demand. She started to teach the children to swim and where previously numbers were declining, she soon had two classes. Always keen on sport and physical activity and much encouraged by her father, she went to Southport Physical Training College in 1893, to train for two years under Mr. and Mrs.

Notes

(242) Hilton Royle May. Liverpool Training College - The Story of the Founder.
Victorian family. Father, member of the Church, Town Councillor, belonged to the Band of Hope, intellectual, a cricketer. Mother, complement to father, extravagant, good natured.
Home - Courtenay House, Waterloo, Liverpool.
Alexander. Mr. Alexander was, at this time, also Director of the Liverpool Gymnasium. Irene had an unusually active mind as a schoolgirl, a comprehensive general knowledge and great social gifts. An optimist, full of initiative and courage, she also possessed marked ability as a fencer.

The course at Southport included Gymnastics, Games, Swimming, Piding, Athletic Activities and Teaching Practice. On completing her training, she took a part-time post at Freshfield School and also conducted classes near her own home. After a short time, she became Director, first of Bootle Gymnasium and later, of Liverpool Y.M.C.A. Gymnasium. Liverpool Gymnasium, claimed as the second largest in the world, was very well equipped with a set of rigging extending sixty feet into the roof. It had spiral ladders, square ladders, a companion way with hand ropes as well as the normal gymnastic apparatus of the day. Some of the roof structures were netted, others not, and it was a great test of skill, courage and endurance to climb aloft.

Under her organisation, classes for working girls, for the blind, for the deaf and dumb, became popular. Evening "Keep Fit" and recreational classes were also in great demand and Miss Marsh retained her position as Director of Physical Classes for Women, at the Gymnasium, until her death in 1938. It did not take long for her to become
well known in the city, with many more requests for classes pouring in daily. Through living at home and often walking to work instead of travelling by tram, Miss Marsh saved £100. With this sum as her capital, she rented 110 Bedford Street, Liverpool, in 1900 and started her college.\(^{(243)}\)

First, she trained one of her sisters, Salome, and a cousin, so that they could become assistants at the Gymnasium. Later, she enrolled other students\(^{(244)}\) until, by 1903, her college was well established with resident and visiting staff as lecturers. She was encouraged in her enterprise by Bishop Chavasse, Archdeacon Madden and Sir Robert Jones. From Sir Robert she learnt sound principles of remedial work.

Miss Marsh was a member of a Victorian family and the family atmosphere was established and perpetuated in her college. She was, however, an educationalist in the widest sense of the word. An intellectual with great clarity of thought, she was receptive to the opinions of others and gradually, through her understanding and vision, the curriculum of the college was developed. The students were trained in Musical Drill and Swedish Gymnastics for

Notes
\(^{(244)}\) Hilton Royle May: Liverpool Physical Training College.
Early students - Salome Marsh (1902), Muriel Pert (1902), Bertha Knowles, Nancy Black, Amy Carpenter (1904), Pearl Taverner (1902), Carrie Walford, E.D. Browne (1903).
Numbers during next few years, three, six, three, four, three, two.
Miss Marsh had a profound belief in the value of music and small hand apparatus. This was to be the cause of later disagreements with Madame Osterberg and Miss Anstey. It is claimed that the first group remedials was started at Liverpool. Sir Robert Jones\(^{(245)}\) sent many of his patients for remedial treatment to Miss Marsh. When the college expanded from 110 Bedford Street and 170 Bedford Street was bought, a large Medical Gymnasium was set up and Remedial Clinics started. Many classes were held at all times of the day and week, early evening, Sunday afternoon, Saturday morning. Non-paying patients were taken on Saturday mornings, when classes of younger patients played competitive games and sports, and more recreational work was introduced into the treatments. The Physiotherapy Department of Stanley Hospital was run entirely by May Hilton Royle\(^{(246)}\) and students from Liverpool Gymnastic Training College. The students played badminton, tennis, basketball, goalball, were taught to fence, ride and roller skate. They also benefited from lectures, given by Miss Marsh, at the weekends on a wide variety of subjects not directly related to the curriculum.

As student numbers increased, more accommodation was required for the domestic and professional side of college.

**Notes**

\(^{(245)}\) Ibid.
Orthopaedic Surgeon - Robert Jones workshops for crippled people.

\(^{(246)}\) Ibid.
Cousin to Miss Marsh.
life. A house on the opposite side of the street was bought and in 1907, two more houses in Huskisson Street became part of the college. The students travelled five miles to play games and to swim, and attended The Technical College for Hygiene and Physiology and the University for Anatomy demonstrations. The staff was increased(247) and the college flourished. Miss Marsh aimed to develop the body as a whole. The development of personality and creative ability was just as important to her as the development of physical prowess. True balance, without emphasis on single muscle groups or unilateral skills, good posture, natural mobility, normal strength, agility, courage and control. The list was unending on the physical side, but all centred towards achieving ease of movement, while on the intellectual side, her students studied for external examinations and were encouraged to improve their general knowledge and culture.

Her first application for affiliation to the Ling Association was rejected because her students studied Musical Drill. Miss Marsh, at first, refused to change

Notes

(247) Ibid.
Vice-Principal - May Royle.
Staff - Kathleen Henderson - Hockey and lacrosse.
Mabel Bryant - Hockey and cricket.
Mary Davies - Dance.
Dr. Joyce - Medical subjects.
Dr. Foley - "
Mrs. Golgi ) Graduates Royal Central
Miss Jarl ) Gymnastic Institute, Stockholm.
Mrs. Heijne ) Swedish Gymnastics.
her syllabuses and this led to a restricted contact with other colleges. A person direct in speech but known for making fair judgments, she shunned personal publicity. The work of her college was of greater concern to her, especially in the early days of its foundation. Later, however, she attended International and County Athletic Meetings and served on the Advisory Committee of the University of London, Diploma in Theory and Practice of Physical Education, and was a member of the Committee of Principals of Physical Training Colleges.

Student numbers continued to increase until, by 1919, she had one hundred and twenty students in her college. (248) It was more than time to look for buildings and grounds that would offer facilities for further expansion. During her searches, she visited Barkhill House, Liverpool. She searched no further and in 1920 moved the Junior Section of her college to its new and present situation. One hundred and fifty students were resident when the Senior Section had been moved from Bedford Street to Barkhill, and Miss Marsh called her college the Liverpool Physical Training College. Barkhill grounds offered eighteen acres of land for playing fields and further development. It was situated in one of the highest parts of Liverpool about four miles outh east of the city centre. The buildings

Notes

(248) Association Past Students, I.M. Marsh C.P.E.
face south, overlooking the Mersey to the Wirral and Welsh Hills.

During the long summer holidays, she held vacation courses at the college for old students. Lecturers from other colleges were invited as members of staff and gradually interchange of ideas and methods took place.

When the London Diploma was inaugurated in 1931, Miss Marsh was determined that her students should be eligible to sit for the examinations. She had a new laboratory for Physics and Physiology built in 1931 at a cost of £1,000, after her first application for recognition had been refused. The Inspectors of the London University visited the college again in 1933 and granted temporary recognition for five years. Full recognition was granted in 1939 after two further inspections.

After the war, all colleges were inspected at five yearly intervals and the college was duly visited in 1948-49 and approved for 1949-54. The students ceased to take the Diploma in 1952, when the Institute of Education at Liverpool University was founded. In 1938, Miss Morison and Miss Schnitt were appointed to the staff and the Annex was under construction.

Miss Marsh died in 1938, "A magnetic personality. Seldom is such uprightness of mind, such large hearted generosity, such a charitable outlook, such strength of
purpose, such vision, such knowledge welded with such child-like simplicity, and a retiring disposition. Liverpool has lost a great citizen and physical training a great pioneer.\(^{(250)}\)

Miss Marie T. Crabbe\(^{(251)}\) was appointed Principal, Easter, 1939, and under her guidance, many changes took place during the next twenty six years. "For Miss Crabbe, obstacles were there to be surmounted." The college grew from one hundred and fifty students to three hundred and sixty students, and the buildings were enlarged to provide, not only facilities for expanding numbers, but also facilities for new aspects of the professional and cultural curriculum. Holmefield was bought in 1942 to provide resident accommodation for twelve students. Mossley ing, consisting of a Gymnasium and residential quarters, was added in 1947, Sudley Wing for dance, music and further residential accommodation 1960, Riversdale and Sefton, the multi-storey hostels, dining rooms and common rooms, swimming pool and games hall, together with the Tutorial Block in 1963\(^{(252)}\) and present building

Notes
\(^{(251)}\) Bergman Osterberg Union Register. (Dartford 1922-25)
includes an egg-shaped dance studio and studies for non-resident students. (253) When the extensive building was completed, the additional section of the college was formally opened by Mr. Christopher Chataway, M.P., Joint Under Secretary of State for Education and Science, on June 9th, 1964. The Chairman of the Lancashire Education Authority, County Alderman, Sir Andrew Smith, C.B.E., J.P., presided.

"The college news sheet and register bridged the gap caused by the second world war, between the students trained by Miss Marsh and the students trained post 1938. From this has developed "The Journal," a magazine edited by the Association of Past Students.

In 1939, in Stockholm, great celebrations were held to mark the centenary of Per Henrik Ling's death. (Appendix XLIII.) A Lingiad was organised and Liverpool was the only Physical Education College in England to send a complete team to take part in the gymnastic demonstrations. The leader was Froken Schnitt, a member of the college staff, responsible for Swedish and later the Finnish development of Swedish Gymnastics by Eli Bjorksten. (254) (Appendix XLIV.)

The college was recognised by the Ministry of Education just before the second world war started.

Notes
(253) Interview with Miss Jamieson.
For nine years the college was governed by Trustees until the Lancashire County Council became responsible for the college in 1947. (Appendix XLV.), when the name of the college was changed to the I.M. Marsh College of Physical Education.

During the 1940's and 1950's, much exciting work in Modern Educational Dance and Gymnastics was being carried out at the college. A film of Modern Educational Gymnastics was produced in 1955, the first to show the new type of work. In 1956, Miss Morison wrote the first pamphlet, "Educational Gymnastics"(255) and in 1960, she produced, "Educational Gymnastics for Secondary Schools."(256) The latter has become "the gymnastic bible," not only of students trained at I.M. Marsh, but of the whole women's physical education profession.

Towards the end of the 1950's, the Ministry of Education were very concerned by the shortage of teachers of physical education, in the schools. A scheme was devised to increase this number (see page 383), primarily by creating "ings" at general colleges. I.M. Marsh College was also included in this scheme with the creation of a general wing within a specialist college.(257)

Notes
(257) Lecture by Miss Crabbe to N.W. Headmistresses Association, 21st March, 1959.
In 1959, 120 three year students and 20 supplementary students were in training. In the academic year, 1959-60, this number was raised to 150. By 1964, 300 students were undergoing training at the college. The students were offered two courses, Inclusive and Selective. The first year of training was basic to both courses and included all aspects of Physical Education and Education, and Biology, Art, Music and English. At the end of the first year, the Selective Group were offered two alternatives, first, to follow either the skills or the Dance aspects of Physical Education and, second, to select a subsidiary teaching subject from English and Drama, Art and Craft, Science or Music. All students experienced gymnastics. The "inclusive" students opted to study all branches of physical education in their second year, making a choice between skills and dance in their third year. Concurrently, they continued their studies in Art, Biology, Music and Drama for personal interest and development. The two courses have been developed during the last seven years with mutual benefit. At first, the numbers remaining in the "inclusive" course were large, with few students opting to take the "Selective" Course. A complete reversal of the experiences of 1960 has now been experienced. (258)

Notes
(258) Interview with Miss Jamieson.

<table>
<thead>
<tr>
<th>Year</th>
<th>Inclusive</th>
<th>Selective</th>
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<tr>
<td>1962-65</td>
<td>68</td>
<td>23</td>
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<td>1963-66</td>
<td>66</td>
<td>28</td>
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<td>1964-67</td>
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<td>1965-66</td>
<td>68</td>
<td>45</td>
</tr>
<tr>
<td>1966-69</td>
<td>62</td>
<td>69</td>
</tr>
</tbody>
</table>
Miss Crabbe and Miss Morisson retired in 1965 and Miss M.I. Jamieson, M.A., was appointed as Principal, and Miss C. Jensen-Robertson, B.A., as Deputy Principal. Miss Crabbe had served the college for twenty six years, Miss Morison for twenty seven. Both had been many changes and contributed much to the development of the work of the college.

In the present academic year, a change has been made in the policy of the college. Students have selected from the beginning of their training to pursue the Inclusive or the Selective Course. This change was partly influenced by the requirements of the University of Liverpool for students wishing to register for a B.Ed. degree. Students, academically qualified with matriculation requirements of the Joint Matriculation Board, Manchester, are eligible. In Part I of the degree, students will be examined in Education and two other subjects. Physical Education, Biology and Music have been accepted by the Board of Studies in Education from the I.M. Marsh College. In Part II, students will be examined in Education and one subject already passed in Part I. For this, Physical Education, at the moment, is the only subject offered to the students at the college. Negotiations are still in progress in regard to other subjects. A student gaining

Notes

(259) Ibid.
the B.Ed. degree is automatically awarded a Teacher's Certificate, but students failing the degree are not necessarily given the certificate. The future pattern of training offered at the college may well be influenced by these regulations.

Notes
(260) The University of Liverpool Calendar, 1966-67, P.359. Subsidiary subjects:
Year 1 - 2 hours per week.
  * 2 - 6
  * 3 - 6
Queen Alexandra House, Physical Training College.

The college was founded by two remarkable Australian sisters, Miss Evelyn and Miss Beatrice Bear, famous for their skill with the foil and well known members of the British College of Physical Education in 1898. The college was non-resident and occupied the basement of Queen Alexandra House, opposite to the Albert Hall, Kensington, where the students had access to a gymnasium and two lecture rooms. The sisters were assisted by visiting lecturers in the early days and the students studied British and Swedish Gymnastics with the emphasis, at first, on British. A British Gymnastic lesson consisted of figure and tactical marching to music, counter-marching, running and similar activities in the introductory stage. A set of floor exercises in four straight lines, to music, followed. The set of exercises was learnt over a period of weeks until by the end of the term a polished performance was achieved. The exercises were arranged for all parts of the body. Apparatus work formed the climax of the lesson, with the class divided into two or three groups. Each group worked on a different piece of apparatus. The lesson was concluded with breathing exercises. Hand apparatus was often used in the set of exercises, rings.

Notes
(261) Letter from Miss B. Dreschfield, Secretary, Queen Alexandra's House, Physical Training College, Old Students' Association.
hoops, wands, bar-bells, canes or clubs. Apparatus consisted of vaulting horse, horizontal and parallel bars, horizontal, vertical and oblique ladders, storming board, double and single rings, vertical and oblique ropes, as well as box and buck.\textsuperscript{(262)} Other subjects on the timetable were dancing, swimming, games, anatomy and physiology, massage and remedial gymnastics. Dance included Country, Scottish, Greek and Ballroom; Games, cricket, lacrosse, hockey and netball. Teaching practice was gained in the London evening classes and students were paid for this service. Students taught in local schools during their second year of training and children came to the college during the early part of the evening for gymnastic classes. Classes in college were strictly supervised, but for external evening classes, the students were left entirely on their own. Some contend that this experience gave them tremendous confidence, success or failure was their own responsibility.\textsuperscript{(263)} At the end of their training, students were entered for the British and Swedish examinations of the British College of Physical Education and later, the Chartered Society of Masseuse and Medical Gymnastics. No college Diploma was awarded.

Miss Beatrice Bear had a great ability which enabled her to teach students how to teach with an ease not

\textbf{Notes}

\textsuperscript{(262)} Letter Mrs. Edgley, Old Student of the College.
\textsuperscript{(263)} Letter, Miss Anderson, Old Student of the College.
possessed by all lecturers. She also recorded for posterity the British System of Gymnastics in her book called, "The British System of Physical Education,\(^{(264)}\)

Between 1917 and 1920, Princess Mary attended the college twice a week.

In 1918, the course of training was extended to three years.

Just after the first world war, many of the old students of the college were finding it difficult to get posts. Madame Osterberg had so laid the foundations for Swedish Gymnastics in schools in England, that to mention British Gymnastics at an interview meant immediate rejection of a candidate. The students loved British Gymnastics but petitioned the Misses Bear to drop the words from the prospectus and their testimonials and so enable her own students to compete on equal terms with students from other Physical Training Colleges. A difficult decision when the sisters had supported British Gymnastics for so many years. They were, however, broad-minded and, "hailed down the British flag," and "raised the Swedish flag." Miss Bulan was appointed to the staff and the emphasis in training was placed on Swedish Gymnastics.

The college was recognised by the Teachers'
Registration Council in 1922, and the Misses Bear retired in 1925 when the college was sold to Miss Davey, who was trained at Chelsea College of Physical Education.

The college was inspected but not recognised by the University of London because of the lack of adequate facilities for training.

At the beginning of the 1939-45 war, the college was known as Queen Alexandra's Physical Training College, and was evacuated to Polzeath, Bodmin, Cornwall.

During 1939, the college was moved to Digby House Hotel. Here the college premises were severely bombed and on 15th September, 1940, the college was closed. Of the sixty students in training at the time, some were transferred to the other Physical Training Colleges, some trained for other professions and some served in the women's forces. Unsuccessful attempts to restart the college after the war have meant the loss of one of the early colleges of physical training. The buildings in London were taken over by the Government and used by members of the Auxilliary Territorial Service. The Old Students' Association was founded in 1910.\(^{265}\)

Notes
\(^{265}\) Letter, Miss Dreschfield.

Objects of the Association:
A. To promote and maintain social intercourse between Past Students of the Gymnasium and to keep them in touch with one another and the Gymnasium.
B. To keep a Register of Past Students of the Gymnasium who shall have been trained for not less than two terms to which all Past Students shall have access.
C. To enable any member of the Association to

(cont'd.)
the 1920's and 1930's, it was particularly active, organising in the second decade Swedish Competitions for teams from Schools employing teachers from Queen Alexandra's College. (Appendix XLVI.) In 1943, the Association became an affiliated Society of the Ling Physical Education Association. Members of the Old Students' Association still meet annually in London, although numbers are fewer and formality has given way to informality.

Notes (265) (cont'd.)
obtain advice and help from the committee in any matter of doubt arising in the course of their employment and work.
D. To forward the objects of Physical Education.
In making this more detailed study of the first seven colleges to be established for women students of physical education, one is reminded, in every case, of the strong family traditions of the Victorian era. The founders, all personalities possessing outstanding qualities of leadership, courage and faith, modelled the residential life of each college on well known lines. The close links thus forged between the students must have helped to give them confidence in their pioneering adventure. Students trained in the very early days speak highly of the opportunities they were privileged to enjoy in their training. Discipline was rigid, rules severe, work hard, compared to modern standards, but the respect for the staff and Principal overrides any personal inconvenience or reprimand. It is easy to criticise and look askance at the actions of our predecessors but true progress is measured by future advancements. Solid foundations for the growth and development of the physical education profession were laid at the turn of the century. For this we must be grateful. That six of the original colleges are still flourishing and sending trained teachers to all quarters of the globe is further proof of the wisdom of those inspired ladies who believed in the education of the whole person through a physical approach.
Chapter IV

1905 - 1930, Consolidation.
The period 1905 - 1930, in women's physical education is a time punctuated with government publications and acts directly related to the subjects. Although many of these referred to work in the Public Elementary Schools they were never-the-less the concern of the Women's Physical Education profession. Some because of the unsuitability of the material published and the implication this had for the profession and others because lecturers were being appointed to the general training colleges and responsible for training teachers who would be teaching in the Public Elementary Schools. It is also a time of change in the form of work offered, in the gymnasium, to the secondary school girl and a continuing of the fight for the status of the profession.

The 1904 syllabus, produced by the Board of Education after the protests by the profession at the content of the Model Course, 1901, was reprinted in 1905 with very slight alterations. A few more Swedish exercises had been included but the military character remained dominant. The Swedish gymnasts found it inadequate and poor in quality. It is important to remember that this syllabus was produced primarily for the guidance of teachers in Public Elementary Schools and not for the two year trained specialist working in the Secondary Schools.
When material is committed to paper there is a human tendency to take it and use it verbatim and especially in physical education when prescribed tables of exercises are the format. The specialist was concerned lest children be harmed through inexperience and lack of understanding of the subject on the part of the teachers, the syllabus was specifically directed to help. Many felt that detailed knowledge of Anatomy and Theory of Movement was necessary before the tables could be put safely across to the children. If this was true then the syllabus in the hands of an untrained teacher was a source of danger and to be criticised. The specialist had no need for such a syllabus, with her training she was capable of making her lessons suitable for the needs of her classes. This principle was astrue for Swedish Educational Gymnastics as it is for Modern Educational Gymnastics. The difference, in the first place, the gymnast had a fund of exercises with strict order of progression, in the latter she has to teach through the medium of tasks. The question arose, "Should the trained specialist in Physical Education be employed in the Elementary as well as the Secondary School?" It is a question that has never been answered satisfactorily but one that has caused much discussion.
During the early controversy over the syllabus, Miss Adair Roberts' book, "The Handbook of Free-Standing Gymnastics" was published. (1) It was acclaimed by members of the Ling Association who had asked Miss Adair Roberts to write it and severely criticised by members of the National Physical Recreation Society (2) its true value can be judged by the large number of copies bought by members of the profession. It had taken Miss Adair Roberts one year to write and was sold at 3/6d. a copy. (Appendix XLV11).

The Ling Association began conducting its own examinations in 1904. (3) In 1902 the Association had inspected Anstey Physical Training College and approved the facilities and standard of work of the College. Students from the College were now eligible first to enter for the diploma and secondly to become members of the Association. Membership was granted after one year's teaching experience until 1908 when it became conditional on training qualifications, for example the

Notes.
"A collection of exercises, abstracted mainly from Swedish works with no acknowledgements. The National Society of Physical Recreation has failed to trace anything original, as the author, Miss E. Adair Roberts claims."
Ling Association Diploma in Physical Training or a Diploma of a Specialist College. Bournemouth Physical Training College was inspected in 1905, Bedford and Dunfermline in 1906. Dartford completely ignored the examination. "The largest college having adopted a permanently negative attitude towards all movements of the profession outside its own gates, refused as a matter of course to be examined by its own old students". (4) On the whole it was the smaller, struggling colleges that took advantage of the Diploma of the Ling Association until they too, were well established. Dunfermline College can be instanced. This College was inspected 1906 and the students sat for the examinations 1907 - 1909. When the college was recognised, in 1909 and came under the Scotch Education Committee students were no longer entered for the Ling Diploma but schemes for curricula and examinations came under the jurisdiction of St. Andrews Provincial Committee. (5) Battersea, re-organised on Swedish lines in 1913, was inspected

Notes:
1916 and examined 1916 - 1919. (6) The Ling Diploma ceased in 1932, coinciding with the establishment of the University of London, Diploma in the Theory and Practice of Physical Education.

The report of the Royal Commission on Physical Training (Scotland) had said, "Physical Training should be regarded as of equal importance with mental training." (7) Equality also included boys and girls town and country children. The Inspectors of the Scottish schools, reported in 1906, the appointment of specialist trained teachers of physical education to certain of their schools (8) and that part of the professional work included, organising and taking courses of physical exercises for trained teachers who had not experienced this work during their training. "Thus on every hand the movement is in the direction of making the physical equally with the mental training of the child a part of the teacher's ordinary duties." (9) It was also stressed

Notes:
Perth School Board - Chelsea Physical Training College.
Dunfermline School Board - Dunfermline Physical Training College.
P. 405. Glasgow, Bedford, Chelsea and Dartford trained teachers.
P. 654. Southern Division - Dartford, Stockholm.
(9) Ibid. 1906-07 P. 405
that the work must be on sound scientific lines. Swedish gymnastics was gathering momentum but the burning question was, "Should the system of Physical Training adopted in England be pure Swedish, or should music be retained as an accompaniment to exercises worked out on Swedish Principles?" A most interesting course was initiated by Fraulein Wilke at Chelsea College, called the "Experimental Physical Training Class". Members of the class experienced for themselves the two types of work. Discussions followed the classes but the trend of their findings was unfortunately not recorded. The trend however was toward acceptance of the Swedish system, without music, at this stage. Proof was forthcoming in the 1909 syllabus. Naturally the National Society for Physical Recreation defended the British System but by now teachers trained on Swedish Principles outnumbered members of the quoted

Notes.
"Many medical men and women, officers and inspectors of the London County Council, teachers and others interested in physical training attended this class, try themselves Swedish exercises with and without music, for children and for adults, and contrasting them with the German system."
society and not even with the assistance of the newley formed British Physical Education Society (12) could the pattern be changed. Further it was officially suggested that in future teachers must possess the certificate of some well known centre of physical training before appointment to Scottish Schools. (13) Likewise under the local education authorities of England, for example, the Sheffield School Board had appointed an Instructress in Drill and Physical Exercises for the Pupil Teachers' Centre in 1900 (14) and continued this policy and practice, for many years.

1907, was the year Parliament enacted that a Teachers' Register be set up. (15) The task was assigned to a Registration Council whose first job was to determine qualifications and requirements of eligibility for registration. The members of the

Notes.
(14) Bingham J.H. Education under the local authority in Sheffield. The period of the Sheffield School Board 1870 - 1903, P.121.
"Other teachers on Saturdays or in the evenings for girls in the Central Higher School, and as far as practicable the pupils in other schools."
The latter included the Board Schools of the city.
Gymnastic profession took the line, that registration of Gymnastic Teachers would sooner or later become law. They argued, "if the law is to affect the gymnastic teacher it is both just and expedient that the gymnastic teacher (where qualified) should affect the law, and that not circuitously or by belaboured methods but directly by means of voting for the people who make the laws." (16)

The political environment could not be ignored. A Women's Watch Committee, with two or three ardent gymnastic suffragists among them had succeeded in getting two clauses removed from "The Dangerous Performances Bill". (17) The first prohibited the demonstration of gymnastic exercises by the teacher the second disapproved of gymnastics for girls.

Efforts on a domestic scale were being made in 1907, by the members of the Bergman Osterberg Union of Trained Gymnastic Teachers to unite with the Ling Association. The Union had proposed that a presentation be made to Madame Osterberg in recognition

Notes.
(16) Mrs. Adair Impey's personal papers.
(17) Ibid.
of her twenty-five years of work, in the cause of Physical Education. (18) They invited members of the Ling Association trained at Hampstead and Dartford to contribute, so that the present was from ALL Madame's students. This attempt at union was not successful. It was reported in 1910, without consultation with Ling members, that the presentation to Madame Osterberg would take the form of a benevolent scheme, for students trained by her. (19) The existant jealousy had been perpetuated through the formation of the Scottish League of Organisers and Teachers of Swedish Gymnastics. (20) Miss Adair Roberts played a prominent part in the conception and inauguration of this association. (21)

Notes.
5/- for students leaving College.
Application for grant, with medical certificate.
No applications considered until fund reached £500.
Ling Association members asked to withdraw if not in agreement with suggestion.
Any subscriptions already paid, would be refunded.
(20) Mrs. Adair Impey's personal papers.
(21) Ibid.
Copy-letter from E. Adair Impey
To Meg (Margaret B. Munro). 17th December 1957.
"-- -- before Dunfermline students came on
the scenes all gymnastic appointments in Scotland were held by Dartford diplomées. Any Scots girl seeking training went to Dartford. It is my belief that Ogston and Rendel were the first non-Dartford people to be appointed and that Dunfermline town was the first in Scotland to have a gymnast for the town. Dartford graduates looked askance at Dunfermline training and for a long time many individuals considered themselves superior. It was clear to us on the staff of the College that at first Dunfermline diplomées would not be welcomed with open arms either in Scotland or in England so far as practising gymnasts were concerned. I was about to leave and get married, and felt very strongly that we could not wait for the slow approval of these conservative Ling people.

These Ling people were bedded out in the northern territory and you Dunfermlines were going to be bedded out beside them. It was desirable you should have some organisation into which you could enter on equality.

In the Ling Association, the Dunfermlines would just have been a drop in the ocean and never have got a hearing for educational differentiation required for Scotland. With my long distance eye I could also just discern that eventually the Dunfermline people would sweep the board for coming appointments, and you people may have thought, and may think, that then, surely, the Old Students' Association would be enough organisation for the country. But this was not so. The Dartfords already on the ground could never get into the College Old Students' Association and it was important for the new-born professional interests that you should all be able to function as one Group. An Old Students' Association could never have had sufficient professional status to work with the School Medical Officers, or to speak for the profession to the Education Department. Nevertheless, to some of the Old Students' Association and to some in the Scottish League there seemed to be some duplicating of purposes. I agree that this probably was so, but in the League the two types of graduate were able and did coalesce in the personnel, and it was the League that went ahead.

I think that we had our inaugural meeting in Edinburgh. I remember taking the chair at it and that we had quite a good sized bunch of people from a variety of Colleges to launch it. I am not now sure who the people were outside of Dunfermline, but I do remember that Leila Rendell and Dorothea Moore gave able help in the preparation and launching of the League. I also remember many people putting up objection to the word 'League' as it was thought to be connected with football and to be undignified, but nothing better offered and it was accepted.
Another difficulty was the men gymnasts. They were level or more than level with you as regards professional appointments and pay but we knew that none of them was from cultured homes like most of the women came from, and while prepared to work alongside we were not prepared to embrace them in the same organisation. I think, therefore, the word 'women' came into our title to begin with and for the above reason.

Scottish League.

Invitation to Swedish Training Colleges and by special invitation to Captain Foster (H.M.I.), Lieutenant Street (Glasgow) and Captain Cheales (Edinburgh).

Founding Members.

At the November meeting the following gymnastic teachers and students were present:—The Misses Arnold, Chariton, Fisher, Gibson, Greeve, Hood, Houston, Logan, Moore, Palmer, Roberts, Sellars, Volkovsky, and Watt.

The first committee.

The Misses Fisher, Gibson, Moore, Palmer, Roberts and Volkovsky were appointed to form the Committee with power to co-opt. These offices to be held temporarily and resigned at the first general meeting. Secretarial work to be carried on at the College, Dunfermline.

If you are in sympathy with this attempt at union and are eligible for membership on the above conditions, please send in your name (mentioning your certificate) at once, with a view to a general meeting being called before Christmas, if possible.

An interim subscription of sixpence is also asked for to cover the cost of printing and postage.

All experts, desiring membership, who do not hold one of the below-mentioned diplomas, are requested to make special application (by letter), at or after the first general meeting.

On behalf of the Committee,

E. Adair Roberts.
colleges training students on Swedish principles were invited to the meeting.

In London an International Congress on School Hygiene had been held at the University (22) and in Birmingham Anstey College had moved from Halesowen to Erdington. (See page 130) Chapter III. The Ling Association sent the following resolution passed at their Annual General Meeting to the Board of Education, "the attention of the Board is called to the need for a woman Inspector of Physical Training in Elementary Teachers Training Colleges and Girls Secondary schools".

Further progress in the campaign to create a closer liaison between members of the profession was achieved in 1908 when the Journal of Scientific Physical Training was published. (23) There had been a need for instituting such a magazine, a public journal of physical training, for some time and the inauguration of the Scottish League of Organisers.

Notes.
(22) Alexander, British Physical Education for Girls. Frontispiece.
and Teachers of Swedish Gymnastics was further incentive. A similar publication had been contemplated by Fraulein Wilke at the South Western Polytechnic College of Physical Training and by the Dunfermline Old Students' Association. Mrs. Adair Impey was the creator of the magazine, and edited it for twenty-one years. Correspondence passed between members of the League and the Polytechnic, Madame Osterberg, the Principals of the Specialist Colleges and Navy trained Instructors. The first edition was financed by Fraulein Wilke, the Scottish League, Miss. Gladys Martin, Miss. L. Eleanor Crowdy and Mrs. Adair Impey. (24) The responsibility for the journal was taken by a sub-committee formed from members of the South Western Polytechnic and the Scottish League. The first edition was issued free to all members of the two mentioned.

Notes.
Fraulein Wilke £5. Miss Martin £2
Scottish League £5. Miss Crowdy £2
Mrs. Adair Impey £5.
Total cost first edition £22
Balance offset by advertisements.
Magazine handed, after twenty-one years, as a gift to the Ling Association. (1929)
associations and two further editions were promised before June 1909 if sufficient teachers paid in advance for copies of the magazine. In the first edition the committee justified the use of "scientific" in the title by saying that there was room for a journal representing technical and scientific interests in the gymnastic profession. The journal was launched with the "blessing of the Principals of several colleges, and fortunately, without the antagonism of Madame Osterberg; who was still in a position to mar if not to make, things gymnastic in England." (25)

In 1908, the Board of Education was empowered to establish a medical department. The duties of the personnel included the organisation and inspection of Physical Education in Elementary Schools. Dr. George Newman, (later Sir George Newman) friend of Madame Osterberg, had a marked effect on future policy and organisation of the subject of schools. He appointed the first woman inspector of Physical Training, Miss Leila M. Rendel. (26)

Notes.
Her duties included the inspection of Elementary Teachers' Training Centres and Girls' Public Secondary Schools. Miss Koetter was later appointed to assist Miss Rendel in her work. The resolution from the Annual General Meeting of the Ling Association, 1907, had been acted upon.

A second revision of the 1904 syllabus by Colonel Fox and Herr Knudsen was published in 1908. Through the columns of the Journal of Scientific Physical Training dissatisfaction was expressed that a further revision and not a completely new syllabus had been produced. Further, comment was made, that although there were six hundred fully qualified women teachers of Swedish gymnastics in Britain, not one had been asked to serve on the panel. (27)

Dr. George Newman, Head of the Medical Department said, "Our aim is health and vigorous vitality and the improvement of the child's mind and body by means of physical education." (28) During the annual meeting of the Ling Association, 1909, the following resolution was passed, "That this meeting of the Ling Association

Notes.
(28) Lingiad 1939.
Clarke Grant, S. Physical Education in Relation to the Public System of Education in England and Wales. P.239 - 244.
considers the conditions for Physical Training at most of the Training Centres for Elementary Teachers to be unsatisfactory and that this dissatisfaction is shared alike by the authorities responsible for the arrangements and the students taking the courses. The Ling Association feels that there is urgent need for reform and suggests the following points for the careful consideration of all concerned. First that the minimum time allotted to the Physical Training Courses per year be thirty-six, one hour periods, exclusive of Physiology and Hygiene. Second that a uniform syllabus of minimum requirements be drawn up and supplied to each centre. Third that all Training Centres engage the services of a fully trained and qualified expert, who should be responsible for carrying out the syllabus. Fourth that the Authorities exert their power to insist on suitable costume and provide adequate floor space and changing accommodation. Fifth that the number in a class should not exceed thirty since efficient individual work is most important for future teachers and finally that where extra-mural examiners are employed at least two examiners be responsible." (29)

Notes.
(29) Mrs. Adair Impey's, private papers.
The Scottish League supported the proposals of the Ling Association.

The National League for Physical Education and Improvement, Joint Committee on Physical Education issued their report, May 1909 with eight recommendations. These were concerned with compulsory physical education, medical inspection of children, the employment of trained gymnastic specialists with intermediate and secondary schools, certification of qualification in physical training for teachers in elementary schools and that the Swedish System be studied. (30) Generally, the

Notes.
Recommendations.
1. That Physical Education should be compulsory in all schools, subject to the conditions of Sections 2 & 3.
2. That medical inspection and report should be compulsory as a preliminary to pedagogical gymnastics and at intervals thereafter.
3. That there should be regular pedagogical gymnastics at the schools, the number of lessons, the duration of each and the nature of the exercises to be adopted to the age and physical condition of the child, the time so allotted not to curtail the play hours, games being an important part of physical education.

The committee consider that when possible this instruction should be carried out daily, though they recognised that for the present this may be impossible and that three days a week should be minimum. They consider that as far as possible exercises not demanding apparatus should be carried out in the open air.
4. That in all secondary and intermediate schools specially trained gymnastic specialists should be appointed. In elementary schools where the
physical education is necessarily carried out by ordinary school teachers, such teachers should possess a qualification in physical training.

5. The studies of gymnastic specialists should be carried out on the general lines of the Swedish system, with such modifications as are necessitated by the different conditions of school life in this country; recognition to be made of various grades of qualifications, and corresponding differences in the course of study required.

6. The studies of the gymnastic specialist should embrace Anatomy, Physiology, Hygiene, Mechanics and Pedagogics.

7. For the present, Certificates of efficiency as teachers will have to be granted or approved by a Central Body, whether or not in the future these powers can be delegated to Universities or other local bodies.

8. The Committee have considered the question of a Central Institute, and are of opinion that although such an institute is highly desirable they are not in a position at present to give definite recommendations in regard to its formation."
recommendations enforce the concern expressed in the Ling Association resolution, (see page 299) but the last two recommendations, namely, the University as a Central Examining Body and the establishment of a Central Institution of Physical Education are worthy of further comment. That members of the profession should consider that the University might be a proached, in the future, is evidence of their concern for the respectability of the subject and the status of the profession. A degree in Physical Education was and still is an ideal, held by many Physical Educationists in Great Britain. Why has it eluded the profession for so long? The setting up of a Central Institution was considered earlier, (see page 63 ) Chapter II and on this occasion received support from the Duke of Argyll. Again a negative response. If either of these recommendations had become fact in 1909, Women's physical education would have taken a very difference course during the next sixty years.

The Education (Physical Training) Bill was introduced into the House of Lords by Viscount Hill in October 1909. Its object, "the securing of continuous physical training for the youth of both sexes up to the age of sixteen years in order, as far as possible, to ensure for each young person the possession of sound and healthy vital organs, a deep mobile chest, and the development of an evenly balanced muscular and nervous
system, and thus to arrest the deplorable physical
degeneration disclosed by the report of the Inter-
Departmental Committee on Physical Deterioration."
Physical education was made compulsory in all
elementary, secondary, intermediate or other schools
for a minimum two hours per week. Children in
elementary schools were to be medically examined and
records kept. The specialist physical educationist
was recognised for work in the secondary schools,
provision was made for teachers to be examined in
the subject and with a certificate of efficiency the
teacher was eligible to conduct the physical training
in any school. At this stage qualifications were not
demanded before teaching the subject to children in
elementary schools but later in 1909 Physical Training
became a compulsory and examinable subject in Training
Colleges. This latter policy required teachers of
physical education to possess the same educational back-
ground necessary for the study of other subjects and
ensured a supply of teachers to meet the demand created
by the clauses of the Education (Physical Training)
Act, 1909, already mentioned above as the Education
Bill. (Appendix XLIX).

A new edition of the Board of Education Syllabus
of Physical Training for Schools, based on the
Swedish System was published in 1909. The inferred
importance of the subject, was welcomed. The syllabus
suggested that children should thoroughly enjoy their physical training lessons and the educational effect was a powerful factor in the formation and development of character. "All stiff, strained or unnatural positions should be avoided." (31) Use of the voice was important and commands followed the pattern, caution, explanatory, executive. Exercises and positions were described and illustrated and seventy-two tables, progressing from easy to difficult included. For 1909, it was a thorough treatise on physical exercise written in simple English, avoiding too many technical terms. Obedience was uppermost though enjoyment was stressed. In the Prefatory Memorandum, Robert Morant commented that freedom of movement and a certain degree of exhilaration are essentials of true physical education. The editor of the Journal of Scientific Physical Training approached sixteen people for comments on the syllabus. Several sent letters containing short comments but only one person, Lieutenant Street, sent a detailed report. Concensus of opinion agreed that it was an improvement on the 1904 syllabus but the stress on recreation was

Notes.
received with mixed feeling. To quote Miss Stansfeld, "while we all want children to enjoy their lessons, earnest work is in itself a pleasure, and it is an educational mistake, therefore, to strain after amusement." (32) Mrs. Adair Impey contended that the syllabus was entirely "cribbed" from her book and sold for ninepence a copy. She protested to the Board of Education of the, "virtual infringement of my copyright not only without compensation but even without acknowledgement." (33) Her grandfather advised against taking legal action. (34) Some criticisms were recorded publically such as, the use of numbers and not names of exercises, it was not clear that Group 4, Table 22 and Group 4, Table 47 were the same class of

Notes.
(33) Mrs. Adair Impey's private papers.
(34) Ibid.

Copy of letters with reference to Handbook and Board of Education.
1. From War Office - acknowledging permission to print tables from Handbook for Army Council, 30th July 1906.
Chapter II.
movement, and was the syllabus suitable for use by untrained teachers for whom it was primarily produced?

During January 1909, Madame Osterberg had issued a circular called, "Proposals for the Regulation of the Gymnastic Profession." She was concerned for the training and status of gymnastic teachers and based her suggestions on the following points. The standard of general education, the minimum time for training, the examination of students, the granting of diplomas and the registration of qualified gymnastic teachers. She was supported by the Ling Association. (35) A conference on the Registration of Teachers was held in December 1909, when agreement was reached on the form of the Registration Council, the Register and Finance. (36) Also during January 1909, the "Gymnastic Teachers' Suffrage Society" was formed. Seventy-six members paid a minimum subscription of sixpence each. The objects of the Society, "to ascertain the numerical strength of suffragists in the profession and to protect the profession from restrictive legislation." (37) Miss Anstey

Notes
(37) Mrs. Adair Impey's private papers.
Secretary - Miss Sharman.
Treasurer - Miss. King May.
An independent society open to all gymnastic teachers.
and Miss Bear were ardent suffragists and took part in the mass demonstrations of 1910 and 1911. The members of the society held annual general meetings 1910 - 1915. The Suffrage procession organised for May 1910 was postponed because of the death of King Edward the VII. It took place on Saturday 18th June, 1910. (38) The procession started from the Embankment at 6.30 p.m. A meeting was held in the Albert Hall at 8.30 p.m. The procession was a great success, the Daily Telegraph reporting, "The Women Gymnasts, lithe and active, and keeping perfect step, attracted a great deal of attention." (39) In "Votes for Women", Roger Fulford, comments, "and perhaps most remarkable of all a society for Gymnastic Teachers with a membership of ninety-seven." (40) Roda Anstey, some of her staff and senior students

Notes.
took part in, "That marvellous procession of 10,000 women marching in our own contingent under the 'Gymnastic Teachers' Banner of blue and silver and carrying the Swedish colours." In 1912, a meeting of the Gymnastic Teachers' Suffrage Society was held at Anstey College. (41) The second procession was on a larger scale and the gymnastic teachers were again represented as a separate group among the professions. (42)

Lecturing in 1909, on "Physical Education and the School Curriculum," F.C. Shrubsall declared, "Education, physical and mental, must be either spontaneous or formal." (43) He developed his lecture

Notes.
(41) Anstey Physical Training College Magazine No.38. Meet West Embankment. 4.30 p.m. Start. 5.30 p.m. Meeting Albert Hall. 8.30 p.m. July 1911 - Meeting in Manchester. July Edition Ling leaflet No.7. 149 members Ling Association members in Gymnastic Teachers' Suffrage Society. Recorded Ling leaflet Vol.9. No.1. P.9 - 10. Women Gymnastic Teachers often used as Marshals by International Women's Suffrage Alliance, main organisers of processions.
Journal Scientific Physical Training Vol.1. No.3. June 1909. P.39. 1,000 marshalled by Misses Adolphsen, Bear, Hankinson, Woodward and Mrs. Hunt, each marshal had three assistance, gymnastic teachers,


around this theme instancing the impulsive actions of children left to their own devices and contrasted them with learning by imitation as clearly illustrated in the handing from father to son of primitive tribal dances. He further said, "Now that such dances and games are no longer part of the national life, it is essential to choose teachers whose personal performance, as well as their observation and teaching powers, shall be the best." (44) The qualities necessary for good teaching of physical education were being stressed, the children mentioned; the subject, pride of place. The demonstration of exercises and setting the standard of performance pacified the militarists and pleased the Swedish supporters. Dr. Newman had earlier expressed this opinion in his report as Chief Medical Officer, 1908. "Physical exercises and games, if properly taught, will do much to improve and establish the physique of all children." (45) Mrs. Adair Impey in, "How and What to Teach in Short Courses for Elementary Teachers," developed the principle a stage

Notes.
further. She aimed to impress on her classes, "personal ability to perform exercises, and ability to detect and correct others." (47) She advocated the use of the platform, often found in school halls and gymnasia, for demonstration. Emphasis was placed on correct movements, shape, exact line and positions, and demonstration of faults was valuable, if given by the "expert" for the teachers. Observation must be acute, "there must be correct impression before there can be expression." (48) Commanding was taught by using a baton, the Dunfermline Method (49) and time was made for theoretical work. (50) In aiming to explain the 1909...

Notes.
"The baton conveys a visual impression of time, rate and pause, of ascent and descent of note, of sharpness and smoothness of tone, and so complements the auditory impression received from the pattern command."
"Theoretical Work -
1. The general effect of physical exercise. (one lesson).
2. The reasons for having an order of movements and the Order where this must be strictly adhered to, and where not.
3. Particular effects of the movements of the Order, supplementing the scanty descriptions in the Syllabus (several lessons).
4. Positions, fundamental and derived, their correct execution, comparative difficulty, when and when not to use them (several lessons).
5. The more obvious methods of making progression (one less). Constant reference to Progression must be made in practical work.
6. Posture."
syllabus to her classes, Mrs. Adair Impey, said, "teachers must be shown how to teach a new movement." (51) This brief explanation gives us a clear picture of the rigid standard of work desired by the "specialist" of Swedish Gymnastics. Perfection of style, correctness of movement, the precision of automatons, the subject first. Gymnasts teaching at this time in England, still say that they considered the children in their classes, but when they had assessed the level of ability of the class and selected the appropriate stage of progression, they knew exactly what they were aiming to achieve. The final pattern was predetermined.

The Joint Board of Gymnastic Teachers was convened, at the suggestion of Dr. George Newman to discuss the

Notes.
(52) Anstey Physical Training College.
    Bedford " " "
    Bournemouth " " "
    Women's " " "
    Men's " " "
Anstey Old Students Association.
Bedford Physical Training College Old Students Association.
Women's Physical Training College Chelsea Old Students Association.
Men's Physical Training College Chelsea Old Students Association.
Ling Association of trained teachers of Swedish Gymnastics.
Scottish League of Organisers and Teachers of Swedish Gymnastics.
the problem of Elementary Teachers and Physical training. Ten Associations were represented (52) at the first meeting held Autumn 1910. It was intended to provide a meeting ground for all gymnastic teachers no matter their training and to encourage the free exchange of ideas. The first task was to plan an Elementary Physical Training Examination (Appendix 1.) and the second to provide a national group for national purposes. It was designed to bring gymnasts of both sexes into one "Body". Only men trained on Swedish lines were eligible to join the Ling Association. At a meeting held on October 19th, 1912 a resolution was carried that the Joint Board be reconstituted and called.

"The Federation of Gymnastic Teachers." (53) The British College of Physical Education supported the scheme for Federation but the Ling Association opposed the idea. Because of the last decision the men from Chelsea Polytechnic decided not to join and the scheme was abandoned. March 1913 the Joint Board received a letter from the Teachers' Registration Council, "unable to grant the request of the Joint Board to be accepted as an appointing body for the formation of the Specialist Sub Committee on Physical Education." (54) The 20th September 1913 the Joint

Notes.

(53) Mrs. Adair Impey's, private papers. Federation.

1. That all Gymnastic Teachers Associations at present on the Joint Board should remain in the Federation that all other Associations of Gymnastic Teachers having fifty, or more, members shall be eligible to join.
2. That after the Federation is formed all future applications for membership shall be submitted to the Federation.
3. The Federation shall be governed by representatives from the different Associations and shall elect it's own officers.
4. Each Association of fifty members shall have the right to send two representatives to Federation meetings and an additional representative for each additional fifty members. (maximum five representatives).
5. Subscription 10/- each Association of fifty members. Additional 5/- each additional fifty members. Maximum £2.
6. The Federation to meet at least twice a year.
7. Object. To further the cause of Educational Gymnastics and to watch the interests of Gymnastic Teachers, especially with regard to national matters such as registration, insurance, etc."

(54) Ibid.
Board was dissolved. A Standing Committee was formed from three members of each of the following bodies, The Ling Association, Chelsea Women, Old Students' Association, The Scottish League, The Physical Education Society. The dissolution was confirmed by letter from the Board of Education 16th October 1913 and signed by J.R. Warburton.

Concern was being expressed nationally that Elementary Teachers passing an examination in Physical Training were recognised by the Government whereas the two year trained specialist was not. The Diplomas of the Specialist Colleges, the Ling Association Certificate, the British College of Physical Education Certificate, the Gymnastic Teachers Institutions and the Swedish Drill Certificate of the London County Council were not recognised by the Government. A previous move to get all the Physical Education Colleges teaching Swedish Gymnastics to unite and produce a register and take the Ling Association Diploma had failed. The Colleges retained their own Diplomas in Scotland, Dunfermline College had been recognised by the Scottish Education Department. It was time the English Colleges worked, "for the grading and standardisation of gymnastic qualifications." (55)

Notes.
The Elementary Teacher with a Government endorsed diploma could usurp the trained gymnast with no Government endorsement.

The Manchester Education Committee passed a resolution, February 1910, that in future no married women (teacher) be appointed to teach in the Schools and Fraulein Wilke had taken the unprecedented step and lengthened the training at Chelsea College to three years. (See page 172) Chapter III. This move was to be of significance in a few years time.

In the Spring of 1911, the Ling Association sent a resolution to Sir Robert Morant and Sir George Newman requesting that teachers showing a special aptitude for teaching Physical Training in Elementary Schools and taking more than one class a week be given six to twelve months additional training. (56) The Board of Education were also concerned about the standard of teaching of physical training as the following report on physical instruction in the County of Warwickshire indicates. "The teaching seen makes it abundantly clear that this subject has been seriously neglected in the past, owing no doubt to the lack of facilities."

Notes.
in this Country for training the teachers in this important part of their work... It is not likely that any great improvement will be made unless opportunities are provided for the teachers to receive instruction from properly qualified and experienced teachers in the Swedish System."

The Board made hygiene and physical training additional optional subjects for teachers in Elementary Schools after December 1912, and issued Circular No. 776, Syllabus and Examination in Physiology and Hygiene for Elementary Teachers Certificate. Students at Specialist Colleges were debarred from taking this examination. (58)

By 1911 the Teachers' Registration Council had produced nothing. A meeting of Secondary School Teachers at Manchester (59) demanded a State Register

Notes:
Meeting held at the Grammar School, Manchester, Saturday, 27th May 1911.
be compiled at once. Gymnastic Teachers had no national standard suitable for public registration. Each College having retained by choice, its own Diploma.

Towards the end of the year mention is made of Jacques - Dalcroze Rhythmic Gymnastics, later called, "Eurhythmics". For some gymnasts this proved to be the system, they had been waiting for and allowed them to deviate from the "rigor" or the Swedish System.

A resolution from the Ling Association, Spring 1912, to the Scotch Education Department, requested the appointment of a woman inspector of Physical Training. The Treasury undertook the registration of teachers and the first conference of the Scottish League was held April 1912.\(^{(60)}\) The Scottish League helped

Notes.\(^{(60)}\) Mrs. Adair Impey's, private papers.
Representatives from Anstey, Bedford, Chelsea, Dartford and Dunfermline present.
Pioneers of the Scottish League.
Mrs. Adair Impey.
Miss Ada Reid - Superintendent of Physical Training for the Infant Schools, Glasgow.
Miss Olive Smith - First Principal Lecturer of Physical Education at Glasgow Promenade Training College, later Inspector, Board of Education.
Miss Palmer, - Chief Inspectress Physical Education, England.
Miss Grant Clark - Superintendent Physical Education, London County Council.
in the fight for the rights and privileges of its members and against poor conditions and low salaries paid to teachers of physical education. The Teachers' Registration Council stated that teachers of gymnastics with five years teaching experience and over the age of twenty-five years were eligible to register. After 1918, requirements regarding training and attainments in teaching would be legislated. (61)

Miss Theodora Johnson, one of Madame's first students added the training of teachers to the work of her long established institute at Bristol, (62) and at Battersea Polytechnic the work in the women's physical training department was changed from the German System to the Swedish System. (63) The Board of Education

Notes.
  Miss Johnson graduated 1887. College at Clifton Park, Bristol.
  Miss Irene Morse responsible for German Gymnastics.
  Miss Muriel H.Spalding and Miss Elsie M.Marriott appointed Chief Instructresses in Swedish Gymnastics.
issued a circular, "Curricular of Secondary Schools 1913" under which it was the duty of the Secondary School to provide formal physical training for its pupils.

In 1915 Madame Osterberg died. It was a constant source of regret that "Madame" could never see her way to further the work of the Ling Association; though she was many times invited to become its President. (64)

Many tributes were paid to her for the great service she had rendered England in creating a new profession for English women. A detailed study of her contribution, as an educator, to the work and history of the English educational system, has been made by J. May. (65)

Notes.
(66) Present at the meeting:
Miss Anstey, Anstey College; Miss Meade, Dartford College; Miss Stansfield, Bedford College; Miss Wilkie and Principal Skinner, Chelsea College; Dr. A. Mackenzie, Dunfermline College; Dr. Janet Campbell, Board of Education; Miss Hankinson, Ling Association.
Thesis submitted for the Master of Education Degree, Leicester University, April 1967.
Madame was a public benefactor not a public worker, she professed no definite religion yet there was much of the mystic about her, and her religious feeling was deep and sincere. She looked for extraordinary powers of endurance in her students, demanded a high standard of work and gave to the gymnastic teacher an interesting, worthwhile and respected vocation.

At the suggestion of Sir George Newman, the Ling Association convened a conference of the Principals of the Physical Training Colleges on March 15th, 1916. The purpose, to consider the advisability of arranging a common minimum syllabus of work for all Colleges. (66) The necessary subjects in the curriculum, the number of hours given to each, the question of a definite entrance examination, and one standard for the qualifying Diploma were covered but no definite conclusions were reached. The Bergman Osterberg Union of Trained Gymnastic Teachers was reconstituted and tensions between the Ling Association and the Union eased gradually during the next few years. Mrs. Adair Impey and Miss Hankinson became members of the Union (67)

Notes.
and this marked a positive step forward. The Old Student Associations of the Physical Training Colleges were at this time discussing a proposed University Scheme and at a meeting of the Bergman Osterberg Union 28th October 1916, Dr. Barrie Lambert met the committee and gave them much interesting information. The outcome of the meeting was that, "the Committee should invite the Heads of Bedford, Anstey, Chelsea Physical Training Colleges, The Secretary of the Ling Association, three representative members of the I.S.T.M. together with Dr. Janet Campbell, and Dr. Barrie Lambert to meet them, in order that a concerted policy of action might be suggested and if agreed to, acted upon, in the question of the further development of the cause of Physical Training." (68) A complete reversal of pattern had been achieved by this action. Dartford had initiated a movement involving all colleges and associations concerned with Educational and Remedial Gymnastics. Their aim to consolidate and unite the two factions and draw up a plan of action for the proposed University.

Notes.
scheme. Boldness and caution summarize the two attitudes always evident in the actions of any committee. Caution prevailed over the decision to be made about the proposed scheme. The committee of the Bergman Osterberg Union supported the State Diploma Scheme believing that it was more practical for immediate needs and a good stepping stone towards the University scheme, which it was hoped would materialise later. Boldness, one lone voice, plunged for the University Scheme from the start. (69) Much detail is contained in the Minute Book of the Bergman Osterberg Union concerning the scheme of examination, honours courses, acceptance by the Board of Education and etcetera. The meeting decided to adopt, "three year Educational training, eighteen months remedial training in Colleges exclusively taking Swedish Gymnastics. And adopted, quite definitely the Diploma Scheme, in preference to the University." (70)

Notes.
(70) Ibid. P.71.
The conference, mentioned above, took place November 18th, 1916. (71) It was in the form of an informal discussion and official minutes of the meeting were not kept but finally the meeting, "declared itself (with one dissenter) in favour of the Diploma Scheme in preference to the University Scheme."

Notes.

(71) Ibid. P.73.

Present at the Conference:
- Sidney Skinner, Esq., Principal of Chelsea College.
- Miss Stansfeld.
- Miss Meade.
- Miss Anstey.
- Miss L.M. Robinson.
- Miss E.M. Hains.
- Miss M. Hankinson.
- Dr. Barrie Lambert.
- Miss Greene.
- Miss Palmer.
- Miss Clarke.
- Mrs. Carson.
- Miss Volkovksy.
- Miss Rothera.

Representatives of the Incorporated Society of Trained Masseuses.
Representative of the Ling Association.
Proposer of the Diploma Scheme.
In the Chair.
Union Committee. (Bergman Osterberg).
The following resolution was passed, "it is proposed that a Scheme be drawn up and presented to the Board of Education with a view to obtaining a National Diploma for expert Physical Training." (72) Delegates were appointed to present the scheme to the Board of Education. (73) He agreed that the time was right for starting a national scheme and submitted a list.

Notes.
(72) Ibid. P.75.
Delegates:
  Dr. Barrie Lambert.
  Miss Stansfeld.
  Miss Robinson.
  Miss Greene.
(73) Ibid. P.75.
of thirteen questions to be discussed. (74) As a

Notes.
(74) Ibid. P.89 - 97.

Questions.

"a. Is standardisation to be sought by means of a common syllabus of training, or by means of a common examination, or by both means?
b. By what Body is the examination to be conducted?
c. What subjects are to be included in the examination and how far is the examination to be theoretical and how far practical?
d. Should the Staff of the Training College be concerned in the examination of their own pupils, and should any account be taken of the College record of the student?
e. Is it desirable that the Board of Education should be concerned with the examination either directly (e.g. by conducting the examination or by appointing representatives on the examining body) or indirectly (e.g. by appointing an assessor) or not at all?
f. What period of training if any will be regarded as a necessary preliminary for admission to the examination?
g. Under what conditions will a course of training at a college be recognised as entitling a student to admission to the examination?
h. Are students either before their admission to their course of training or as a part of their final examination to be expected to attain to any prescribed standard of general knowledge or attainment?
i. Should students be required to pass in any particular subjects as an essential condition of obtaining a diploma?
j. How far should any diploma which may be issued differentiate between one student and another, e.g. by mentioning particular subjects or by placing students in different classes?
k. Is it desirable that the Board of Education should endorse diplomas or in other ways certify that they are satisfied as to the character of the diploma?
l. Is it suggested that any types of work in aid of which a grant is paid by the Board should be limited to persons holding the proposed diplomas?
m. Should provision be made for the issue of any sort of diploma to existing teachers? "
further result of this meeting, the formation of a Joint Examination Board was to be discussed. The Board of Education were also asked to recognise, existing examinations in Educational and Remedial Gymnastics (Swedish) for the purposes of Registration of Gymnastic Teachers. It is important to remember that if this scheme was approved the Training Colleges would give up their Individual Diplomas and the College name would not appear on the Government Diploma. The Incorporated Society of Trained Masseuses wished to retain their examinations but doubt was expressed whether the Board of Education was likely to recognise this qualification. The Remedial aspect was not, under any circumstance to swamp the Educational aspect. Work continued on the proposed scheme during the next few months and the delegates met Dr. Janet Campbell, Mr. Mayor and Mr. Barker, December 1917. A Royal Charter was not possible, incorporation by the Board of Trade would involve a very rigid constitution, it was advisable to form a Joint Examination Board and then apply for incorporation. The Board of Education was not allowed to take part in the formation of the Joint Board and this action negatived the State Certificate. If the latter were given, the Board of Education, would have to be entirely responsible for the examination. Endorsement of the certificate would not be of any value.
The attempt to get a National Diploma of Physical Education had failed but a Register of fully trained (Swedish) Gymnastic Teachers was to be instituted. The advisability of obtaining University recognition received impetus and at a Conference on February 9th, 1918, Principal Skinner urged the adoption of the "University Scheme", whereby a Faculty of Physical Training would be established. (75) A Central Examination Board was also set up. This would not interfere with the proposed University Scheme but rather assist by providing evidence, in a tangible form.

Support for University status was received from Major Sir William Milligan, M.D., who in a lecture at the Royal Institute of Public Health, June 1917, had said, "physical training should form part of every University Course and that proficiency in the subject should carry with it academical distinction." (76)

Notes.
(75) Ibid. P.176.
Lecture entitled, "The Value and Importance of Physical Exercise from a National Standpoint."
Further quote, "Chairs in physical education should be established at all our Universities and the subject should have definite scholastic recognition as it had in ancient Greece and Rome, and as it now had in many American Universities."
During all this activity the British College of Physical Education, the Gymnastic Teachers Institute and the National Society of Physical Education had approached the Board of Education, urging the adoption of the British System of Physical Training as well as the Swedish System. A decision was deferred until more information was available. (77)

The Ling Association tried to encourage the formation of the Joint Board as a development of the Ling Diploma Scheme already in existence, it met with little success.

The 1909 syllabus had created a demand for Organisers of Physical Training. Primary School Teachers had found themselves faced with the obligation of teaching a practical subject from a book. Many were unfamiliar with either the theory or the practice of physical training. In 1917 the Board of Education was first able to offer grant aid towards the salaries of organisers of physical training. (78) The teachers

Notes:
(78) Board of Education, Circular 976 to Local Education Authorities.
"if all children are to receive systematic and regular training in physical exercise, this must be carried out by School teachers." 50% grant aid given.
needed expert advice from time to time. Within twelve months forty new organisers had been appointed by local authorities.

During 1917, the Ling Association organised a demonstration of practical aspects of physical education in the Albert Hall. Students from Chelsea and Bedford took part.

February 1918, Mr. Fisher introduced a new Education Bill into Parliament. This became the Education Act, 1918 and through its clauses, local authorities were enabled to provide school and holiday camps, centres and equipment for physical training, playing fields, swimming baths and other facilities for social and physical training in the day or evening. (79) Legislation was permissive not obligatory but advantages were taken which the provisions of the act offered until the economic position of the country necessitated a cut in expenditure.

In 1918, Mrs. Adair Impey addressed the members

Notes.
present at the Reunion meeting of the Bergman Osterberg Union. (80) At a special general meeting, the Committee of the Union recommended all members to become members of the Ling Association. (81) The Ling Association sent the following Resolution to members of the Bergman Osterberg Union, "The members of the Ling Association send their cordial wishes to the members of the Bergman Osterberg Union and invite their friendly help in securing the co-operation of all qualified Teachers of Swedish Gymnastics in one Society. Whilst fully recognising the difficulties in the way, they feel that only by removing them, can the future of Physical Education in England be assured". (82) The

Notes.

(80) Mrs. Adair Impey's, private papers.
"I dared to go to Dartford College to speak there at the Reunion. I remember how greatly and deeply concerned I was at this mission which had emanated entirely from my own mind. A student lent me her bedroom for five minutes so that I could pray for help and support before I spoke. The risk of speaking and bearding the lions in their den was great but there was a big turnover in 1919."

(81) Ibid.
"it is not the Ling members who will convince them but the Union members who are convinced, themselves -- --"

Union was informed that the Association had decided to be known in future as "The Ling Association and Affiliated Gymnastic Societies". The members of the Bergman Osterberg Union agreed to join the Ling Association. "The teachers of Swedish gymnastics in England can now go forward as a united body to advance the cause of physical education in the country." (83)

Efforts to gain University recognition were accelerated in 1918, informal meetings, personal contacts and private conversations took place first. The proposed University scheme, once rejected, became the centre of discussion in the physical education world. True advancement is often only achieved after painstaking efforts and it was to be several years before partial recognition finally came. The work of the committee was supplemented by such resolutions as, "That the question of a University Degree in Physical Education be brought before the proper authorities with a view to its inauguration." (84) "To attract the right people they need an assured future, and I believe it will help greatly if they can be offered a University

Notes.
Resolution VI. Fourth Annual Conference Ling Association.
Degree. If some benefactor would initiate and endow a University Chair with a proper school of physical training, he would be doing a great piece of work for the country". A comment made by R.C. Elmslie, M.S., F.R.C.S., in his Presidential Address to the Medical Officers' School Association in 1924. The Ling Association were also asked by their members to make continuous organised efforts to achieve University recognition. By 1926 a Memorial, to be presented to the Senate of the University of London was being prepared. The memorial was drawn up by a Committee (85) led by Principal Skinner. It was circulated in 1927 (86) signed by 1,400 persons and

Notes.

(85) Material at Dartford College of Physical Education. Committee:
Sidney Skinner, Eva Lett, Margaret Stansfeld, Marion Squire, Dorette Wilkie, J. Honora Wicksteed.

(86) Ibid.
Copy of Memorial.
"...the undersigned, beg the Senate of the University of London to institute a Diploma in the Theory and Practice of Physical Education. The importance of scientific Physical Education has been recognised by its inclusion in the ordinary curriculum of all public secondary and primary schools in this country. The study and the teaching of the subject have become highly organised, and there already exists a large body of trained teachers, to which over 100 new members are added each year, who devote their whole time to the work, and many of them have prepared for this branch of the teaching profession by following a three years' course of study at a training college specially devoted to the subject."
Notes.
(86) cont'd

In view of the great value of this side of education in a country whose population is mainly urban, we believe that the time has come when the profession should be put on a satisfactory basis.

At present the teachers receive Diplomas from their own Colleges, and we consider it of the utmost importance that a Diploma shall be granted by some Central Authority to represent a definite standard of training and accomplishment, and to give the profession the dignity it deserves.

The position that the University of London holds in the country suggests that it is the best body for this purpose, and we, therefore, petition the Senate, to extend its interest in the furtherance of Health and Education, and to institute a Diploma in Physical Education."
presented 26th January 1928 by Principal Skinner. The Diploma in Theory and Practice of Physical Education was instituted in July 1930 and administered under the Senate by the University Extension and Tutorial Classes Council (now the Council for Extra-Mural Studies) with the help of a special Advisory Committee. The Committee formed January 1929, submitted syllabuses for the subject of examination and the Diploma was opened to students in attendance at Colleges offering a three-year full-time course of study, and approved by the University. The first examination was held in 1932 and the first diplomas awarded in 1933. (87) Miss Ash and Professor Winifred Cullis were appointed to inspect the colleges and Miss Ash and Miss Drummond were appointed assessors for the examination of practical work. The Diploma

Notes.
(87) Letter from R.A.S. Knowles, Assistant Director, Department of Extra-Mural Studies, University of London.
Chelsea recognised. 1930-31 9 successful candidates
Anstey " 1931-32 1933.
Liverpool " 1933-34
Bedford " 1934-35
Dartford " 1935-36
Nonington " 1939-40
No men's college ever applied for recognition.
The Minutes of the Advisory Committee, the Pass Lists of the examination and copies of past examination papers are in the Department of Extra-Mural Studies, University of London, 7, Ridgmount Street, London, W.C.1.
gave no Teacher recognition but united all the Women's Colleges of Physical Education. The same syllabus of work was followed when a college had been recognised by the University. It marked a new phase in the recognition of Physical Education as a science and art of University rank. "Compared with the requirements for certain other University Diplomas it is to be regretted that a Degree course has not been possible though the future will and must produce such." (88)

In 1919, the Board of Education issued a new syllabus of Physical Training for Schools. Additions and modifications had been made to the 1909 syllabus and the formal nature of the lessons was reduced to a minimum. The importance of the teacher was stressed, "A satisfactory lesson, indeed, depends largely on the personality, capacity and intelligence of the teacher," (89) More space was devoted to a description of suitable games and dancing and swimming were included in the

Notes.
The Board of Education approved a one year course in Physical Training at University College, Reading. This was provided for certificated women teachers and was not designed for those who sought expert qualifications in Physical Training.

During the year Battersea Physical Training College

Notes.
(90) Ibid.

Contents of the syllabus.
Chapter I. Introduction, General Principles, The Object of Physical Education.
II. General Directions to Teachers.
III. Description of Simple Exercises and Positions.
IV. General Activity Exercises,
   Part 1. Marching, Running, Jumping, etc.
   Part 2. Games.
V. The arrangements of the class.
VI. Adaptations of Physical Exercises to Special Conditions.
VII. Physical Exercises for Children under Seven years of age.
VIII. Tables of Exercises with introductions.

Appendices.
A. Suitable Clothing for Lessons in Physical Exercises.
C. School Dancing.
D. Swimming.
was closed and students training there were admitted to Chelsea College, September 1919. The present and Old Students of Anstey, Bedford, Chelsea and Dartford endowed a bed in the Elizabeth Garrett Anderson hospital. The Ling Association accepted the principle of equal pay for equal work and opened its doors to members trained in physical education but not necessarily on the Ling System. (91) In 1920, once more Dunfermline students became eligible to join the Association. (92)

During the Ling Holiday Course, 1919, a special meeting of Physical Training Organisers was called to consider a letter from Mr. Cole of Sheffield advising that an Association of Organisers be formed. (93)

A provisional committee elected by the thirty organisers, present at the meeting, to co-operate with Mr. Cole and

Notes.
Affiliated Societies included District Gymnastic Associations, Colleges of Physical Training.
Dunfermline students eligible 1907-1909. When college recognised by Scottish Education Department, students from the college no longer sat for the Ling Diploma.
call a General Meeting. The General Meeting was called and held on 13th March 1920 at the Bristol School, Birmingham. (94) Mr. Cole proposed and Miss Grant Clark seconded that an Association be formed. It was called the "Association of Organisers of Physical Education" with the object of "providing a medium whereby those engaged in the supervision of physical education in educational institutions may unite for the purpose of initiating and discussing educational policy." (95) To this end the Association holds an annual conference to which it invites eminent speakers on educational and physical education topics and an annual summer school. The Opening address at the first conference was given by Sir George Newman. (96) At the fifth annual general meeting, December 1925, the Association was renamed, the "National Association of Organisers of Physical Education." (97) It was concerned

Notes.
(94) Minute Book, British Association Organisers and Lecturers of Physical Education then called "Association of Organisers of Physical Education". At first meeting, thirty organisers present. Mr. Cole elected temporary Chairman. Miss Grant Clark elected temporary Secretary. (95) From Rules of the Association. (96) Minute Book of the Association. (97) Ibid.
during the 1920's about the amount of time given to Physical Training in Elementary Schools and a special sub-committee was appointed to interview the appropriate officials at the Board of Education. The subject, "The course of training in Physical Training Colleges and in Normal Training Colleges." (98) The Association felt that due regard should be paid to physical training in the elementary schools by the specialist Colleges of Physical Training. After the interview (99) the Association recommended that membership be offered to tutors at Physical Training Colleges and Education Departments of Universities and this proposal was passed at the Annual General Meeting, 1927. The Association has produced a pamphlet, which became a magazine in 1923 and a "Year Book" from 1933. During 1946, the name of the Association was changed to "National Association of Organisers and Lecturers of Physical Education", and in 1955 it became the "British Association of Organisers and Lecturers in Physical Education".

Notes.
(98) Ibid.
(99) Ibid.
Interview with Dame Janet Campbell and Captain D.H.Grenfell, D.S.O.,R.N.
In the early 1920's gymnastics was entirely teacher controlled, discipline was imposed and complete silence was expected from the children throughout the lesson. There was no movement until a command had been given. Commanding was an art that had to be learnt. A strict routine was laid down of Preparatory, Pause, Executive. During the Preparatory the teacher explained what moved, where, the pause was for the class to have time to think; and the Executive explained how the movement was to be performed. For example, "Arms sideways _______ LIFT." Miss Dowling in her book explains the teacher must be aware of time, weight, space, flow and rhythm when commanding. (100) Precision was important and accuracy desirable. Instantaneous uniform response was expected from the class. Demonstration was a valuable part of this method of teaching. A good performance from the teacher made clear the expected position. The approach was anatomical in construction and the resulting movements isolated. The children were expected to respond identically irrespective of size, shape and natural speed of moving. Every lesson started with marching opening files by various methods but all with military precision. All lessons were given in strict

Notes.
(100) Dowling E. Terminology and Commanding.
"Order of Table of Exercises." (See Appendix XLVII)

In the free standing work many exercises were given in fixed starting positions to ensure that movement occurred where the teacher wanted it to happen. In apparatus work there was much waiting for turns with only a few pieces being used at a time. The desired result of this type of lesson was the harmonious development of the body. An upright stance and gait with line form precision and control uppermost in the teacher's mind. It was good Physical Training called Educational Gymnastics; educational in as much as it took place in school, and as far as any experience can be said to educate. This artificiality was the product of this method of teaching.

When Hjalmar Ling, son of Per Henrik Ling, died the feeling of reverence for his father's work was released. P.H. Ling had said, "Standing still is retrogression and death." The development that was essential if Swedish gymnastics was to progress was now possible. Elli Bjorksten (101) a Finnish Gymnastic teacher introduced "Rhythm" into gymnastics. Modification was taking place. The form of commanding changed for example, "To the wall bars — run" became "run to the wall bars and begin to climb them." More emphasis

Notes.
(101) Lingiad 1939.
was placed on loosening joints in fixed positions and and music and small apparatus was introduced into the gymnastic lesson. The work of Fraulein Wilke and Miss Marsh condemned earlier in the century was now acceptable. Music and metaphor were used to create aesthetically attractive work for women.

The music was used to help the movement, the movement was not merely to be put to the time. An anonymous correspondent remarked, "Madame Osterberg, that Swede of Swedes, permitted music (preferably waltzes) when vaulting and climbing were in progress; not because it corresponded in rhythm to the movement but because it provided a comfortable atmosphere or a harmonious background, against which each performer made her individual endeavour. The students were said to climb higher and vault better." (102) Fact or fiction, it is immaterial at this point. Change was taking place not only in the content of the lesson but in the presentation of material. We were becoming more aware of the children in the class and linking our work with contemporary educational theory. Greater freedom was being offered to the children in choice and method of working, allowing spontaneous actions to happen. Group activity was being developed in some subjects and ways.

Notes.
suggested of challenging the class instead of telling
the children exactly what to do. Teaching by means of
a difficulty, demanding work that required courage
learning by experiment, using competition to advantage,
setting situations so that the children co-operated with
one another, using the children's knowledge. (103)
Phrases that are now very familiar but forty years ago
they constituted a revolutionary phase in teacher
training. In the changing of gymnastic teaching, the
search after newness and variety was quite as much on
the teachers behalf as on the child's, "It is so easy to
forget, that to the child everything is new." (104)
Gymnastics was still stylised to a certain extent as
indicated by this comment on teaching, "it is hopeless
merely to copy a movement - - , one must do, feel,
understand and have an aim about a movement before
trying to teach it to others." (105)
Rhythmical swinging
work was in vogue with the class humming or breaking into
song if it helped the movement. Work in cannon appealed
to women gymnasts and the technique was exploited to
advantage. "Miss Squire seems to make use of every
opportunity when passing from movement to movement to
add in yet another movement." (106) Balls, bands and

Notes.
(103) Ibid. Vol.XVI No.48. Summer 1924. P.157
(106) Ibid. Vol.XX No.60. Summer 1928. P.259
Comment after demonstration of gymnastics
given by Anstey Students at the College.
hoops aided movements. Teaching points were given during exercise and often spoken in the Rhythm of the movement, the use of the voice was adapted to the quality of the exercise. Continuous graceful, swinging work. The emphasis was now on moving and greater account was taken of individual differences. Posture, however, was still important. The children were guided to watch each other, sometimes working in twos or small groups. More sections had been introduced into apparatus work and the waiting time correspondingly cut. The teacher still constructed the lesson but Rhythm was now synonymous with discipline.

Other Scandinavian pioneers of this type of work, were Niels Bukh, Elin Falk and J.G. Thulin. Niels Bukh, a Dane, emphasised stretching and suppling in free standing work and advocated strenous vaulting. (107) His work was concerned with correcting faulty positions of the body and building a sturdy youth for his country. Elin Falk, Swedish, was Director and late Inspector of Gymnastics in Stockholm Council Schools. Her approach was from great tension to dynamic movements free from unnecessary tension. She introduced game like activities into her lessons and achieved relaxation as a result of

Notes.
(107) Bukh Niels. Primary Gymnastics.
"carriage gymnastics". Major Thulin worked parallel to Elin Falk and used the imagination of children in motion stories. (108) The teacher must be interested in the children in her class and comprehend their mental life. It was important to keep pace with the children's general development.

In England, Miss Ash, H.M.I. reported, "Elementary teachers, especially in districts supervised by Organisers, have got away from the very formal rigid type of work, and are giving much more activity and real movement." (109)

The first concern was not with gymnastics but with education in schools for younger pupils. It was to become the policy of the gymnastic profession that ease, suppleness, grace and continuity had replaced precision and isolation and further, that stiffness and rigidity had given way to the use of momentum, in gymnastics, was an advance.

Interpretation and methods of presenting work had changed, the order of priorities was different but the principles and aims of harmonious development of the body, remained the same.

Notes.
In 1921, the Board of Education issued a Syllabus of Instruction in Physical Training for Training Colleges. It was based on the 1919 syllabus and intended to serve as a model for general guidance. A minimum course of one hundred hours was suggested and students to have two hours physical training per week. (110) The objects of the practical sessions were twofold, first to train the students in the correct performances of exercises and secondly to make them thoroughly familiar with the

Notes.
(110) Board of Education Syllabus of Instruction in Physical Training for Training Colleges. 1921.

Practical.
- Tables of Exercises, Syllabus Physical Training.
- Methods of Teaching the Tables of Exercises.
- The practice and teaching of dance and games, included in the Syllabus of Physical Training and suggestions with regard to games.
- The practice, teaching and conduct of organised Field Games and Athletics suitable for children, elementary school age.
- Demonstration and Criticism lessons.

Lectures.
- The principles of Physical Training and considerations with regard to its conduct.
- The physiology and hygiene of physical training, and the purpose and effects of the exercises.
- The principles of teaching and conducting field games and athletics.
form and standard of a well conducted physical training lesson. Throughout the pamphlet there is emphasis on how to do things well. Much is made of clear instructions, sound coaching, correct selection, precision, commanding and good posture. Activity was the first aim of each lesson and interest and enthusiasm for physical exercise was encouraged.

After January 1st, 1921, a three year training was compulsory before Gymnastic Teachers could register. The Burnham Committee recognised Physical Training Colleges under Section 7(e) but criticised standards of admission to the colleges.

Interest in research and investigation into physical fitness and general efficiency was encouraged through the generosity of Miss Wilke who co-operated with Professor Georges Druper, C.B.E.,M.A.,M.D., Professor Pathology in the University of Oxford and Wing-Commander Martin Flack, C.B.E.,M.B.,B.C.L. Miss Drummond proposed that a research Committee would be beneficial to the Ling Association and it was suggested in 1922, that Physical Education should be included as a subject in public examinations.

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In 1930, this point was repeated in a suggestion from Cornwall that, "Physical training should be included in the proposed school leaving examination for the Primary School." (113) The proposer felt that many problems of staffing would automatically disappear if Physical Training was recognised as a subject suitable for examination at Primary and Secondary levels. The Ling Association and the Chartered Society of Masseuses and Medical Gymnasts agreed, that "all students at Colleges recognised by the Association were eligible to be examined by the Chartered Society." (114) The emphasis on therapeutic work was a feature notable in the 1920's and 1930's.

In 1921 Miss Theodora Johnson retired and in 1923 Miss Gladys Wright opened the first Summer Holiday School at Herne Bay College. The English-Scandinavian summer school became a well known feature and did much to further the freer form of Swedish Gymnastics.

Captain Grenfell asked for the co-operation of the Association of Organisers of Physical Education in revising the Games Syllabus of the Board of Education, in 1924.

Notes:
1924 was also the year mention, was first made in England of the work of Rudolf Von Laban. At this time he was working in Germany but his "Modern Dance" form had infiltrated to this country. Eurhythmics of Dalcroze was still popular and a new trend in women's work called "Natural Movement" was gaining popularity. Madge Atkinson founded a school of "Natural Movement" where the work was distinguished by freedom, variety and grace. She believed, "Movement is coloured with different strengths as music is coloured in sound." (115)

Rhythm in music was closely bound to rhythm in movement.

The Hadow Report of 1926 emphasised the need for organised physical activity in secondary schools. The report praised the work of the women physical education specialists, in girls schools, but was concerned for the physical welfare of girls in all age schools. This point was pursued in the Board of Education's Memorandum on Physical Education in Secondary Schools, (116) and a Syllabus of Physical Training; Extension to Older Girls was published in 1927.

The Board supported the theory that systematic gymnastic exercises formed the basis for all physical activities. Lessons should be enjoyed but "must not."

Notes.
however, come to be regarded merely as a form of relaxation; hard and accurate work is essential for real enjoyment and continued interest as well as for physical results. The kind of discipline aimed at is not the rigid unthinking discipline associated with the word 'drill' but the self-discipline which comes from learning to control the body and to work in harmonious concert with others." (117)

In a paper given to members of the Ling Association, Lucy Silcox asked for a change in approach to teaching. (118) Less learning of fact and more time to observe and watch the actions of children. The profession was beginning to realise that children should be taught through the medium of a subject.

At the beginning of 1930, Dorette Wilke died. She had not lived to see the Diploma in Physical Education at London University actually established but her foresight in setting high entrance qualifications for prospective Chelsea students and in establishing

Notes.
(117) Ibid. p.4.
a three year course of training as early as 1909 had carried weight in the campaign for University recognition, "Her great personality was spent in the service of the land of her adoption. She gave it to a cause, looking for nothing in return, and out of nothing, with few materials and most unpromising conditions in which to build, she made a great College, with a great tradition."

(119)

The women's physical education colleges were well established by 1930 and University recognition had been achieved. Current educational theory and principles were accepted and incorporated in teaching method. The curriculum was expanding and a broader view of physical education, as being taken by the profession. Gymnastics was released from its stylised form and the feminine appreciation of rhythm and flow of movement had been allowed to penetrate the strict discipline of Swedish Gymnastics. The foundations laid in the late nineteenth century had been strengthened and made secure for expansion and development that was to follow during the next three decades.

Notes.
CHAPTER V

During the next thirty-five years, the women's physical education profession was to experience many changes which affected the training of specialist teachers and the acceptance of the subject as a valid part of the school curriculum. Miss P. Spafford was appointed Secretary of the Ling Association in 1931. Trained at Bedford College of Physical Training, 1908-10, she had accepted a full-time administrative post. A break with tradition, for to this point of time it was customary for women trained at the physical training colleges to automatically enter the teaching profession. Some graduated to lecturing and organising, a very few became Her/His Majesty's Inspectors, but their prime interest and concern was still physical education for the schoolgirl. The Ling Association had already opened its doors to a wider clientele than teachers of physical education and was organising courses and lectures on topics other than gymnastics. A broader conception of physical education, than gymnastics and schools, had been put forward and was gradually to be appreciated. The current theory in teaching in the 1930's was "Learning by doing" and since the attention of the general population had again been drawn towards health, systematic physical training had been given a new meaning. In his report, "The Health of the School Child," the Chief Medical Officer said in 1932, "Good posture indicates health and soundness, bad
posture the reverse." (1) Posture had become the yardstick of gymnastics and a subject which caused much controversy within the profession. How to define the term? What standard was acceptable as "good"? Static or mobile? Good under one set of conditions, poor under another? The arguments were endless but the phrase "good posture" dominated the thinking of physical educationists in the early 1930's and by 1940 it was never mentioned but expected as a result of the work given in the gymnasium.

Elli Bjorksten published her book, "Principles of Gymnastics for Women and Girls," in 1932, and this supported the trend in recent educational developments. Her work was to have a profound influence on gymnastics in the women's colleges and so in girls schools. In 1924, the Ling Association had organised a holiday course in Copenhagen, taken by Elli Bjorksten and since that time many teachers had returned to Scandinavia, to study under her. The emphasis was on using the body as a whole. Isolation of movement had given way to large, swinging body actions using space in all directions. Movements were coached, not commanded, and sequences were often led by the teacher. Apparatus work became more experimental and there was a fluidity in the work.

The emphasis on health and sport was further brought to the notice of the British population in 1933, through the

NOTES.
(1) Annual Report, Chief Medical Officer, 1932. P.79.
release of the Ling Association film, "Building an A.l. Nation." (2) The chief medical officer reported a rising standard of health among school children (3) and interest was being taken in sport by a wider section of the community, than a few years earlier. 1933 was also the year when the Board of Education produced a "Remarkable Work", the 1933 Syllabus of Physical Training for Schools. This was a completely new publication, not another revision of the 1904 syllabus. The Scandinavian influence was marked. The central theme was the value of physical training to the health of the nation. "It is now recognised that an efficient system of education should encourage the concurrent development of a healthy physique, alert intelligence and sound character." (4) ".....healthy physical growth is essential to intellectual growth." (5) Emphasis was laid upon the importance of "good posture" at all times. The syllabus was intended primarily for children up to twelve years of age but it could be, and was used with advantage for all children of school age. The pages of the book were packed with helpful information, sound advice and ample material for teaching. Forty-two constructed tables were

NOTES.
included and it is worth quoting, the first exercise of the first table, to show the change that had taken place in the presentation of a lesson.

"Running anywhere, at a signal stand still." (6)

In the notes on the lesson the teacher is instructed to "encourage the children to make FULL use of the space available." "Use the whole playground." (7) Compare this with, "Scholars will be formed up in two ranks. They will take their places in succession, shortest on the right of the class, tallest on the left. The distance between scholars will be a hand's breadth at the elbow. Each scholar in the rear rank will cover a scholar in the front rank at a distance of two paces, the two scholars thus placed forming a File."

During 1933 the name of Ling Association of Teachers of Swedish Gymnastics and Affiliated Societies, was changed to The Ling Association of Teachers of Swedish Gymnastics. A reflection of the high esteem, held in this country for Swedish Gymnastics. At the annual conference of the Ling Association, the Federation of Societies of Teachers in Physical Education was formed. The objects of the Federation, "to bring together the various societies of teachers in physical education for the purpose of co-operation, propaganda and the study of matters pertaining to health and

NOTES.
(6) Ibid. P.198.
(7) Ibid. P.199.
The Federation co-operated with the School Medical Officers' Association, to try and gain closer liaison between the school medical officer and the physical education specialist. It aimed to assist, wherever possible, such organisations as the National Council of Girls' Clubs, the World Federation of Educational Associations and meetings and conferences were held when matters of minor and major importance were discussed. Resolutions included, "That a definition of qualifications in physical education equivalent to a degree be drawn up by the F.S.T.P.E. Executive," and "requests for better facilities for physical education and physical recreation," be made to the Ministries of Health and Education. (9) A Register of Teachers in Physical Education, the advisability of cross-country

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(9) Ibid. 1936. P.17.
running for school children, the best type of school desks and suitable physical work for sub-normal children shows the range of topics on which the advice of the Federation was sought.

With so much emphasis on physical fitness there was a growth in the demand for Physical Recreation. Interest had been created in all sections of the population. Dr. L. P. Jacks was advocating "The education of the whole man," and "Education through Recreation," (10) titles of his books. The Ling Association combined with the National Association of Organisers of Physical Education at the instigation of Miss P. Colson and Miss P. Spafford, and the Central Council of Recreative Physical Training was launched under Royal Patronage in 1935. (11) The status of women's physical education colleges was raised during the 1930's when professional advice was sought, from the colleges, for ways of improving the physique of the nation. The Central Council set out to link all organisations and to provide an administrative service for the benefit of the community. In 1936 the Central Council received its first grant of £1,000 from King George's Jubilee Trust and a further £1,000 from the National Playing Fields' Association. (12)

NOTES.

(10) Op Cit. 1931 & 1932 respectively.
Vol.33 contains many references to the work of the newly formed organisation.
(12) Ibid. Vol.34. No.4. April 1936 & No.5 May, 1936.
Towards the end of 1935 the Association of Principals of Physical Training Colleges was formed. It was necessarily a select organisation, but since its conception it has done much to break down the professional jealousies perpetuated from 1900 and to bring about the closer co-operation between the women's colleges of physical education. (13)

The report of the Physical Education Committee of the British Medical Association, published in 1936, gave a comprehensive survey of the work and facilities of the schools and colleges of the country. It was appointed "To consider and report upon the necessity for the cultivation of the physical development of the civilian population and the methods to be pursued for this object." (14) It praised the work of the three year specialist colleges of Physical Education and recommended, "that students who have successfully undergone this very comprehensive and thorough training which has given them the highest qualification at present obtainable, should be granted the status and

NOTES.

(13) Margaret Stansfeld. P.B.
An appreciation by Miss Drummond. Miss Stansfeld was the first Chairman of the Association of Principals of Women's Physical Training Colleges.

Dame Janet Campbell, D.B.E., M.D., M.S. and Miss P. Spafford representing National Physical Fitness Association and the Ling Association were members of the Committee. Miss N. M. Palmer, Her Majesty's Woman Staff Inspector of Physical Training was a co-opted member.
remuneration of graduate teachers." (15) At the same time the committee considered, without prejudice, the desirability of establishing alternative courses. A graduate course in physical education, a one year post graduate course or a two year training at a university, followed by two years at a specialist college. The committee was concerned that in senior schools, "preparation for examinations tends to crowd out other activities." (16) It recommended, three normal periods of gymnastics, one period of swimming and one period of games per week. Further it urged that facilities be provided for physical education at universities. (17)

In February, 1936, the Board of Education published circular 1445, encouraging the local authorities to appoint more organisers of physical education. It regarded the organiser as a guide and adviser for the community in all matters relating to physical education. "His work should not be limited to Elementary Schools or even to schools of any type, but should extend to young people both employed and unemployed, who have left school." (18) The Board gave no direct aid to the women's physical training colleges, but earlier had stated, "The efficiency of physical education must largely depend on the facilities for the training of

NOTES.
(15) Ibid. Para. 98.
(16) Ibid. Para. 44.
     May 1936. P.290-1.
(18) Board of Education Circular 1445. Section VI. Para.16.
teachers of the subject." (19)

In the same month, Miss Rhoda Anstey died, "her energy, her health, her eager kindliness, encouraged a spirit of harmony around her and none could escape consciousness of her practical Christianity." (20) During 1936 Herr Von Laban came to live in England. In Germany he had created "Movement Choirs" and been connected with dance through State theatres. His early work in this country was concerned with industry. Economy of effort, and placing the right person in the right job according to the individual's movement characteristics. Later he worked with Lisa Ullman to build up the Art of Movement Studio.

The Physical Training and Recreation Act of 1937, marked a milestone in National development of the subject. The work of the Central Council of Recreative Physical Training was rapidly expanding and the physical needs of post school youth were being met. The act was accompanied by the publication of "Recreation and Physical Fitness for Women and Girls." In the forward Arthur S. MacNulty, Chief Medical Officer said, "Physical recreation should refresh and recreate the spirit." (21) The leader had to be keen, enthusiastic and understanding. Many of the leaders had been trained at the specialist colleges and were already familiar

NOTES.
(19) Ibid. Par.13.
(20) Private papers. Mrs. Adair Impey.
with work on Swedish lines. "Though 'Keep Fit' work is not educational gymnastics, it is based on the principles of the Swedish System."

(22) A special three months course was organised at Anstey College (see page 136) at the request of the Central Council of Recreative Physical Training. The 'Keep Fit' movement started by Miss Norah Reed, in Sunderland in 1929, after a visit to Denmark and Sweden(23) had achieved national appeal. £2,000,000 was allocated to be spent during the next three years on the development of physical recreation. Under the Act, local education authorities were empowered to assist clubs and young people at institutes of further or higher education by providing swimming baths, gymasia, etc. Community Centres could now be set up with facilities for Physical Recreation. A National College of Physical Training was to be established, primarily for the purpose of training leaders to organise and teach recreative physical training. Two National Advisory Councils were appointed and grants allocated for physical training and recreation. A dichotomy existed in the name of the Act and this was continued in all moves associated with the act. Grants were made available for universities wishing to extend facilities for physical education and men and women were appointed as advisers.

NOTES.

(22) Ibid. P.9.
By 1938 Edinburgh, Liverpool, Leeds, Manchester and Birmingham had appointed directors of Physical Education. (24)

1937 was the Coronation Year of His Majesty King George VI and Her Majesty Queen Elizabeth. To mark the occasion a "Festival of Youth" was held at Wembley Stadium during July of that year. Three hundred and fifty students from Anstey, Bedford, Chelsea and Dartford Physical Training Colleges took part in a demonstration of gymnastics. Miss C. Reed commanded the united team which marched into an interesting formation for mass free standing work. Apparatus work was carried out in college units. (25)

Once more the Ling Association changed its name, becoming this time the Ling Physical Education Association. It was sub-titled an "Association of Teachers Trained in the Theory and Practice of Physical Education." The main object of the Association was to form a register of those able to teach Swedish Gymnastics and to give Massage in a thoroughly trained manner. (26)

Miss Marsh died April 3rd, 1938, a dynamic and magnetic personality, who had built in Liverpool, a college which attracted students from all parts of the world. A pioneer and a leading practitioner of physical education.

A new physical education college for women was founded

NOTES.
by Miss Gladys Wright at St. Albans Court, Nonington, in 1937 and formally opened by the Archbishop of Canterbury, July 23rd, 1938. (27) It had developed from the English-Scandinavian Summer School held each year since 1923. The college was opened at a time when there was a great need for teachers. The work in gymnastics was based entirely on Elli Bjorksten's work in Finland. Miss Wright had studied under Elli Bjorksten. Her vice-principal was Miss Stina Kreuger, Swedish by birth and trained at the Royal Central Gymnastic Institute, Stockholm.

Increased academic status was given to Physical Education at Edinburgh University in 1939. Col. R. B. Campbell had been director of physical education at the University since 1930. He had spent much time in working out a series of tests. Just before the second world war started the Senate of the University had approved an experiment in physical education. Students were able to train and qualify for a certificate of physical proficiency, based on the series of tests, from Col. Campbell's research. (28) The war interrupted the course and it was not resumed after the cessation of hostilities.

Under the directorship of Leslie Burrows and Louise Soelberg, the Dance Centre was opened in London. Modern

NOTES.
Dance, under the name of Central European Dance gradually crept into Great Britain. Miss Burrows had studied under Miss Mary Wigman who in turn had been trained by Mr. Laban. When Miss Burrows returned to England she founded her own school of dance. Modern dance was based on freedom, bodily and expressive freedom. The technique used was a means to an end, it demanded a self discipline from within, rather than an enforced one from without. (29) Miss Diana Jordan and Miss Joan Goodrich were among the members of the early classes. Miss Goodrich was lecturing at Bedford Physical Training College. A few experimental lessons were taken with the students and Modern Dance had been introduced into the curriculum of a women's specialist college of physical training. The start of a change that was to sweep through women's work and completely change the approach to movement.

The Spens report was published in 1938 and in the chapter on the content of the curriculum, it was stated that, "Physical Education is now recognised as a matter of national concern." (30) It anticipated that more time on the school time-table would be given to the subject, but alas this was not to become fact.

On the eve of war, teams of gymnasts travelled to Sweden from this country to celebrate at The Lingiad, one

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hundred years of Swedish Gymnastics since the death of the founder of the system, Per Henrik Ling. Compared to other nations there was little formality about the British dress or work. Our gymnastics reflected the influence of Physical Recreation, freedom, no longer central control, was the dominant feature.

The civilian population of Great Britain was affected to a far greater extent in the second world war than in the first. Aircraft had been developed and every part of the British Isles was within reach of enemy aircraft and consequently likely to experience air-raids. The children in the so considered "dangerous" areas were evacuated and similarly the women's physical education colleges in London, Kent and Dunfermline (see pages 179, 212, 256).

For six years, work in physical education was isolated. Isolated from Scandinavian influence and the colleges were isolated from one another. In spite of the anxieties and worries that modern warfare brought, there was time for reflection and criticism of the curriculum of the specialist college. Time for internal examination of the content of the subject. Many women physical educationists joined the forces or served their country other than in the teaching profession. Facilities and equipment deteriorated, diminished or were lost due to enemy action. On the positive side, "Keep Fit for Service," Farm Camps, the "County Badge Scheme," Youth Service, brought new opportunities for enjoying
physical education and recreation. War encouraged initiative, singled out individual personalities at home as well as overseas. Leadership was a quality highly valued and the young followed the example set by their elders. Out of imposed discipline arose the need for self discipline. The atmosphere in the gymnasium became human. There was already sufficient ordering of lives, no need to intensify an already taut situation. A rational approach to children was developed and the scope of the physical education programme widened accordingly.

The three year course for women at the specialist colleges of physical education was retained during the war years, but students were allowed to start their training when they were seventeen years of age, instead of eighteen, as pre-war regulations demanded. Nonington college was inspected by the London University and recognised as a suitable establishment for the training of teachers of physical education. The students were eligible to take the London Diploma, 1939-40. At Dartford Physical Training College, Dr. G. Wiloughby, had introduced Social Science into the curriculum, an important experiment. Half the first year students of 1940-41 studied Social Science and the others Advanced Medical Gymnastics. The syllabus covered Social Economics, Social History, Social Administration and the Machinery of Government. This was, in a small way, the modern introduction of a second subject. The
beginnings of a scheme that was to culminate, many years later, in equipping the students to teach more than one subject at secondary school level. Concern for the narrowness of the specialist course was expressed in many professional meetings and the subject of discussion at committee meetings. Notable among the later, the Committee for the training of teachers. A meeting on 11th August, 1942, was attended by Miss M. Fountain, Miss G. MacLaren and Dr. F. J. Harlow. Questions discussed included the restricted nature of the course at Physical Education Colleges, recognition from the Board of Education if students qualified in more than one subject and the place of the specialist in Physical Education in the Primary School. A four year course was suggested, the University Diploma in Theory and Practice of Physical Education to rank as a degree, and the feasibility of employment of specialists in primary schools was questioned. Contact between University Training Departments, other Training Colleges and Physical Education Colleges, was welcomed and the importance of research stressed. At a Conference, November 1943, the following suggestions were made specifically related to Chelsea Physical Training College, that it be

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developed as a National Centre for Physical Education offering pre and post diploma courses. (32)

At Birmingham University in 1941, it was compulsory for first year students to attend classes in Physical Education. Many people, again expressed the hope that an opportunity would be given for study of the subject at degree level. (33) Miss May Fountain defended the diploma of the University of London in the Theory and Practice of Physical Education as the best method of examination available in 1930, which would recognise the all-round training desired in physical education. The large number of practical and theoretical subjects offered under the umbrella, physical education presented difficulties with regard to a degree. Degree requirements and the existing course were not compatible. (34) Narrow in the sense of one subject, wide in the number of branches within the study of that subject. The women's physical education colleges were founded as teacher training establishments. It has always been difficult to divorce the study of the subject, for its own sake, the recognised method at Universities, and the application of the subject.

Notes.
(32) From letters about the future of the college.
a) Diploma Course, training selected women to become organisers and leaders in Physical Education.
b) Post Diploma Course, Refresher course.
c) Special Courses, demonstrating new methods.
for the purposes of teaching, the prime concern of the training college. Consecutive or concurrent professional training? Which is best? Miss Ambrose, Headmistress of Dudley High School, said in a paper given at the Ling Association Holiday Course, 1945, "I think the great hope for the future lies in the proposal dimly foreshadowed by the McNair Report and under discussion by some Universities, of a degree in Physical Education which would have the same high standard as an Honours Degree with a subsidiary academic subject." (35) When in fact the first degree was granted, it was the opposite of the above statement. From October 1946, it was possible at the Arts Faculty of Birmingham University to take Physical Education as one subject in a General Arts Degree. Physical Education had been accepted in a very limited way as suitable for academic study. Mr. D. Munrow, Director of Physical Education at Birmingham University said, "The peculiar contribution of a University course ought to be the development and critical examination of ideas and principles concerned with the subject." The first three years were to be spent studying the subject, the fourth in the Education Department learning methods of teaching. (36)

The McNair committee was appointed, "to investigate the

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present sources of supply and the methods of recruitment and training of teachers and youth leaders and to report what principles should guide the Board in these matters in the future." (37) Miss P. Spafford, Ling Association, was co-opted to the sub-committee to advise on the supply and training of teachers of physical education. The Report, published in 1944, recommended two substantial constitutional changes. The first the establishment of a Central Training Council, the second the closer integration of all training institutions. (38) The women's physical education colleges were mentioned as providing the schools with three year trained teachers, but not recognised by the Board of Education. (39) "that specialists in physical education are trained in separate colleges does not mean that they differ in significance from specialists in any other subject." (40) The report goes on to mention that the specialist colleges were not part of the grant aided system of education. Fees were high and, therefore, the profession was "not freely open to talent regardless of financial circumstances." (41) The suggestion was made that certain universities might consider the provision of physical education as an optional subject for a

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(37) Board of Education. Teachers and Youth Leaders. 1944. Preface.
(38) Ibid. Para.10. P.7-8.
(40) Ibid. Para.287. P.84.
(41) Ibid. Para.288. P.84.
degree course. \(^{(42)}\) And important, the report recommended that a specialist college of physical education be established in each area. \(^{(43)}\) Area Training Organisations and Institutes of Education were established throughout the country during the next five years. The first two, Birmingham and Bristol were constituted by 1947, the last two, Liverpool.

Notes.

\(^{(43)}\) Ibid. Para.23. P.162.

Functions:

a) To provide full courses of training for specialists in physical education.

b) To provide courses, varied in duration and scope for students from other colleges in the area including graduates who, while training for general work or specialist work in other subjects, wished to give attention also to physical education. These should not be only those who intend to teach older children, but should include intending teachers for every age group and every type of school and college.

c) To afford advice and some lecturing and tutorial aid in physical education for other training colleges in the area. This should ensure that those responsible for the physical education which formed part of the training of the general practitioner or of the specialist in any other subject would be in constant touch with expert knowledge and practice.

d) To conduct research into physical education. For this purpose effective collaboration with the medical and science schools of the universities would be necessary, and with all other training institutions in the area.

e) To provide courses of various kinds for practising teachers including courses of an advanced kind for those who wish to carry their studies further, whether in the subject itself or the means of training others in it. Some of our witnesses had realised the interest and importance of physical education only when they found themselves actually in a teaching post. Ample opportunities should be available for such men and women to fit themselves to develop their new-found professional interest. The more advanced courses should be planned to meet the needs of aspirants to more responsible work such as training college or organising posts."
and Cambridge by 1949. (44) The National Advisory Council on the Training and Supply of Teachers, was set up June 1949, and ten new permanent training colleges for women students were to be founded, one specially concerned with physical education. The West Riding Authority opened Lady Mabel College of Physical Education in 1949 (see page 398). This was the first College of physical education to be founded by a local authority. In 1945 the six colleges were still under independent management, unrecognised but approved to the extent that students satisfactorily completing their courses were accepted as qualified teachers. (45) Chelsea College of Physical Training was temporarily taken over by the London County Council in 1945 and permanently by the Eastbourne Authority 1st April, 1947. Lancashire Education Authority accepted Liverpool Physical Training College in 1947 and renamed it the I.M. Marsh College of Physical Education.

The Education Act of 1944 made it the duty of every local education authority to provide adequate facilities for recreation, social and physical training for primary, secondary and further education. (46) An act passed during

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(45) Ibid. 1949. P.51.

the war but anticipating the educational needs of the population in times of peace.

In teaching we had entered the phase when, "education must no longer be subject-centred, but the child must be the centre." (47) Creative work in primary schools was established and led the way in changing teaching methods. Developments in modern dance and modern educational gymnastics supported and exploited this theory. Rudolf Laban's work was based on the understanding and acceptance of principles of movement, time, weight, space and flow. The approach to teaching was working from the child's experience. Starting with the known, the familiar, and through exploration and experiment discovering the unknown. The teacher had to take a very active part in this process if the children were to enjoy lessons and profit from them and make progress. On the surface it appeared to be an easy method, but this was its pitfall. "Let the children do as they please" led to chaos and frustration, disinterest and rejection. To teach well, the teachers had to learn to observe every child in the class, to understand movement characteristics and potential. To be able to guide, to stand back, to select and to develop the children's work. Imagination and creative ability in movement are innate in everyone, often they remain dormant. To encourage release of these hidden qualities

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demanded an understanding of child psychology, an appreciation of human thought and behaviour.

If the movement principles interpreted by Rudolf Laban were sound, then they could be applied successfully to all branches of physical education. In gymnastics they were applied in an objective way, in games, swimming and athletics, a freer approach in the presentation of work was used. Results from the thoughts and discussions of the content of the gymnastic lesson were beginning to emerge in 1946. At I.M. Marsh College, Miss Ruth Morison had been experimenting for the past two years. Change is often dramatic when it does occur although the lead in process has been long and painful. The students at the college, at this time, remember leaving at the end of the summer term quite happily doing "Arms bend, arms stretch" and swinging their bodies to a given command. On returning in the autumn term they were required to do whole body movements, to think out their own answers to tasks, to use the whole gymnasium and enjoy the freedom they were offered. The Principal, Miss Crabbe, remembers Miss Morison coming into her office and saying, "I can't go on teaching 'Arms Bend' any longer." The reply, "All right, don't, what will you do instead?" This was the turning point in women's modern educational gymnastics in Great Britain. At first the isolated movements were stopped and parallel to this the formal commands were dropped. The two were closely linked and one was not necessary when the
other was not used. It was, however, important to retain quality of movement if the work was to be "alive". The students also needed a framework if they were to develop and create their own sequences of movement and answers to tasks. Movement vocabulary was born. Miss Morison used Laban's terminology, the pattern of the lesson developed towards Introductory Activity, Movement Training and Apparatus work as the climax of the lesson. In 1947, the students from I.M. Marsh demonstrated Modern Educational Gymnastics at the Ling Association annual conference. Students from Anstey, Bedford and Chelsea and Nonington, also demonstrated gymnastics at this conference and it was realised that each college had developed its own particular form of gymnastics. The work at Bedford showed the influence of Elli Bjorksten, but inventiveness, originality and experiment were encouraged. At Chelsea the work had developed along Austrian lines under the leadership of Miss C. Powell. Objective exercises with an informal approach to teaching. At Anstey Miss Squire emphasised relaxation and mobility leading to strength and control in her students' work. The Nonington work showed the Finnish influence. Miss Crabbe explained that the aims of Liverpool's gymnasts were, "To give a sound basic training in movement which would bring ease and flow to the movements of everyday life and enable a new physical skill to be learnt with minimum effort. And secondly, the teacher to provide scope for developing
initiative and individuality in the children and girls whom she teaches, and not always to superimpose her ideas and movements on the class." (48) The audience were impressed with the skill of movement shown by the Liverpool students and the creative method of working. Teacher and pupils obviously enjoyed the freedom offered with this informal approach. As with so many new methods the idea was taken wholesale by women teachers. Many had insufficient knowledge, were not analytical, observant, critical or willing to differentiate the essential from the superfluous. Many of the older gymnasts rejected without understanding the aims and the means of achieving this new form of work. The girls in schools were subjected to the change in a variety of ways. There was "dance in gymnastics," posing on apparatus, the emotional side of movement was exaggerated, and it was not surprising that men returning from war service, were skeptical of the new methods used by their women colleagues. "Disciples" do not always understand the work or the ways of the "Master" and it was only through people like Miss Morison, who was willing to think for herself, to experiment and to discard the unsuitable that an acceptable form of objective gymnastics has been developed.

The instructor of 1900 had become a guide by 1947.

The girls worked independently, individually, in pairs or

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in groups; self discipline, self reliance and a sense of responsibility were developed through this freer approach to the teaching of dance and gymnastics. There was scope for initiative and experiment but the principle of progression was still used. No longer, however, was the progression pre-determined, now it depended on the physical ability of the class, the observation of the teacher and the skill required to bring these two factors together in a harmonious and productive way. The old method of Tables and strictly prepared lessons had been abandoned. The new method demanded preparation based on understanding principles of movement and child development. Guidance became the key word and this was a new art, not easily acquired, often abused and misunderstood in the early days of the "modern" method of teaching physical education. The old, respected, "Systems" had been supplanted by the "Art of Movement" and a new lease of life, and type of work had been given to the women's physical education profession. Physical training demanded obedience, adaptability and mass performance; Physical education, demanded through freedom, a spontaneous response, adaptability and self discipline.

During 1942 the membership of the Ling Association was opened to a greater number of teachers, particularly to men. In the early days very few men had received a two year full-time training, later a three year full-time training, and so they were excluded from joining the association unless they
had trained in Stockholm at the Royal Central Gymnastic Institute or similar establishment. Anstey and Dartford Physical Training Colleges became known as Colleges of Physical Education in 1945. During 1946, when Emergency Training Colleges were established, Physical Education was included as a "Basic Subject." Much of the early work was taken from the 1933 syllabus, but later modern methods of teaching were used. During 1947 the "Sophia Girls" from Stockholm led by Maja Carlquist, visited this country and demonstrated Swedish gymnastics. That the profession did not return to Swedish work shows how strongly "Modern Educational Gymnastics" had been accepted as suitable for British children. We might be forgiven if we claim it as a British Method. Certainly its origins can be traced to the continent of Europe, but with true British compromise we had taken the sound principles and developed work suitable for our own needs. In 1948 the Ministry of Education had established supplementary courses in Modern Dance at Goldsmiths College and at the Art of Movement Studio. (49) The three year trained specialist was eligible to take advantage of this course with exceptional approval from the Ministry. By 1949 a Special Course in Modern Educational Dance for Experienced Serving Teachers had been established, so great was the demand for training in this new branch of physical education.

Notes.
(49) Ibid. Vol.49. No.3. April 1948. P.54.
A contingent of physical educationists travelled to Sweden in 1949, to celebrate the second Lingiad.

Lady Mabel College of Physical Education started their first term October 1949, in York, in temporary quarters. Miss N. Moller, M.A. had been appointed Principal. She was a first class administrator, clear sighted, active and undaunted by difficulty and threw herself with zest into the task of steering a Physical Education College, which was attempting to break new ground in applying Mr. Laban's principles of movement in all aspects of the work and introducing a second teaching subject. (50) Queens University, Belfast opened a physical education department 1950, and Miss G. Wright, principal of Nonington retired. The college was taken over by the Kent County Council. Gradually because of the changing economic situation in the country and the change in regulations, the private colleges were forced to transfer to local education authorities for maintenance. Bedford Physical Training College was administered by Bedford County Council from 1952 and in 1951, Dartford College of Physical Education had become a Voluntary College for the purposes of grant. (51)

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(51) Miss Crabbe - personal notes.

Fees at Independent Colleges, tuition and residence £195 - £210 per annum. 1948. Local Education Authorities awarded scholarships tenable at Private Colleges. £30 - £120 per annum. Recognised colleges - no tuition fees, maintenance on a sliding scale.
On June 28th, 1951, Miss Margaret Stansfeld, O.B.E. "A Grand Old Lady of 91 years," died. The last of the founders of the early women's specialist colleges in physical education had passed to rest. "The physical education profession owes much to her foresight, wisdom, courage and understanding." (52) "She made us realise that ability to teach was even more important than competence in practical work; that the children we taught would be affected more by what we were and how we taught than by what we taught and the techniques we used; that a true teacher must be imbued with a wish to serve." (53)

During 1952 the Ling Association held a further conference on Gymnastics and later conferences and demonstrations of Modern Educational Dance. The Ministry of Education published, "Moving and Crowing" and later "Planning the Programme." A new look syllabus based on principles of movement, directed at the Primary Schools. The study of movement was now the core of work in physical education at all levels. Conferences, meetings, study groups, courses and demonstrations to explain this new sphere of knowledge were demanded. The onus was on the few lecturers who had

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studied under Rudolf Laban, and in turn, the students, trained under the new methods. The pendulum swung as far as it was able and only after a few years did the profession recognise the folly of their enthusiasm. External criticism, justly levelled, resulted in a further questioning and with experience a more sound approach to teaching was again established. We realised what was involved in guidance, in applying movement principles, in educating girls and boys. Today there is greater demand for standard of achievement, purposeful movement takes its place beside creative work. The satisfaction of mastering skills is recognised and girls and boys are being given opportunities to experience a greater range of physical activities involving specific techniques than before. Will the cycle, turn full circle? There is evidence that group work is enjoyed, that unison is rewarding. We have only to consider the popularity of Formation Dancing at the present time. One would hope that as we have advanced in technical knowledge, so too, we have understood the educational theories, and with our appreciation of child development we can further advance our methods of teaching to suit the current needs of the school population. It is ironical that in many ways the modern method of teaching demands a greater amount of work on the part of the teacher and the pupil at a time when modern civilisation would seem to dictate a laxity in discipline and social behaviour. Specialisation versus generalisation has occurred
at many stages of educational history and in many spheres of education. We face a broad general education at school and consequent change of standards for entry to higher education, or specialisation and high standards of academic attainment to Universities and Colleges of Education. While there are insufficient places at institutions of higher study for students attaining the stated entrance qualifications, our dilemma will remain a stumbling block. The teaching profession needs people with outstanding qualities if the youth of the country are to benefit from education. No less the physical education profession and because our work demands academic and practical ability, it is still perhaps a special case. As yet we receive comparatively little assistance from the universities and to deny a profession the facilities for integrated research seems unforgiveable.

The study of movement extends beyond the physical education courses at Colleges of Education and co-ordinated efforts are needed for translation of material from experiments to practical application in the gymnasium, dance studio, swimming bath, games field, athletics track and environments of extra curricular activities.

September 1953, the Ministry of Education of Northern Ireland, opened a non-resident college in Belfast, the Ulster College of Physical Education, to train women specialists for the Secondary Schools of Ulster. There are no Institutes
of Education in Northern Ireland and the Ministry of Education is directly responsible for the college. Miss Pim was appointed Principal. (54)

The Arts Faculty at Birmingham University rescinded the clause re Honours and Physical Education in 1954. It was now possible to take a General Arts Degree with first or second class Honours, and Physical Education one subject of that degree. At this time there was a great shortage of teachers in Scotland and students entering Dunfermline College of Physical Education were asked to state their intention of teaching in Scotland on completing their training. Anstey College of Physical Education was taken over by the Ministry of Education to be maintained by Staffordshire County Council as the local education authority. Miss Squire had retired and Miss Hobbs and Miss Webster had been appointed co-principals. (55) During 1956, the Ling Physical Education Association once more changed its name and became the Physical Education Association of Great Britain and Northern Ireland, and the Central Council of Recreative Physical Training was called the Central Council of Physical Recreation.

The need for specialist teachers of physical education was acute in England as well as in Scotland. The Ministry of Education were not convinced that expansion of the specialist colleges was the correct way to solve the problem. They established, "specialist 'Wings' in some general colleges

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and general 'Wings' in some specialist colleges." (56)
The Women's colleges were small and isolated, single sex and outdated by the social attitudes of the times. The subject was considered "a narrow field" of specialism. The Principals of the specialist colleges were not consulted by the National Advisory Committee, sub-committee on specialist training. The Headmistresses' Association supported the Association of Principals of Women's Colleges of Physical Education and a deputation was received by Mr. Odgers at the Ministry of Education, 27th February, 1959. (57) The Principals' policy of maintaining a high standard of entrance qualifications, both academic and physical, was used as the excuse in defending the Ministry's policy of not expanding the specialist colleges. The standard of any college is set by the abilities of the students. As the curriculum had changed during the past few years it had not always been realised the calibre of candidate demanded by the specialist colleges. Therefore entrants were about the same in number as in pre-war days and the colleges priding themselves in maintaining a high standard, professionally and socially. The national shortage of teachers necessitated a change in policy at all levels. From the Principals' point of view, great expense was involved in establishing "Wing"

Note.
(57) Miss Crabbe - personal notes.
colleges. Why not expand the facilities at the specialist colleges? The supply of tutors was limited, in their view, and therefore new, young lecturers would receive more help and guidance at the specialist colleges from the staff, than in general colleges where they would be establishing a "new" department. On the positive side, the Principals did appreciate the values of a good general college. Variety of courses, contribution from staff lecturing in other subjects, opportunities for establishing interesting clubs and societies and the social contacts and activities possible in a co-educational college. The "wings" were to be established with thirty students per year, in colleges sufficiently large to take so many women, concentrating on one course. The principal and staff had to be willing to undertake such work and it was an advantage if the college had already experienced running a Supplementary course. Finally, the colleges selected, were to be scattered geographically to provide a network over the country and not too close to existing specialist colleges or one another. (58) The physical education wings were established at Avery Hill Training College, Barry Training College, Bishop Lonsdale Training College, Derby, Bishop Otter Training College, Chichester, Coventry Training College, Endsleigh Training College, Nevilles Cross Training College, Durham and

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St. Mary’s Training College, Cheltenham. It was envisaged that the courses offered at these selected colleges would prepare students for specialist posts in secondary modern, grammar and technical schools. The training was to be more general than at a specialist college of physical education and to include another teaching subject. The first intake was in 1960, and coincided with the lengthening of the general training from two to three years. A conference was held between the Principals of the Specialist Colleges, the Principals of the Wing Colleges and representatives from the Ministry of Education. At the I.M. Marsh College of Physical Education a "general wing" was established called the "Selective Course" (see page 275).

In the so called Normal Training Colleges, later Colleges of Education, Physical Education has been a compulsory subject since 1909. The teachers trained in these institutions have been responsible for the Physical Education in Infant, Junior and Secondary Modern Schools and formerly the all-age schools. In every college there was as Ordinary Course of Physical Education representing the minimum each student must follow. In many colleges there was an Advanced course, training students in the use of apparatus in the gymnasium, in athletics, dancing, games and swimming. Some courses of instruction included Anatomy and Physiology. The subject was one part of the students curriculum and took its place with other subjects. The
Ordinary course was given a minimum lecture time of four hours per week, and the Advanced course ten hours per week. At a few colleges a third year of training was offered as a One Year Specialist Course for teachers who had completed a two year course. The extra training could be taken on completion of the normal course or deferred until the teacher had gained experience in teaching. In this course the same subjects were studied to greater depth with as many as twenty hours given to theoretical and practical work. The course was primarily intended for teachers wishing to specialise in teaching physical education in Secondary Modern Schools. With the establishment of Wing Courses in Physical Education, the pattern was changed. It was still compulsory for all students attending General Training Colleges to study a minimum of physical education but secondary work was now pursued at the selected colleges during the normal period of training. (Appendix LI).

In 1961, Dartford College of Physical Education became a maintained training college under the London County Council. The first to be founded and the last to lose its independence. Independence is to be cherished so long as the financial circumstances of the college ensure modern facilities, employment of expert lecturers and up-to-date amenities for resident students. When these conditions can no longer be fulfilled, it is time for a change in policy if the established name of the college is to be retained.
and students adequately equipped to teach in the schools in the future.

In 1944 an independent college, The London College of Dance was established. On completing the course, the students were qualified teachers of dance, but not recognised certificated teachers under national regulations. From September 1967, the students will be offered further study at Dartford College of Physical Education. On completing their year, they will be able to sit for the Institute of Education, University of London, examination, and become certificated teachers.

The Institutes of Education had divided the women's specialist colleges of physical education. If the colleges had accepted the Diploma of the University of London in the Theory and Practice of Physical Education as a National Diploma, and abolished their college diplomas, would the profession by 1950 have been in a position to ask for a Degree in Physical Education at the University of London? Certainly they had a national standard on which to base their qualifications, was it only professional jealousy that kept them from advancing a stage further? The climate had been set at the University, interest in the subject aroused, and acceptance at Diploma level gained. There was certainly no formal consideration by the Council of the University, but progress in other subjects would indicate that a degree was the logical step, after a diploma had been instituted and proved. The Institutes of Education appeared to single
out Physical Education for much attention and to bring the training into line with accepted policy for certificated teachers. At the University of London, Institute of Education, an Advanced course in the "Art and Science of Movement" was accepted as the main course of study at the specialist colleges of physical education for women. The material and the method was to be integrated under this umbrella. The students general education received more attention, optional courses replacing special fields of study and the students, on qualifying receiving a "Teacher's Certificate." By this action, the college diploma was made obselete.

Since 1949, students from Anstey College of Physical Education had attended Glenmore Lodge, (59) for a two week course in Outdoor Pursuits. Other specialist colleges followed the example, sending students to various centres in the country or developing interests within the college. The publication of the Newsom Report in 1963 (60) with the recommended raising of the school leaving age to sixteen years for all girls and boys and the running of extra curricular courses stressed the need for training in outdoor

Notes.
(59) Miss Squire - personal notes.

activities. In some specialist colleges this was included as a subject, in its own right, with students experiencing camping, sailing, canoeing, mountain climbing, hill walking, orienteering, etc. Opportunities were given for taking proficiency and coaching awards offered by National Associations. The medical aspect of training received less attention, the educational aspect more attention. The policy of the school medical officers in sending girls in need of remedial treatment to the physiotherapy departments of the local hospitals, made it no longer necessary for the physical educationist to undertake this treatment in schools. The Chartered Society of Physiotherapists had also changed the requirements of their training and made it impossible for students at the women's specialists colleges to take the examination of the Chartered Society of Physiotherapists as before. Students completing their course at college satisfactorily, were now eligible to become associate and not full members of the Society.

During October 1963, the Robbins report was published. The future scope of specialist colleges was specifically dealt with. "They are presented with the problem of size. We consider that, in general, their future should lie in a gradual enlargement of scope and subjects covered, so that they expand their teaching of general subjects while retaining high standards in their specialisms." (61) The report also

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recommended that training colleges be called Colleges of Education, and that it be possible for the academically able student to study for a B.Ed. degree. The women's specialist colleges of physical education, as constituent members of Institutes of Education, were accordingly involved. Their major problem, the acceptance of the subject as worthy of academic study for a degree. In some universities all subjects studied at the training colleges were automatically accepted. At others the case for including physical education had to be supported and at a few universities the subject has been rejected. The pattern of study varies from university to university, but present third year students at some of the "old" specialist colleges of physical education will be staying for a fourth year, 1967-1968 to study for a B.Ed. degree with Physical Education as one subject of a bi- or a tri-partite degree.

Physical Education has entered British Universities through the back door. No faculty of Physical Education has yet been established and the need for research in the subject, independent of its traditional pedagogic or vocational usefulness remains.

Expansion has taken place and the time is right for further consolidation leading to new advances in physical education.

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CHAPTER VI

A more detailed study of:

The Art of Movement Centre, Addlestone.
Lady Mabel College of Physical Education.
Nonington College of Physical Education.
Ulster College of Physical Education.
University Departments of Physical Education at:

Birmingham
Bristol
Edinburgh
Hull
Leicester
Manchester
Newcastle
Reading

"Wing" Colleges providing an advanced course in Physical Education at:

Avery Hill College of Education, Eltham.
Bishop Lonsdale College of Education, Derby.
Bishop Otter Chichester.
Coventry
Endsleigh Hull.
Glamorgan Barry.
Neville's Cross Durham.
St. Mary's Cheltenham.
Rudolf Laban, "Created a new myth of movement for our century". (1) He provided new lines of thought in defining the elements of movement with the physical factors of Time, Weight, Space and Flow. Born the son of a general, in Bratislava, 1879, he had from an early age, a very artistic disposition. He experimented with painting, sculpture, stage design, theatrical production until it became apparent to him that the "moving pattern of human figures was a fascinating study for a life's work". (2) In 1936 he left Germany because of Nazism and came to England, first to Dartington, then to Wales later to Manchester and finally to Addlestone. In Manchester in 1942 he helped Lisa Ullmann to build up the Art of Movement Studio which was finally established in 1946. Lisa Ullmann had been a pupil of Laban's in Berlin and under his guidance she says, "I learned how to use my body in turning, jumping and leaping, how bendings and stretches created beautiful lines and patterns in space, and how strong, gentle, sudden, slow, large or small movements can produce the most exciting...

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(2) Ibid. P.90.
rhythms in the flow of movement." (3) In England Miss Ullmann taught professional dancers at Dartington Hall, took Recreational Classes for the Workers' Educational Association at Plymouth, and teachers evening classes in Exeter. Miss Ullmann saw the importance of a new approach in the teaching of dance to children and gradually Rudolf Laban and Lisa Ullmann were drawn into educational conferences, discussions and courses. When they moved to Manchester in 1942, their work had greater significance and a wider influence. Rudolf Laban was essentially a synthesist, a hypothesist and a catalyst. (4) He left the analysis of movement to his students and colleagues.

During their short stay in Wales Miss Ullmann met Miss Griffith Davies, Physical Training Organiser who invited her to take a training course for the teachers of Mid-Wales. Later Miss Ullmann visited Aberystwyth University and took the Chelsea students, evacuated to Borth, for a week's course of Modern Dance. She was invited to visit other colleges of physical education and so came into contact with leading members of the profession. Christmas and

Notes.
(4) Preston Dunlop Valeria - Lecture.
Summer courses were held in Oswestry and Newtown and in 1941, the Board of Education approved a course at Birmingham Athletic Institute. Teachers in the area, were "strongly advised" to attend. At a meeting of the Ling Association in 1941, the term "Modern Dance" was adopted for this contemporary form of dance and "Educational" was added, at Miss Ullmann's suggestion in 1942 to avoid confusion with Ballroom Dance. (5)

At Manchester Mr. Laban concentrated with F.G. Lawrence, for a time, on Effort Study. His findings were incorporated into other spheres of training but "Effort Study" killed the joy of dance.

Notes.
(6) Aims of the Association:
"To establish the status of teachers and practitioners of the Art of Movement, whether in connection with education, industry or art. To foster the exchange of ideas and experiences of those interested and engaged in this work, and to publish any records which may be of general interest to the community. To inspire inquiry and research into the field of the Effort Training as used in education, industry and art, as well as the Art of Movement. To put into effect any practical measures likely to further the ideas of the Guild. To collaborate with appropriate national and international Associations or to institute work of an international character when and where it appears opportune."
and so it became the Grammar of the art, to be used when necessary. By now, Miss Ullmann had a group of enthusiasts meeting regularly in Manchester and the Educational aspects of Movement were being developed. In 1946 the Laban Art of Movement Guild was formed to safeguard the teaching qualifications of those taking Modern Educational Dance in the Manchester Schools. (6) One hundred and forty-five members joined during the first year and the Guild has enlarged as more and more students have been trained. In September 1948 the first course approved by the Ministry of Education, for women teachers who had received a two year or emergency training was established. Official recognition had been given to the work of "The Studio". The training was for one year. Other courses developed including a two year graduate training, successful students gaining the Art of Movement Studio Certificate, (Appendix Lll) a one year post graduate training for Lecturers, when students qualify to sit for the Art of Movement Studio Diploma, (Appendix Llll) and a one year Supplementary Course. (Appendix Llv) In 1953, the Studio was moved.

Notes.
to Addlestone, Surrey, where under Trust, the Art of Movement Centre was established. (7) At Addlestone, the work of the Studio has again increased and now incorporates, the above courses plus a three year training scheme, with Trent Park College of Education, (8) (Appendix LV) and a second, three year training scheme with Chelsea College of Physical Education. (Appendix XXV)

Notes.

(7) The Laban Art of Movement, Prospectus.
The Laban Art of Movement Centre was formed on the 1st October, 1954, as an educational Trust to promote and provide education in the art of movement in accordance with the theories and practice of Rudolf Laban.
It incorporates: The Art of Movement Studio.
The Research and Development Department.
The Extra-mural Department.

(8) Art of Movement Studio, Course for Intending Teachers.
Course approved by the Ministry of Education and the University of London Institute of Education arranged in two stages:
1. a two-year specialist course at the Art of Movement Studio.
2. a one-year shortened course of teacher training at Trent Park College.
Qualifications:
a. the Certificate of the Art of Movement Studio
b. the Certificate of Education of the London University Institute of Education.
c. the Teachers Licentiate of the Art of Movement Studio.
The work of Rudolf Laban forms the core of study at the Studio, and Effort, Movement Harmony, Movement Observation and Analysis, and Kinetography are pursued through the theoretical and practical work of the students. New concepts and new methods of study of the art and science of movement have been developed. If the principles of movement on which he based his thinking, are all embracing progression will be logical and art and science will meet and support the theories of movement expounded by one faction.
Lady Mabel College of Physical Education.

Lady Mabel College of Physical Education was the first, of its kind, to be opened by a local education authority. It is housed in the magnificent mansion of the Fitzwilliam family at Wentworth Woodhouse. The college is named after the County Councillor, the Lady Mabel Smith, daughter of Viscount Milton, eldest son of the six Earl Fitzwilliam. (9) The house has been leased for fifty years.

The actual college was started in October 1949, with forty students, in a hotel in Harrogate. (10) The students were welcomed by Miss Dawson, Senior Physical Education Organiser, West Riding of Yorkshire. The facilities at the local grammar school were used for.

Notes.
(9) Lady Mabel College of Physical Education, Magazine 1960.
Thomas Wentworth - 1st Earl of Strafford - thirteenth century.
William (Son) - 2nd Earl of Strafford - died 1695, no direct heir.
Successor - Thomas Watson, third son of Lady Anne Wentworth, Daughter of the Earl of Strafford and Edward Watson, Baron Rockingham of Northants. Edward inherited the estates of his uncle, second earl, and then assumed the surname Wentworth. His son, Thomas Watson Wentworth was raised to the peerage in 1728 and created Marquis of Rockingham 1746. He died 1750. His son Charles became the second marquis and died in 1782, during his second term of office as Prime Minister. There was NO direct heir. He was succeeded by his nephew, William 4th Earl Fitzwilliam. In 1807 he prefixed Wentworth to his own surname. The Fitzwilliam family have held the estates since this time. Lady Mabel's childhood was spent at Wentworth Woodhouse.

(10) Ibid. 1952.
Valley Gardens Hotel, Harrogate.
Warden - Miss Grace.
gymnastics, dance and netball, hockey was played at "The Stray" and swimming taken in Starbeck Baths. The students had weekly visits from Miss Casson, Miss Bruce, Miss Jordan and Mrs. Taylor. The primary and secondary schools of Castleford, Ripon and Harrogate were visited and educational activity observed.

The college moved to Wentworth Woodhouse in January 1950, where adaptations and conversions had taken place but building was still not finished. The Stable Block had been skillfully altered to accommodate two gymnasia, in the Old Riding School, a remedial gymnasium, art and craft rooms, two science laboratories, a music room, lecture rooms, changing and practice rooms and a coffee bar. In the main building the famous state rooms had been converted for dance, drama, study, a dining room and administration Offices. Much of the building was used as resident accommodation for staff and students. (11) The park land surrounding the house provided adequate playing fields, and hard netball and tennis courts were laid. For swimming the students travel to Chapeltown.

Notes.
(11) Ibid. 1952.
Marble Saloon converted to Dance Hall.
Whistle Jacket Room converted to Lecture Room.
Van Dyck Room converted to Staff Common Room.
State Dining Room converted to Reading and Writing Room.
Library remained as a Library.
Adam Room used for Music.
Lady Mabel College is a constituent member of the University of Sheffield, Institute of Education.

Miss N. Moller was appointed principal of the college in 1949, a woman of artistic good taste, greatly loved by her students, and a leader who inspired others with her enthusiasm. She did much to establish the college before retiring in 1955. (12) Miss D.M. Iammonds, C.B.E., was appointed Acting Principal for a term and in May 1956, Miss E.F. Casson, Vice Principal from the conception of the college, was appointed Principal.

The work of the college was based on Movement Education. The principles and theories of Rudolf Laban were well known in the West Riding of Yorkshire. Diana Jordan had attended the Dance School run by Leslie Burrows in Chelsea, in the 1930's, and had been connected with the Art of Movement Studio in Manchester. The then, assistant education officer, Mr. Clegg, had been interested in Laban's work through Mr. A. Stone, Drama Organiser in Worcestershire. Miss Jordan organised courses in the West Riding and these were attended by her colleagues, Miss Dawson and Miss Casson.

Notes.
as well as teachers from the primary and secondary schools. Miss Casson was an Adviser in Physical Education in the West Riding until she was seconded to the Staff of Lady Mabel College. Mr. Laban was one of the first External Examiners to visit the college and later he was succeeded by Miss Ullmann.

The students followed a full physical education course and studied a second, subsidiary subject from Art and Craft, Biology, English Literature, or Music. English Language was compulsory for all students as was the study of Education. (Appendix LV1) During the third year of training, in 1963 opportunity was given for specialisation to greater depth in dance or the skills aspect of Physical Education. The curriculum has been changed, during the short history of the college to meet current needs in the teaching profession and in 1967 a new General Course, with an annual intake of thirty women students training to teach the 9 - 13 age group will be initiated.

As a maintained college, the majority of the students were classed as "Recognised" students and
asked to sign the "Declaration of Intention to Teach." (13) Private students, paying full fees for tuition and residence were exempted. This policy continued until 1955 when the Minister withdrew this condition at all maintained colleges in the country.

During the Autumn of 1956, the College Advisory Council was formed. It comprised the Junior Common Room Committee (Students), four members of the Senior Common Room (Staff) and the Principal. College rules were discussed and the general domestic organisation of the college controlled by the Council.

To meet the shortage of physical educationists in the country in 1958, a one year supplementary course was inaugurated and the intake of first year students increased to sixty-two. In 1959, Hooper House.

Notes.
(13) Lady Mabel College of Physical Education, Prospectus.
Declaration of Intention to Teach.
Ministry of Education.

"I hereby declare that I intend to complete the course of training for which I have been admitted to the Lady Mabel College of Physical Education, and thereafter to adopt and follow the profession of teacher in a grant-aided school or other institution approved for the purpose by the Minister, and I acknowledge that in entering on this course I take advantage of the public funds by which it is aided in order to qualify myself for the said profession and for no other purpose".
a country house, two miles from the college and formerly the Dower House of the Fitzwilliam family was purchased. (14) The college could now accommodate one hundred and seventy-five students. In 1965, students were living in approved lodgings in the neighbourhood, numbers having reached two hundred.

In 1953, the Ministry of Fuel and Power requisitioned fifty acres of land alongside the college for open cast mining. The games pitches, made on the park land, had not long been in use. Local and National Papers (15) reported the matter fully and by 1954, the government education scheme was acclaimed, Lady Mabel College of Physical Education retained its playing fields, intact.

After less than ten years the college established to train teachers of Physical education to work in Secondary Schools of all types was well known. Players of international calibre in hockey, tennis, athletics and swimming had attended the college. Old students had become lecturers in colleges of education and had been appointed to advisory posts with local

(15) Ibid - Records.
education authorities. An interesting course of study was offered, width and depth in physical education and allied subjects. Today the college looks forward to being in a position to offer a four year training leading to a B.Ed. degree but at present Sheffield University have said that the fourth year of study must be taken at the University.
Nonington College of Physical Education.

Miss Gladys F.M. Wright had founded the English-Scandinavian Summer School in 1923. The Summer School was held annually in Kent and grew in popularity from year to year. The work was based on the modern Swedish Gymnastics of Elli Bjorksten. In 1933, Miss Wright organised and directed the Scandinavian Gymnastic Tour of Great Britain. Miss Wright had trained at Silkeborg Physical Training College, Denmark and the Royal Central Gymnastic Institute, Stockholm. She had taught at Tiffins Girls School, served on the staff of Chelsea College of Physical Education, Dartford College of Physical Education and Queen Alexandra's House. (16) Her interests were in the methods of the Northern Countries and in 1934 when the English Gymnastic Society was founded, the work was based on Swedish Gymnastics. The headquarters of the Society was in London, with branches established in Walsall, Leamington and Rotherham.

Notes.

(16) Interview with Miss Wright.

After the 1933 tour, Miss Wright was awarded the Silver Medallion of the Swedish Gymnastic Association and Stockholm K.F.U.M. Gymnastic Association. 1934 she was honoured by the President of the Republic of Finland with the Medal with Golden Cross of the Order of the White Rose of Finland.
In November, 1937, St. Albans Court, Nonington, was acquired as a centre for the English Gymnastic Society. (17) In 1930 a fund had been started by students of the Summer School. Money raised from the proceeds of demonstrations and tours, gifts and contributions from members of the Society, allowed the complete purchasing of St. Alban's Court, the building of a modern gymnasium, specially imported from Sweden, a swimming pool and the laying out of Playing Fields.

Notes.
(17) St. Albans Court, Nonington, Kent.
The English Gymnastic Society. P. 5.
"It lies, in a quiet and lovely country-side nine miles south-east of the City of Canterbury and only eight miles from the sea; it is south-west of Sandwich, due west of Deal and north-west of Dover. It is thus readily accessible not only from London but for visitors landing from the Continent.
The big house, surrounded by 50 acres of park and garden, with beautiful trees, is one of the finest works of the architect, George Devey, (1820 - 1886) who was himself a personal friend of the Hammond family, whose home had been on this property for 300 years. It replaces a Tudor house, now demolished, in the same style, but with such added modern advantages as central heating. The present house is built of red brick and Kentish rag-stone, irregularly blended in the old manner. Some of the main rooms are beautifully panelled and have very elaborate fire-places. Among the buildings now acquired are two Tudor cottages, which survived the destruction of the original house.
The place is ideal for its new purpose. The house has dignity and harmony and spaciousness; the grounds slope away from it in a series of grassy terraces, perfectly adapted for gymnastic training and display; the wooded park surrounds it with beauty and peace. This is the atmosphere essential for the work now to be done here."
The Centre was used as the Headquarters of the English Gymnastic Society, and in this capacity provided residential training courses for women wishing to take up the Physical Education profession, and those interested in the leadership of Voluntary Social Organisations, a centre for the annual summer school, and for courses of gymnastics, games and swimming, for the Youth of the country, a holiday centre for members of the English Gymnastic Society and a meeting place for students from many parts of the world. In a letter to "The Times", November 1937, Dr. Janet Campbell and Miss Strudwick, High Mistress of St. Paul's, had stressed the need for another College of Physical Education. Miss Wright signed the lease for Nonington that day and two days later "The Times" published, a photograph of St. Albans Court and Miss Wright. The college was officially opened by the Archbishop of Canterbury, 23rd July, 1938.

The curriculum of the college was centred around Swedish Gymnastics and there was close liaison between the leading authorities in Sweden, Denmark and Finland and the staff of Nonington. The college was unique in maintaining such strong connections with Scandinavia until 1951. "The tremendous success which attended its teaching, was the natural consequence of
the ideals upon which Nonington was founded." (18)

The work, however, was not static in any way and change in presentation, use of music to aid movement, and apparatus work took place. In 1939 the college was inspected by the University of London and approved as a suitable establishment for the training of students in physical education. At the beginning of the war the college was evacuated to Bromsgrove and remained there until 1946.

In Miss Wright's opinion, the 1944 Education Act, "Smote the death-knell to all freedom of thought which is the mainspring of independence." (19) She retired in 1951, a year after the Institute of Education, at the University of London, was formed.

The college was taken over by the Kent Education Authority in 1952 and Miss Whiting appointed Principal in 1951. She retired in 1958 when Miss E.Hinks was appointed Principal. Since this change a new gymnasium, dance theatre, two laboratories, an art, drama and music block, a swimming pool and two modern, terraced hostel blocks have been built.

Notes.
(18) Letter from Miss Wright.
(19) Ibid.
In 1952 there was a complete change in the curriculum of the college. Modern Educational Gymnastics replaced Swedish Gymnastics, Modern Educational Dance, for Swedish Dancing, Education was included and other aspects of the work developed. The study of movement now forms the core of the curriculum and from this centre three courses of training have been developed. (Appendix LVII). First the Art and Science of movement, second the opportunity to study a second subject for the students own interest and thirdly a professional course is offered enabling students to teach a second subject.

In 1958 a request was made to the Ministry of Education for permission to expand the college and develop a wing course. (20) This request was refused as were similar applications in 1960 and 1963. The request of 1964 was granted and a course for men students started September 1966. By 1971 the college will accommodate six hundred students, four hundred women and two hundred men.

On successful completion of the three year course the men will qualify to teach junior or junior/Secondary age range. They will qualify in the Art and Science of

Notes.
(20) Interview with Miss Hinks.
At meetings of Kent Primary School Teachers climate tested in 1958, "attitude towards specialist in the Primary School".
Favourable for top primary and lower secondary.
Basis of case, submitted to Ministry when application for expansion, made.
of Movement at Advanced Level with an Optional Subject at Main Level. (Appendix LVIII). The majority of lectures are taken in mixed groups. Twenty men students entered the college, September 1966. Mr. S. Beaumont has been appointed Deputy Principal and men lecturers engaged.

Present students, if qualified will be eligible to study for a B. Ed. degree from the University of London. Negotiations have taken place with the University of Kent but at present there is no School of Education in this newly established university.

Has the loss of independence and the change from Swedish Educational Gymnastics to Modern Educational Gymnastics been so disastrous? It would seem that the future status of the college depends on the success or otherwise of the recently established courses. The college is isolated geographically but this condition has been conducive to original thought in physical education in previous eras.
Ulster College of Physical Education.

Ulster College of Physical Education was established in 1953. Previously students wishing to train as teachers of physical education had attended the English Colleges. When the shortage became acute in the post war period a limited number of scholarships were awarded annually by the Northern Ireland, Ministry of Education to suitable applicants. Recipients were expected to return to Northern Ireland to teach for at least two years, when their training was completed. (21) The Gibbon report of 1947 was concerned with the Recruitment and Training of Teachers. It made reference to the recent appointment by the Ministry of Inspectors of Physical Education and by the Belfast Education Authority of an organiser of Physical Education. (22) Interest was growing, courses were

Notes.
(21) Ministry of Education.
Scholarships.
1947-50 - 2
1948-51 - 2
1949-52 - 3
1950-53 - 7
1951-54 - 6
1952-55 - 3
Anstey College of Physical Education - 9
Bedford " " " " - 3
Dartford " " " " - 3
I.M.Marsh " " " " - 4
Lady Mabel " " " " - 2
Nonington " " " " - 2

held during the summer vacation for teachers and youth leaders. At the time of publication of this report there were only twelve qualified women teaching Physical Education in the schools of Northern Ireland. A number of reasons were given explaining this lack but most important there was no specialist college of physical education in the country. The committee saw little hope of attracting English or Scottish teachers to Northern Ireland, whereon the whole facilities in the schools were inadequate, and salary scales lower. The Ministry was not in a position to reserve cross-channel places but did suggest the award of scholarships to recognised colleges of Physical Education in Great Britain, and recommended as the only satisfactory solution that, "a college of Physical Education should be established in Northern Ireland." (23) Further, they added without delay, the college was to provide a three and a four year course of training the former directed entirely to physical education, the latter to include the study of a subsidiary subject. A special two year course, was also to be provided for women graduates and trained teachers. The committee visualised refresher courses during school vacations. (24)

Notes.
(24) Ibid. P.39-40 Par.179.
The Belfast Corporation negotiated the purchase of the property Dalriada House, as without a special dispensation no Ministry of Education can directly buy. (25) The Authority was re-imbursted once the Ministry was given Treasury approval. Negotiations were completed and a tentative syllabus set out before Miss Pim was appointed Principal, Spring 1953. The final shape of the proposals was a College for Women. In para. 179, in the Gibbon report reference is made to a one year course for men but this was not approved and no suggestion has yet been made of a combined course in physical education. The provision of Ulster College of Physical Education made it possible for Ulster girls to train in their own country. (26) The first course opened with fifteen students, September 1953. (27)

Notes.
(25) Personal correspondence.
The property is held under Fee Farm Grant forever, subject to rents of £60. p.a.
Purchase price £8,550
Expenditure on initial alterations £65,365.
Equipment £2,000
Initial expenditure on grass hockey pitches £2,000
Subsequently converted to hard surfaces, £8,186.
Extensions 1966-67 - estimated cost £82,900.

(26) Principal's report, 20th June 1956.
(27) Ulster Year Book 1957-59. P.174
Conditions of entry.
"Candidates are selected on a competitive basis, the number selected being determined by the number of places available and the need for teachers of physical education in the schools. To be eligible for admission a candidate, in addition to passing tests in general suitability and medical fitness and a practical test of aptitude for the course, must have passed the Ministry's Senior Certificate Examination, or have reached a standard of education recognised by the Ministry as equivalent".
The college is non-resident, students living in approved lodgings in Belfast. The very first session was held in Fisherwick Church Hall, the main college buildings not being ready until September 1954. Hockey was played at Bladon Drive, tennis at Windsor Courts, Lacrosse at Riddell Hall, gymnastics at Stranmillis College, swimming at Ormeau and Peters Hill Baths and biology in Ashleigh House, School Laboratory. The college was formerly opened, 26th June, 1955 by Lady Wakehurst. The minister of education presided at the ceremony. (28)

The syllabus includes the five branches of practical physical education, namely athletics, dance, games, gymnastics and swimming, the parallel study of theory of movement, anatomy, physiology, remedial work, education, teaching and English. (Appendix IVlll).

In 1965 the Lockwood report on High Education was published. This recommended the establishment of a New University in Ulster with a Education centre on the University Campus. The report uses the phrase, "Teacher Education" and makes direct reference to Ulster College of Physical Education. "We propose no change in its management or organisation for the time being at

Notes.
least but its position should be reconsidered at a later stage when the arrangements which we propose for the general training colleges and the other specialist training colleges have come effectively into operation." (29) The report also proposed an Ulster College embracing the Regional College of Technology, Colleges of Art, Domestic Science, Music and Drama, Commerce, Catering and Physical Education. (30) Land has already been bought by the Belfast Corporation adjacent to Ulster College of Physical Education for the proposed new Ulster College. A steering committee has been formed with an immediate aim of getting the Technical College in operation. The physical education college referred to in the proposal is the existing college of physical education but since the publication of the Lockwood report a number of meetings have been held and the latest suggestion is, that the college become a physical education centre for all training. Men, women, primary, secondary and recreative work. As yet plans are in embryo and no final decision has been reached.

Notes.
Arrangements included closer link with Queens University and award of a University Diploma.
(30) Ibid. P.98.
Meantime the three year course at the college continues and the four year course is in the process of being changed. No decision has been reached as to whether the University will accept Physical Education as part of a B.Ed. degree. Every year student numbers have increased and a new building programme has been started. (31) The Ulster College of Physical Education Diplomas have been recognised by the English Ministry of Education since the first successful candidates were awarded them. There is an air of quiet efficiency in all the college has tackled with an emphasis on training for teaching.

Notes.
(31) Ibid. P.283.
1958/9  53 students
1963/4  70  
1966/7  100  
- ascertained by letter.
The University of Birmingham.

A director of physical education, Mr. D. Munrow, was appointed to the University in 1939. His appointment followed the 1937 Physical Training and Recreation Act which legislated for development of facilities for physical recreation. In his own words he was, "a fun and games man". (32) The 1939-45 war interrupted the planned programme of physical education, at the University but before peace was declared, Mr. Munrow was seconded from the armed forces and returned to Birmingham to re-establish his course. All first year students, at the University, were required to take part in classes in a selected physical activity. This practice has been continued to the present day. Mr. Munrow submitted a Memorandum to the McNair committee in 1943, and was personally disappointed that the Report did not recommend a degree in Physical Education be established. His memorandum was also sent to the Independent Association of Headmasters' Conference in 1945 and the policy that he advocated was accepted as the most sensible way to train professional physical education masters. At this point in history there was a liberal outlook and a time of change in the University of Birmingham. A

Notes.
(32) Interview with Mr. Munrow.
sub-committee of the Senate was established with the Professors of Anatomy, Physiology, Education and Social Studies, The Registrar and the Director of Physical Education, as members. The committee was asked to investigate, "is Physical Education Academically respectable?" The committee submitted a favourable report and the Faculties of Law, Medicine, Social Science and Arts were asked to consider the report. The Faculties of Law and Medicine rejected the request outright, the Faculty of Social Science requested more information, then rejected the proposal and the Faculty of Arts, after a very long meeting accepted Physical Education as one subject for a General Pass Degree. Other subjects in the combined degree could be taken at Honours Level. The first course was established in 1946. Gradually the students proved themselves capable of achieving the standard acceptable for Honours level and in 1954 it was possible to take a Combined Honours Degree, in the Faculty of Arts, with Physical Education as one subject. "The course in Physical Education leading to a degree is not a vocational course but is designed to give a sound and broad education through disciplined study." (33)

Notes.
(33) University of Birmingham, Department of Physical Education. Information Pamphlet. P.7.
No credit is given for practical work in the degree but attendance at practical lectures is compulsory. Results are reported on each student’s testimonial. Candidates wishing to enter the University must hold a general Certificate of Education showing three subjects passed at Advanced Level. They are interviewed in the department of Physical Education and undergo certain tests of physical ability. The tests have been worked out over a number of years and profiles of averages are used as a guide. The candidates also complete a questionnaire. The interview probes further into the answers given and attempts to assess the candidates attitude towards physical education and work, particularly with doubtful candidates. The standard of practical work is high and the tests basic to physical education. Tests of strength, speed, flexibility, ball sense, dance ability and power in jumping are given. The admissions tutor in the Combined Arts Degree has the final say in selection, with regard to Theoretical work. It is possible for a candidate to be rejected by the Physical Education Department as unsuitable for their course, from the practical aspect, but for that candidate to be accepted at the University for a Combined Arts Degree, offering other subjects for examination.
In the early days a veto existed if students failed to reach a sufficiently high standard of practical work once the course was commenced. This was used more as a threat and never exercised. After a few years it was removed from the regulations.

During year one the students attend the Medical School for Anatomy and Physiology lectures and receive theoretical and practical work in the physical education department. They also pursue another subject. Originally three subjects were studied in year one and two in years two and three. In practical work, gymnastics is compulsory for men and women, options exist in games, dance training is taken by all as are athletics and the survival test in swimming. (Appendix LIX) The aim is to give insight into a number of areas and knowledge in specific areas. During the second year more emphasis is laid on training and proficiency. The individual works at an activity of his/her own selection. Some concentrate on a new experience, others opt to go to greater depth on a known field. Individual thought and development is encouraged. Selection may be determined by ultimate interest of the teaching profession or research work.

During the second year more time is given to theoretical study with material applied to the school situation where ever possible. In the third year gymnastics is compulsory, the student spends one hour
per week on the activity selected in the second year and three hours either training or on a new activity or on a special theoretical assignment. Progression from first to second year is determined by results in Anatomy and Physiology examinations. The assignment is a study of the students personal choice but aims to train him/her for further study. Publication of the work is incidental. (34)

The Basic training is a University training leading to "Freedom of Thought".

A post graduate course of study is available for students wishing to qualify with a Certificate of Education, for teaching. The students are free to attend any university for this year, many choose to remain at Birmingham but some of the men go to Loughborough and the women to Chelsea College of Physical Education or Homerton College of Education.

The Department of Physical Education also offers opportunity for post graduate study for the Degree of M.A. by examination or thesis. Research Methods in Physical Education, Physical Education in Contemporary Society and Skill in Athletic Performances are the courses offered in this field. (Appendix LIX).

Notes.
(34) Interview with Miss B. Knapp.
Physical Education and Recreational facilities are provided for all students (35) and phase one of the building programme has been completed. (36)

Notes.
(36) Visit to the Department.
Facilities:
- three fully equipped gymnasia.
- two sports halls.
- three squash courts.
- a weight training room.
- a dance studio.
- lecture and changing rooms.
- social facilities.
- offices for students' union games associations.
At the University of Edinburgh there are as yet no formal courses in physical education. (37)

In 1960 a two year extra-curricular course, was instituted leading to the University Award in Physical Education. The aims of this course are "to encourage and acknowledge diligent application by candidates to their chosen forms of physical recreation WHATEVER THEIR INITIAL DEGREE OF NATURAL SKILL, and to equip candidates to make a valuable amateur contribution to physical welfare and athletic ability in any community to which they may subsequently belong." (38) The course was approved in October 1960 by the Senatus Academicus.

Notes.
(37) Letter. Mr. Liddell, Director Department of Physical Education.
(38) The University of Edinburgh, Department of Physical Education, P.17.
and the Court of the University of Edinburgh. The syllabus has five sections and each section requires a minimum of forty-eight instructional hours. The sections are, one winter sport, one summer sport, one indoor sport, one field course and the administration of sport course. (Appendix LX)

The University is exploring the possibility of instituting a Diploma in Physical Recreational Studies (or Management) in relation to the professional preparation, at post-graduate level, of Managers, Advisers, Organisers for Local Authority Sports or Community Complexes. (39)

In 1965, the University instituted a Diploma in Adult Education and Extra Mural Studies. The members of the physical education department contribute to this course. (40)

Notes.
(39) Letter - Mr. Liddell.
(40) Ibid.
At the University of Leicester the Physical Education department is within the School of Education. Graduate students are offered a General Course in Physical Education, a Games Course and a Special Course in Athletics as part of the Graduate Certificate syllabus. The General Course covers Historical, Sociological, Kinesiological and Comparative aspects of Physical Education and provides a comprehensive background knowledge of the subject. The Games Course offers opportunity for specialisation in teaching team and individual games while the Athletics course is intended for those who may wish to offer Track and Field Athletics as a subsidiary subject for teaching. (41)

Opportunities also exist, for qualified students, to work through full or part-time study for higher degrees. Topics directly connected with Physical Education are accepted on equal merit with other subjects, within the School of Education. There is a tendency, within the Physical Education department to specialise in a small number of branches of the work and so establish a high standard of professional advice and knowledge. If this pattern was generally accepted by all Universities coverage at an academic level could be established, in all aspects of Physical Education. (42)

Notes:
(41) Literature, University of Leicester, School of Education.
(42) Mr. R. Wight, Senior Lecturer in Education, Director, Physical Education Department.
At the University of Manchester, Department of Physical Education opportunities for studies in physical education are at two distinct levels with options available in each division, but all work is at post-graduate standard. The two levels are post-graduate courses for students undergoing teacher training and post-graduate studies for practising teachers. In the former two separate courses are offered, the Games Course and the Outdoor Activities Course. Each course is allocated two afternoons per week, plus teaching practice. (Appendix LXI) Over the years the courses have been modified but the basic ideas have not changed, the games course was started in 1948 and the outdoor activities course in 1958. (43)

Notes.  
(43) Letter from Mr. McNair, Senior Lecturer in the Department of Physical Education, University of Manchester.  
1. The future headmasters and headmistresses largely come from this graduate group, if the department can interest them in the subject and show them the contribution physical education can make, then the subject must, in the long run, benefit from it.  
11. The gymnasium, playing field situation is an ideal one in which to place a teacher under training, fundamental problems of control are highlighted here.  
111. There is a crying need for help with games etc., from the non-specialist staff in most schools, and by providing our students with training in some aspects of the subject, they are more likely to feel capable of assisting.
A course in physical education for students preparing to teach in primary schools is compulsory and separate from the above courses. The course is allocated two hours per week and teaching practice of the subject is supervised by members of the physical education department.

The courses for practising teachers may be taken as full-time or part-time study and are within the frame-work of the Diploma in Advanced Study in Education and the degree of Master in Education. In the Diploma course students are examined in three subjects and present a dissertation. Physical Education is an examinable subject and may be the topic for the dissertation. At M.Ed. level topics in physical education are equally acceptable with any other education topic. (44)

Notes.
(44) Ibid.
At present:
15 students enrolled for M.Ed. whose topic is in Physical Education.
12 students enrolled for Diploma, studying Physical Education and presenting a dissertation in a subject in the field of physical education.
At Newcastle-upon-Tyne the Physical Education Centre is part of the Education Department. Pre 1939 there were three part-time members of staff at the centre. The women had approximately four hundred hours of lecture time before taking the examination of the University of Durham, Joint Examination Board for Training Colleges. This was a two and a half hour paper, candidates answering four questions, one of which was compulsory. In 1948, the Institute of Education, University of Durham was established and the examination, the third paper of Education, called the Principles of Physical Education was instituted. In 1964 the University of Durham was reorganised and two Universities established.

The Physical Education course offered at the centre, is a part-time course within the Education Course. Maximum number of women students, at any one time, to date, ten. (45)

Attempts have been made at the University to establish a degree in physical education. The Faculties of Science, Medicine and Arts have been

Notes.
(45) Interview Mrs. D. Hazlewood.
approached but the proposal, on each occasion has been rejected. In 1944 when it was proposed that a degree course in physical education be initiated a committee was set up to examine the content and disciplines of such a course. Draft regulations were produced and a variety of syllabuses for a pass degree drawn up. At that time, no other University in Britain offered such a course. There was a general feeling that the University of Durham should provide facilities for the study of physical education by graduates because there was a complete absence of such opportunities in the North East of England. Students intending to study the subject left the area to enrol at Colleges of Physical Education. The proposed degree was turned down in 1946 but as a result of the work of the committee facilities for physical education at Kings College were greatly increased. Two full time lecturers were appointed, one man, one woman, to be on the staff of the Education Department. On June 28th 1960, a further move to establish a Physical Education Course at Kings College was made and again permission was not granted.

The physical education department is a sub-department of King's College Education department. The first duty of the physical education staff is to prepare graduates to assist teachers of physical education, in schools, the second duty, to build up the range of
activities offered to students of the University on a recreational basis. (Appendix LXII)

In the Education course, students spend fourteen weeks attending lectures and twelve weeks teaching in schools. For physical education, students are expected to attend the Physical Education Centre for two full days, one morning and two evenings per week. They receive theoretical and practical sessions, instruction in camping and are expected to do back ground reading, attend seminars and to write a dissertation. At the end of the course they take a three hour paper and submit a Method File. (46)

Notes.
Advanced Certificate Examination in Physical Education, taken by advanced group of Students and two year training colleges in the area.
"The contents of the file will consist mainly of written work done during the year, but will normally also include documents, pamphlets and other published material relating to the teaching of the subject; reviews of text-books, lists of sources of teaching material - and other relevant matter. It is intended that this file will serve the candidate as a handbook during his early years as a practising teacher."
The University of Reading.

In 1918-19, a special course in Physical Training was established at the University of Reading. It was the first of its kind and progress and development was watched with interest by the Board of Education and other education authorities. The course was designed for teachers intending to take up work in the continuation and Central Schools, formed under the requirements of the 1918 Education Act. Twenty-four students, many with considerable teaching experience formed the first group. (47) The course closed July 1924. One hundred and twenty students had taken advantage of it, many returning to teaching, some to positions of responsibility in Training Colleges others to organizing positions under Local Education Authorities. (48) The prospectus and syllabus of work are given in Appendix LXIII.

At present Physical Education is an option in the Syllabus of subjects for the post-graduate Diploma in Education. (49)

Notes.
(48) Ibid. 1923-24
(49) Letter from the Archivist, University Library, Reading.
At for example the Universities of Bristol, Leeds and Hull no formal courses in Physical Education in preparation for degrees are offered, but Bristol undergraduates may take Physical Education as an optional extra for three years followed by a fourth year in the Department of Education, where Physical Education can be taken as a subsidiary subject. (50) (Appendix LXIV).

At Leeds the physical education department was admitted as an academic department in the Faculty of Arts in October 1948. It offers an Advanced Course for Lecturers in Colleges of Education, a Diploma in Curricular Studies and a Diploma in Physical Education. Courses are also organised for graduate students, and suitably qualified students may study for an M.Ed. degree, offering a dissertation on a Physical Education Subject. (Appendix LXV)

At the University of Hull, a wide recreational programme is offered to undergraduate and postgraduate students and an educational year to graduate students leading to a Post-Graduate Certificate. At present a very small number of students take advantage of the latter course. (Appendix LXVI)

Notes.
(50) Letter Senior Tutor, DR. M. PYE, Bristol University.
A selection of Universities has been made to illustrate courses available to undergraduates and graduates in the Departments of Physical Education in Great Britain. Non-graduates may study for an M.Ed. degree, after gaining an Academic Diploma at certain Universities, for example, Leeds, Leicester, Manchester and Sussex.
Avery Hill College of Education was founded in 1906 and developed as a women's college until 1959 when it became a mixed college. At first the men were at an annexe, 130, Horsferry Road, London S.W.1, but moved to Eltham September 1962. The college stands in a park which offers outdoor facilities for physical education activities.

The first "Wing" course in physical education was established in 1960 with twenty-five students. Numbers have remained at this level until the coming academic year 1967-68 when thirty students will be accepted for the course. Candidates must be qualified to enter the college and are selected at interview for the "Wing" course. They receive a two year basic training attending sixteen physical education lectures per week. The core of the curriculum is the "Observation of Movement" and all practical work is based on this principle. The students also receive lectures in Anatomy, Physiology, History of Physical Education and Theory of Movement. At the end of the second year practical assessments are given at Main level. Successful students qualify to study at Advanced Notes.

(51) Avery Hill College Prospectus.
level in their third year. In the third year, in practical work students select to pursue gymnastics and/or Dance, or Swimming or games. At the end of the third year they sit for the Common Main Syllabus paper and the Advanced Syllabus paper in Physical Education. In the latter there is a compulsory question on "Movement" (Appendix II). The college is a constituent member of the Institute of Education, University of London.

Students attend a Central Council of Physical Recreation course at Plas-y-Brenin during their training and are encouraged to visit the Crystal Palace Centre in their own time. All clubs within the college, including games and sports clubs, are entirely student organised.

Before the Physical Education Wing was established the college had one gymnasium, one hall and ample playing field space. Two gymnasiums have been built and a redgra area laid to accommodate the new course and the expansion of the college. A swimming pool and dance studio are scheduled in the next building programme.

The "Wing" course is only a small part of the work of the Physical Education Department. Their main work is concerned with a Main course for Nursery/Infant students and Curriculum courses for Infant, Infant/Junior, Junior, Junior/Secondary students. (52)

Notes.
(52) Interview with Miss Bomford, Principal Lecturer in Physical Education.
The students at the college, if academically qualified will be eligible to study for a B.Ed. degree, University of London, where Physical Education has been accepted as a subject.
Bishop Lonsdale College of Education.

Bishop Lonsdale College of Education was founded, in 1851, as Derby Diocesan College under the Diocese of Lichfield. It is one of twenty-eight Church of England Training Colleges. The college buildings now occupy two sites. The original site contains residential accommodation and the departments of Science, Art and Craft, Mathematics and French, the College Chapel and the Bater Library. The new site houses the departments of Divinity, Education, English, Geography, History, Music and Physical Education, two Libraries, two well equipped gymnasium, extensive playing fields, the administrative buildings and some residential accommodation. (53)

The college has a long history with Physical Drill, Tennis and Hockey reported in the early magazines. "At the beginning a game of hockey meant a wild indiscriminate rush and scramble over the very limited sized ground; during which the instructors careered about, shouting a perfect cannonade of such orders and commands as, 'Now you have got the ball, take it up the wing,' and 'So and So, don't raise your club like that'". (54)

Notes.
(53) Bishop Lonsdale College Prospectus.
A gymnasium was erected for the college in 1912 and the Inspector submitted the following report on the Physical Exercises of the College. "The results may be considered generally satisfactory. The students performed the exercises with reasonable accuracy. The correction of faults received due attention. The majority had learnt to deliver the commands in a clear and effective manner. The appearance of all the students was extremely neat". (55) The work of the college continued to receive praise from His/Her Majesty's Inspectors. During 1938 a three months course in Physical Training was held at the college for teachers already certificated but wishing to learn more about this subject, it was called a "Refresher Course".

In 1947, the name of the course was changed from Physical Training to Physical Education and a wider curriculum studied. (56) An advanced course for two

Notes.
(56) Derby College Prospectus 1948.

Syllabus approved by the board of Education.
A. a) Physical Training for Senior Schools with the use of apparatus.
b) Games, general training in coach, major and minor games and umpiring.
c) Swimming, land drill, stroke practice and Life Saving.
d) Dancing, aesthetic and Scottish Country Dancing.
e) Athletics, programme of training in simple athletics, running and jumping. Arrangement of a Sports day.
f) Recreational Physical Training.
Teaching and Coaching of classes in Senior Schools.
Discussions.
Lectures on Anatomy, Physiology, Psychology. Theory of Movement.
B. Visits to neighbouring towns.
year trained students was established in 1949 and in 1951 a one year course for specialist students initiated.

The first group of students to follow the "Wing" Course in physical education entered the college in 1960. The course was intended to train students to take this subject to a high level with a view to their becoming specialist teachers in Secondary Schools, with full responsibility for all physical activities. Nottingham University would not accept the term, "Wing" and so the course was called "Special Main". The marking scheme presents more "hurdles" than are involved in the Main course of Physical Education. Thirty students have been accepted for the course annually from 1960 until 1966 when thirty-five students were accepted. The students follow a course based on "the study of movement". All practical branches of physical education are included in the timetable for the first two years. In the third year, time is given for depth of study in a selected aspect. Dance or Skills are the options. Lectures in theoretical aspects of the work are taken parallel to the practical sessions.

Emphasis is placed on the science course of the college Human Biology and this is accepted as an integral part of the Physical Education course (Appendix LXVII). One week of the students training is
spent under canvas and a second week at an activity of the students choice. Initiative in selecting new activities is encouraged.

In future, qualified students will be able to take a four year training leading to a B.Ed. degree, University of Nottingham. The degree syllabus is tripartite in structure, the student taking two main subjects and Education. One of the main subjects offered must be a combined study, for example, American or Environmental Studies. Part I will be taken at the end of year two, and part II at the end of year four. Physical Education has been accepted as a subject and the syllabus of the course was passed, by the board, March 1965.

Before the establishment of the "wing" course the college had facilities for gymnastics and games. These have been increased with the new buildings at Mickleover. A redgra area has been laid as well as a hard area for tennis and netball and two gymnasia built.

The college offers a main course in physical education to all non-wing students, who are training to teach in primary schools, and a curriculum course for

Notes.
(57) Interview with Mrs. Bowen-West, Principal Lecturer in Physical Education.
Part I - two, three hour papers.
Part II - one, three hour paper.
one dissertation.
the professional study of the subject. The lectures in the main course are taken in mixed groups, men and women studying gymnastics, dance, games, swimming, athletics and outdoor pursuits, together. The fundamental principles of movement and their application in physical education, together with the observation of children form the core of this course of study.
Bishop Otter College of Education.

Bishop Otter College was founded in 1840 in memory of William Otter, Bishop of Chichester 1836 - 1840. Originally, for men students, it was re-opened in 1873 as a women's training college. It is now co-educational with approximately 200 men and 250 women taking the three-year general training and 100 women taking the Physical Education Wing Course. A new Chapel, dining and assembly halls, second gymnasium, laboratories and additional residential accommodation have recently been built. An Anglican foundation, the College seeks to achieve the fellowship of a Christian community based on daily worship. (58)

The "Wing" course in physical education was established in 1960 with thirty students forming the first group. This has recently been increased to thirty-five students. Prior to the opening of the "Wing" course the college had a very large "Main" course in physical education open to students studying to become teachers in Infant, Junior and Senior Schools. Many students from the college attended Homerton, Liverpool or Chelsea to study for a third year in physical education. A large proportion of those

Notes.
(58) Bishop Otter Prospectus.
opting to lengthen their training in this way, went straight from college on successfully gaining a teacher's certificate. Some deferred their extra training but all were good students wishing to take their studies further. The "wing" students follow a basic course of training for the first two years with options of dance or outdoor activities in the third year. Students attend a Central Council of Physical Recreation Course and also spend a week under canvas during their first year of training. The college has recently adopted a new policy where curriculum subjects are integrated for Primary, Secondary and Wing Students. The college has been a constituent member of Reading Institute of Education and present third year students will qualify under this institute. In future students will be registered with Sussex University. Sussex University offers a B.Ed. degree with Physical Education as an accepted subject. (59) (Appendix LXVIII)

Notes.
(59) Interview with Miss Wells, Principal Lecturer in Physical Education.
Coventry College of Education.

Coventry college was originally a men's emergency training college started in 1946, in converted premises of an industrial war worker's hostel. It was established as a permanent women's training college in 1949, when the Right Honourable George Tomlinson, M.P. then Minister of Education formally opened the College. Permanent buildings gradually replaced the temporary buildings until today the College educates 1075 students, and has modern facilities for all teacher training subjects. (60)

In 1957 a supplementary course in physical education was opened at the college. A swimming bath and gymnasium built in 1956 had assured the future of this course. A major expansion took place between 1959 and 1962 and the college became co-educational.

Twenty-five students formed the first "Wing" course, twenty-one completing the training. Numbers have varied between twenty-one and twenty-seven. In 1968 an intake of forty students is planned. The students follow a basic course of theoretical and practical work for two years and select from Dance and allied subjects or Gymnastics and Skills in their third year of training. Professional work is continued in the subjects not studied at depth. Students experience camping, attend a

Notes.
Coventry College Prospectus.
course at Plas-y-Brenin mountain activities centre and pursue two activities at a recreational, one week course.

The college has been a constituent member of the Institute of Education, University of Birmingham since 1949. Present students are registered with the University of Warwick. As a working principle, the Vice-Chancellor accepted all subjects studied in a College of Education as suitable for study in a College of Education as suitable for study for a B.Ed. degree. Syllabuses for familiar subjects were put forward and passed. Less familiar subjects such as physical education, were first not considered and later the syllabus had to be supported by a Moderator. During the summer of 1965 the Steering Committee of the University, formed for examination of the subjects of the B.Ed. degree, recommended that physical education be studied at subsidiary level. The degree will be tripartite, a pass degree with the possibility of special Honours, with students studying Education for four years, a Principal subject for four years and a Subsidiary subject for seven terms. Students must be enrolled by the end of the third term.

Negotiations between the Principal of the College, Miss Browne and the University are still in progress to get Physical Education accepted as a Principal Subject. (Appendix LXIX)
Birmingham University did not accept the term "Wing" so the course was called "Main Physical Education". Students are selected at interview for this course.

Before 1960 the college had the use of the gymnasium, swimming pool and assembly hall, and playing field space on the college campus. Since 1960, a games gymnasium and a dance hall, shared with the music department, have been built. An athletics track and redgra area have been laid.

The college also offers mixed professional courses of physical education at Primary level. (61)

Notes.
(61) Interview with Miss Caudwell, Principal Lecturer in Physical Education.
Endsleigh College of Education.

Endsleigh College was founded in 1905 by the Congregation of Our Lady of Mercy, the Foundress, Catherine McAuley. It is a Catholic Voluntary College, situated in Hull. All students at the college follow courses in Divinity Theory and practice of Education, English and Professional Studies. In addition they opt for two main or one advanced, or one advanced and one main, or the Wing (Specialist) course in Physical Education (for prospective Secondary School teachers). In exceptional circumstances a student, may study two Advanced courses. (62)

In physical education a high level of performance is required as well as an understanding of the subject. Students are selected at interview and follow athletics, dance, games, gymnastics and swimming for three years. In the third year, additional study in a selected branch is expected. The students are offered facilities for taking national coaching and umpiring awards. They attend a course at Inverclyde, Scottish Recreation Centre, camp at Robin Hoods Bay and sail on Hornsea Mere. The facilities of the new University of Hull, Sports Centre are available to the students of the college.

Notes.
(62) Endsleigh College Prospectus.
The college had a well equipped gymnasium and the use of playing fields and swimming bath before the "wing" course was established in 1960. A special course of training in Physical Education was offered in 1951, under the Institute of Education, University of Leeds and in 1958 a Supplementary Course for trained teachers was instituted. This ceased when the "Wing" course was established. The college had the best facilities for prospective teachers of physical education, within the Catholic Colleges. Further accommodation has been added with the building of a new gymnasium and physical education block.

The college is now a constituent member of the Institute of Education, University of Hull. This institute does not recognise a Wing Course and "Advanced Main" is the term used in the handbook. The University offers qualified students the opportunity to study for a Tripartite B.Ed. degree at the Colleges of Education. At present, the subject, Physical Education has not been accepted. (Appendix LXX)

As well as the "Advanced Main" course, the college offers a curriculum or professional course and a main level course (in physical education.) The latter is for students who wish to study physical education as a second subject but will teach in primary schools. (63)

Notes:
(63) Interview with Miss Vaz, Principal Lecturer In Physical Education.
The course is termed an "Advanced Main Course" and students are examined for the Teacher's Certificate by the University of Wales, School of Education. No student taking Advanced Main Physical Education may take another Main subject unless she has an Advanced Level endorsement in the second subject but all students take two subsidiary subjects. The University of Wales has decided to award the degree Bachelor of Education but Physical Education has not yet been accepted as a subject suitable for study for this award.

Fifteen students completed the first course of training and since then numbers have increased. Thirty-one in 1961, twenty-seven in 1964 and thirty-three in 1965. The students follow a basic two year course.

Notes.

(64) Glamorgan College. Prospectus.
studying athletics, dance, gymnastics, games and swimming, observation of movement and Human Biology. During the second year the students spend one week at an outdoor activity Residential Course. In first and second year the students course occupies eleven lecture hours during the week. In the third year they have four "Basic" lectures, one Movement Observation, four "Selective" lectures and one Human Biology. Selection is two aspects of the practical branches, but students may not choose swimming and games. (65)

The college offers a course in Physical Education at professional level for all non-Wing students.

Notes.
(65) Correspondence with Miss Bristow, Principal Lecturer in Physical Education.
Neville's Cross College of Education.

Neville's Cross College of Education is situated in Durham, standing in 21½ acres of grounds on a historic site within one mile of Durham City and University. By 1967 there will be 520 students in the College, 50 women students of Durham University, 90 women Physical Education "Wing" students, 220 women and 160 men General Certificate students. (66)

Before the "wing" course of study was established in 1961, physical education was only offered at professional level to all students. In 1959 a Main course was established and this was developed into the present "Wing" course. Twenty-five students formed the first group. Students are now selected for the "Wing" Course and the tutors aim for groups of thirty-five. Since the establishment of the course, two gymnasia, a hall for dance and a physical education block have been built. A hard area for tennis and netball and a large and small redgra area have been laid and local facilities for swimming and athletics are used.

Students at the college, normally select to follow two main subjects. Those in the "Wing" Course are offered the full range of other subjects available in the college. The decision is left to the student with the

Notes.
(66) Neville's Cross College, prospectus.
agreement of the Main Course Tutor. Compulsory subjects, Education and English were taught in separate groups until 1965, when the "Wing" Course students were integrated with the general course students for these subjects. The curriculum of the "Wing" course includes a two or three year study of Human Biology, academic qualifications determining the length of training, all branches of practical work and observation of movement. In the third year, some specialisation is possible students dropping either their strong or their weak subjects. During the first year of training students spend one week under canvas, in the second year they visit Plas-y-Brenin for a week of mountain activities and in the third year there is an "optional" camp. (67)

The college offers physical education, to all students and a main level course, as well as the "Wing" course. Physical Education has not yet been accepted for study for a B.Ed. degree at the University of Durham.

Notes.
(67) Interview with Miss Taylor, Principal Lecturer in Physical Education.
St. Mary's College, Cheltenham.

The Cheltenham Training School of St. Mary was founded in 1847 for the training of school-mistresses and was under the control of the Principal of St.Paul's College. In 1921, St. Mary's College became a college in its own right, and is now an Associated College of the University of Bristol. The college was erected in some thirty acres of landscaped gardens, known as The Park. The original Trust Deed lays down that the teaching must be "Scriptural, Evangelical and Protestant, in accordance with the Articles and Liturgy of the Church of England". (68)

Divinity English and Education together with basic courses form the General course which all students follow. Students specialising in Physical Education also select a subsidiary subject for study.

The Physical Education course was established in 1960 and has averaged thirty students per group until 1966-67, when thirty-seven selected students were accepted for the training. During the first year students receive, two lectures in dance, in gymnastics, in games and in science, and one lecture in swimming and one for team practices. In the second year practical lectures Notes. (68) St. Mary's College, prospectus.
are increased to ten, three for dance and gymnastics, two for games and one for swimming and team practice in the autumn, and spring terms. Athletics is studied during the summer term. At the end of the second year students experience a week under canvas and during the third year a week at Plas-y-Brenin. In the third year students may select to specialise in "Skills" or "Dance in relation to the Arts". The other aspects of physical education are continued. All work is assessed throughout a student's time in college and there are no final examinations in Physical Education. Work files are given in periodically, graded and written comments given. An extended piece of work is handed in during the third year. Each tutor is responsible for six students and much seminar work is achieved. The syllabus has been crystallised during the past six years (Appendix LXXI) but further change is anticipated.

Physical Education has been accepted as a Subject of Study, for the B.Ed. Degree at Bristol University.

The college offers a basic course of Physical Education to the other five hundred students, training in the college.

Recently a new physical education block, consisting of two gymnasiums, changing rooms, storage for equipment and tutor rooms were erected. Dance is taken in the
hall and swimming at the Local Boys' School Bath. The college has always had an ample area for playing fields. (69)

Notes.
(69) Interview with Miss Aste, Principal Lecturer in Physical Education.
CHAPTER VII

Conclusion.

THE FUTURE.
"In order to understand the present and prepare prudently for the future, a knowledge of the past is essential." The classical definition quoted when the study of history is questioned. Can we in physical education from studying and trying to understand the past, and experiencing the present, plan wisely for the future? What developments would we like to see during the next decade before we celebrate the centenary of women's physical education in Great Britain in 1978?

When Martina Bergman was asked by the School Board of London to train two of their teachers for a year in 1885, why did the request stop at this stage? The members of the Board had realised the value of Miss Bergman's work and the need for highly trained teachers of physical education. Their request made this clear. Miss Bergman was herself trained at a state institution. Certainly it would have been revolutionary to establish a state college of physical education in England in the nineteenth century, but then the School Board of London had already taken a revolutionary step when they invited Froken Lofving to instruct the women teachers of the Board's schools in Swedish Physical Exercises in 1878. The major pioneering step, however, was left to Miss Bergman and to individuals like her, who believed in the new profession and realised that full time training was an essential. Good work had been achieved, through visits to the schools and evening classes for trained and pupil
teachers, but it was not enough if physical education was to make an impact in the country. The pattern of women's physical education in Great Britain was determined by this independent action. If a state college had been established, at this point of time, the history of physical education in Great Britain would have taken a very different course.

The Swedish training of women physical educationists stressed educational and remedial gymnastics. We too have had close links with the medical profession through Sir George Newman, Chief Medical Officer, through school medical officers and the Chartered Society of Physiotherapists. The liaison has been strongest when remedial aspects of physical education have been nationally stressed. The health of the school child, posture, physical fitness. There was mutual benefit from these connections. Why did Sir George Newman not use his influence more strongly when Madame Bergman Osterberg wished to give her college to the nation in 1915? He was a personal friend of Madame, the Chief Medical Officer of the country and held a highly respected post at the Board of Education. In his book, "The Building of a Nation's health" he says of Madame's work, "She saw her college growing under her hands as a great instrument of education, she saw her old pupils in hundreds passing forth into the world as her disciples and the missionaries of her particular gospel." (1) Yet he

Notes.
let slip the opportunity to make the college a national concern, with greater financial resources to support the work in Physical Education needed in the country at this time.

War influences the policies of a country and the thoughts of its people in many ways. Women had been fighting for emancipation and freedom to vote since the turn of the century. They were granted the franchise at the end of World War I. The standard of physical health was of national concern when men were rejected for duty in the armed forces in large numbers. Physical Education received "injections" during such crises, became important and flourished for a time. Partial recognition of the subject was granted by the University of London in 1930. With change in social climate there are accompanying changes in educational policy.

"Ability not money" has become the criterion for entry to higher education. The state through local education authorities has gradually taken the responsibility for the maintenance of colleges of education. The national shortage of teachers has forced the country to change its outlook and "recognise" students. The acceptance of some of the recommendations of the McNair and Robbins reports has forced closer co-operation between the universities and the Training Colleges.

The women's physical education profession has always
been independent, but are we being short sighted in maintaining that physical education is not an examination subject at school level? We aim on the one hand for University recognition, academic respectability and on the other fight for freedom of a recreational subject. Does this attitude not deny the profession many able students? In all other teaching subjects the student is able to take 'O' and 'A' level examinations in the General Certificate of Education. In doing this he/she is assured of instruction and time for study in the subject(s) most enjoyed. The prospective physical educationist must achieve two or three passes at 'A' level standard if he/she is going to study for a B.Ed. degree at a College of Education. Physical Education may be one subject of that degree. In school, physical education lessons are not important as far as examination results are concerned, they are therefore removed from the time-table or made optional when time for academic study is short. Specialisation versus a broad education is an age old question, but while institutes of higher education demand a certain level of academic qualification, the pattern of the "Academic Rat Race" will not be changed at school level. Headmistresses and Headmasters may agree that a "balanced" time-table is their ideal, but few are prepared to enforce this policy when future careers are at stake. We do not know, except by practical experience, that physical education and recreation do aid the study of other subjects.
In thinking of examinations in physical education, we have set our limits to tests of physical skill, measured by the stop watch, tape measure, or naked eye. Why not the academic approach supported by practical and experimental projects? Social, historical and mechanical problems of Physical Education interest many teenagers and well constructed syllabuses could enhance the work of the Colleges of Physical Education. By our stubborn refusal to accept Physical Education as an examinable subject, we deny boys and girls the very things we wish them to have. This controversial problem must be further examined. We are not demanding that all boys and girls should take Physical Education as an examination subject. The right to select would still be exercised by the individual and the educational aspects of our work not contradicted by the acceptance of this proposal. There will always be a need for "educational" and "recreational" physical education, but the enthusiast would have an opportunity to study his/her specialism parallel with historians, geographers, linguists, scientists, mathematicians and artists.

The recently established Universities in this country, categorically state that they will not be hidebound by tradition. Indeed, the University of East Anglia has for its motto, "Do Different." But not one of these new foundations has established a "Faculty of Physical Education." Perhaps no benefactor has been approached or no senate asked
to consider the question. The University of Lancaster has said, one 'A' level in any subject as entrance qualification. If universally accepted this policy could have a profound influence in education. However, there is a present need for organised research and depth of study in Physical Education. The profession has been so linked, in the past, with teaching, indeed from its conception, that to step outside methodology was considered a waste of time and not part of teacher training. A sound "Body of Knowledge" must be built and recorded for public reading if we are to convince the academicians that our subject is respectable. The weight of our evidence must cover historical, social, psychological, physiological as well as technical and teaching aspects of Physical Education. We must produce valid facts in support of our request for recognition at University level. In fighting for the status of the subject, perhaps in the past we have not been sufficiently "professional." We have relied too much on practical experience, overplayed the "physical" and disregarded our own standard of entrance qualifications and the intellectual demands of our own subject. In this respect we maintain that academic qualifications and ability are just as important as physical prowess in a prospective teacher of Physical Education. In selecting students we go to great lengths to try and establish that candidates are trainable. and will become good teachers. Mental and
physical literacy are of equal importance.

In the future we must ensure that the teachers' certificate is not exchanged for the B.Ed. degree unless the pattern of training is also changed and all students have appropriate university entrance qualifications and study for four years. We do not want an "inferior" degree but one of equal status with a B.A. or B.Sc. degree. The B.Ed. degree must be a "stepping stone" towards an M.Ed. degree, in its own right. In this sense, present regulations at certain Universities will be changed and it will no longer be possible to study for an M.Ed. degree without a first degree. Colleges of Education and particularly Specialist Colleges of Physical Education, must offer a one year's "In Service" course leading to a B.Ed. degree. Further advanced study and research can then be offered to practising teachers. More post-graduate courses with physical education as the principle subject must also be made available. At present many students gaining their first qualification at a University would like to experience their training year at a specialist college, but they are appalled at the amount of practical work demanded. The freedom experienced in a university climate will not be exchanged for the confined and restricted conditions of a residential college, even as a non-resident student.

How much practical work, in the movement sense of the word, is essential before a student has sufficient in
into Physical Education to successfully teach girls through this medium? The question still remains "How to train teachers of Physical Education, for the future?"

On the well tried but not always successful pragmatic methods of the past, by trial and error or by establishing "Centres of Physical Education" closely linked if not within the campus of the Universities? These centres would offer opportunities for graduate and post-graduate study, for research and vocational training, for men and women. The women's specialist colleges of Physical Education are the ideal nucleus for such a scheme. The McNair report recommended the development of a college of physical education in every area of the country. This proposal has never moved further than the pages on which it was written. There is growing evidence that men and women physical educationists are working in closer co-operation. To date, their paths have taken very different routes, running parallel, diverging, converging but never have they travelled together. At a recent conference in Liverpool (2) it was obvious that men and women physical educationists were prepared to work together, to pool knowledge and ideas, to discuss and learn from one another. Much rethinking had been done and much more needs to be carried out, in the next few years, if

Notes.

physical education is to contribute its full share in
the education of the rising generations.

Primary education led the way in change of teaching
methods, perhaps the newly established mixed courses of
physical education in the Colleges of Education, will lead
the way for co-educational training at secondary level.
The subject must also receive full university recognition
and a degree in Physical Education be established. Research
into the subject and co-operation with medical and scientific
departments must be accepted. The student training for
teaching should benefit from a valid and proven body of
knowledge. Isolated pockets of research, exist but more
opportunities for this type of study must be made available.(3)
There must also be co-ordination of experiments and the
machinery established for easy communication. Signs indicate
that the profession has realised the need for one association
to cover professional and technical aspects of Physical
Education. Can the Physical Education Association of Great
Britain and Northern Ireland open its doors even wider and
become a salary negotiating body and so unite the various
factions in the wide sphere of Physical Education? There

Notes.
(3) Ibid. Suggestions from discussion groups.
The Association of Principals of Women's Colleges
of Physical Education were asked to make a formal
approach to the Department of Education and Science
for the establishment of research posts in colleges
of physical education, independent of the stated staff,
student ratio.
is room for training in administration of sport and sports centres, in architectural design of facilities, apparatus and equipment, for research into techniques, movement study and Kinetography as well as methods of teaching and coaching. We must change our outlook on dual use of facilities and co-operate with the community, not just during school hours, but in the evenings and at weekends. In this acquisitive and affluent society, physical education has a great part to play in the use of leisure. The move should stem from the physical education profession, and not have to be a request from the general public for use of facilities, for instruction and coaching in physical activities.

Physical Training or Physical Education? The first a simply understood term, indicating training through the physical, the second a phrase requiring lengthy explanations.

"Saying to a child or children, put your books, slates, bonnets or caps in their proper place is teaching. Seeing them do it and showing them how to place them properly, is physical training." (4)

"Education, as against Training, is something which must concern itself with the development of the whole person to the fullest extent possible to him as an individual, then clearly we look out on entirely new country and find ourselves under the necessity to rethink our approach, assessment and methods. This may lead to a revision of the old. It may.

Notes.
lead to entirely new exploration." (5)

Training and Education are terms that have been used for hundreds of years, particularly with reference to physical activity. In our own time they indicate change in methods of teaching, from formal commands to informal conversation. Pestalozzi two hundred years ago said, "Exercise the whole child and you will educate it." We too are still concerned with the individual. If we rephrase "What ought Female Education to be in relation to the responsibilities of woman?" (6) to "What ought physical education to be in relation to the responsibilities of the teacher?" we may perhaps come to a truer understanding of the needs of the future. Professor Tibble has said, "Physical Education should be conceived rather as an angle of approach, not compartmented, a particular viewpoint for the scanning of the child as a whole. An awareness of the physical approach should be present in the minds of all teachers whatever their specialisms." (7)

The greatest changes in Physical Education have come from the knowledge we have gained about child development from educationists and psychologists. It is time our own

Notes.
"body of knowledge" contributed again to the processes of education. Transposability of insights, physical literacy, creative ability, technical skill in movement, physical fitness, length of periods of physical activity, spacing of mental and physical work periods, the study of movement, all subjects we speak on from "uncontrolled" practical experience. The pioneers built a solid foundation, fitting for the nineteenth century. We of the twentieth century must undertake research into methods of teaching, forms of teacher training and attain a deeper understanding of the technical content of our subject if physical education is to be taken forward into the twenty-first century. There must be a nucleus of highly trained specialists if the subject is to grow in stature.

In the "Great Educators," the method of establishing a university was described in these words, "a doctor of some reputation drew around him a group of disciples eager to be instructed. Their numbers gradually increased; other doctors finding an audience all ready, set up their chairs near his; and thus was founded a school...... They began by specialisation." (8) Women's Physical Education in Great Britain also began by specialisation and an extension of the scientific approach must be achieved for Physical Education to be accepted as "Education" in 2000 A.D.

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APPENDIX I

Principles of Educational Gymnastics
From the Means or Vehicle of Gymnastics by P.H. Ling,
translated by Richard J. Cyriax, M.D.

1. The elements of gymnastics.
2. The meaning of educational gymnastics.
3. The sphere of movement gymnastics.
5. Simple movements.
6. Combined movements.
8. Walking.
10. Swinging.
11. Movements with apparatus.
13. Climbing.
15. Span balance movements.
16. Balance on small surface with weights.
17. Vaulting on the wooden horse.
18. Vaulting on the living horse.
APPENDIX. II


1. The object of gymnastics is to develop the body by the help of certain exercises which must be correct.

2. These exercises are said to be correct when they are based on the constitution of the body to be developed.

3. The body is said to be correctly developed when all its components are in as perfect harmony as the aptitude of the person in question permits.

4. The human body cannot develop further than the natural aptitude of the individual in question permits.

5. The constitutional qualities of the human being may be concealed but not destroyed by incorrect exercises.

6. These innate qualities may be prevented from making their appearance because of incorrect exercises, or by exercises which have not any special aim. A wrong exercise may thus more injure than improve the harmonious development of the body.

7. Unilateral exercises are more difficult both to learn and retain than bilateral which make everything seem easier and simpler.

8. With most people, stiffness and immobility of certain parts of the body is usually the result of an
exaggerated development of one part of the body
which is always accompanied by corresponding weakness
in other parts of the body.

9. By distributing the exertions evenly, the super-
strength of a certain component can be toned down,
to the advantage of weaker parts of the body, which
will then be strengthened.

10. Personal strength or weakness is not determined by
the surface area of certain parts of the body, but
by the relations between them.

11. All real and growing strength is a concentration of
the ability of the different components to react.
This concentration must, therefore, take place at the
same moment if a maximum of power is to be attained.

12. Health and strength are thus interdependent. Both
depend on the different components of the body being
in Harmony.

13. If the novice commences his gymnastics with the most
simple exercises, he may proceed step by step to the
most difficult ones without the slightest danger
because he knows his power and what he is doing, and
is also aware of his abilities.
APPENDIX .III

Hjalmar Ling's arrangement of the Swedish Gymnastic Table, suitable for use in schools.

1. Introduction: warming-up exercise together with an easy arm, easy trunk and easy leg exercise.
2. Arch and relief.
3. Heaving Group.
5. Shoulder Blade and Dorsal.
7. Lateral Trunk.
8. Vaulting.
9. Calming or respiratory movement.
### Synopses of the Theory of the Swedish Educational Gymnastics of Per Henrik Ling, Elaborated by Baron Nils Posse

<table>
<thead>
<tr>
<th>Classification According to Gymnastic Effects</th>
<th>AIM</th>
<th>CONTENTS</th>
<th>TYPES</th>
<th>EFFECTS</th>
<th>PHYSIOLOGICAL</th>
<th>PSYCHOPHYSIOLOGICAL</th>
<th>PROGRESSION</th>
<th>LIMITATIONS</th>
<th>RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to mental activity.</td>
<td>True: (regular order of movements)</td>
<td>True: (regular order of movements)</td>
<td>Head Movements</td>
<td>Induce Equilibrium, Correct Base, Respiratory Exercices.</td>
<td>Circulatory regulation, preparation for stronger movements.</td>
<td>Correct origin of exercise with its rings, teachers mind, pupil minds.</td>
<td>Depend on class from which they are borrowed.</td>
<td>Few for short lessons, many for long lessons, gentle for easy lessons, strong for hard lessons.</td>
<td>Every exercise is an introduction to the next harder class.</td>
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<td>Classification According to Gymnastic Effects</td>
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<td>CONTENTS</td>
<td>TYPES</td>
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**Appendix IV (Cont'd.)**

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<thead>
<tr>
<th>Gymnastics in Philosophical Progression</th>
<th>Contents</th>
<th>Physical</th>
<th>Physiological</th>
<th>Psychological</th>
<th>Progression</th>
<th>Limitations</th>
<th>Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow hearing movements</td>
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<td>1. Substitutes for hearing movements.</td>
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<td>2. Improve all free exercises.</td>
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<td></td>
<td></td>
<td></td>
<td>2. Regulate progression of arch flexions.</td>
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<td>3. Become introductions and slow leg movements.</td>
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<td></td>
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<td>3. Regulate progression of respiratory exercises.</td>
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### Appendix IV (Cont'd.)

<table>
<thead>
<tr>
<th><strong>The Basic Classification According to Gymnastic Effects</strong></th>
<th><strong>Exercise AIM</strong></th>
<th><strong>Contents</strong></th>
<th><strong>Types</strong></th>
<th><strong>Effects</strong></th>
<th><strong>Progression</strong></th>
<th><strong>Limitations</strong></th>
<th><strong>Relations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Diminishing arterial pressure. Equalize circulation</strong></td>
<td>Movements increasing the capacity of the vessels of the leg</td>
<td>Knee flexions Trunk forw. flex.</td>
<td>Decrease quantity of blood in chest. Increase vis-a-Fronte in veins. Decrease hearthbeat. Lessen cerebral pressure</td>
<td>Ease respiration. Remove fatigue Mental revulsion even to cessation of attention</td>
<td>None especially. Strength depends on preceding exercises</td>
<td>Used when preceding exercises are strong, otherwise not. Too many will weaken the heart</td>
<td>1. Derived from balance movements. 2. Follow after any movement wherever necessary</td>
</tr>
<tr>
<td>Classifications According to Gymnastic Effects</td>
<td>AIM</td>
<td>CONTENTS</td>
<td>TYPES</td>
<td>EFFECTS</td>
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<td>9. Leaping (Running, Jumping, Vaulting)</td>
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<tr>
<td></td>
<td>Jumping, Vaulting.</td>
<td>Jumping with whole or double start. Vaulting with whole half or double start.</td>
<td>Develop elasticity of legs, increase blood pressure, increase peristalsis</td>
<td>Increase exhalation, elimination of CO₂, increase metabolism, improve cerebral localization.</td>
<td>Courage, appreciation of space, time, effort. Presence of mind, exhilaration.</td>
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<tr>
<td>10. Respiratory Exercises</td>
<td></td>
<td>Movements of respiration accompanied by arm movement</td>
<td>2 Arm flinging, 2 Arm elevation</td>
<td>Lessen blood pressure, increase elasticity of air cells, increase respiratory power</td>
<td>Improved oxygenation of tissue, elimination of C₂ &amp; E₂O, lessen temperature (evapor), lessen fatigue (need of sleep)</td>
<td>Exhilaration, repose</td>
<td></td>
</tr>
</tbody>
</table>

General Effects

1. Evolution of all others in same lesson and from lesson to lesson. 
2. Merge into hearing movements. 
3. Merge into abdominal exercises. 
4. Merge into arch flexions. 
5. Merge into lateral T movements. 

Movements for Abnormal forms, holding the breath while exercising; Forcible exhalation

Standing running vault

Can never be introductions. Quantity & quality should be proportional to rest of lesson.

Standing running jump vault

Can never be introductions. Quantity & quality should be proportional to rest of lesson.

1. Prep. by arch flexions and hearing movements. 
2. Evolution from shoulder movements. 
3. Occur at end of lesson. 
4. Occur at beginning of lesson. 
5. Occur at any part of lesson.

Copyright 1893 by Faus-simile of the Chart exhibited in the Swedish Building at the World’s Columbian Exhibition, Chicago, 1893, which was specially mentioned in the medal diploma awarded to Baron Nils Posse for the collective exhibit from his gymnasium. To be obtained only in Baron Posse’s "Special Kinesiology of Educational Gymnastics" (267 illustrations, price $3.00) published by Lee and Shepard, Boston.
APPENDIX V


1. Every first attempt to develop the powers of the human being, mental and corporeal, is an education.

2. Every movement is dependent on the organisation of the human being. Whatever transgresses the laws of that organism is irrational.

3. The sphere of the activity of the muscles and the laws of gravitation determine the limits of a movement of the body.

4. Every movement, however simple and slight it may appear to be, results from the nature of the organism, and each part of the body, within the limits of its own function and especial office, ought to participate in that movement.

5. To arrive at a normal development of the body, it is necessary to begin by ascending to the primitive type of each movement; this study should be exact, and can never be considered trifling or unimportant by anyone who knows that every movement is either simple or composite.

6. In physical order, as in moral order, simple things are the most difficult to apprehend; thence one cannot too deeply study simple movements.
7. A movement is nothing worth if it is not correct, that is, if it is not in conformity with the laws of the organism.

8. The body, whose different parts are not in harmony, is not in harmonious accord with the mind.

9. The aim of gymnastics is the proper development of the human organism, by means of correct movements.

10. Correct movements are such as are founded on the natural constitution and temperament of the individual to be developed thereby.

11. The organism can only be said to be perfectly developed when its several parts are in mutual harmony, corresponding to different individual predispositions.

12. The development of the human body must be contained within the limits of the 'crescive faculties, mental or bodily, with which each individual is endowed.

13. Such a faculty may be blunted by want of exercise, but can never be utterly annihilated.

14. An incorrect or misapplied movement may prevent the development of such a faculty. Correspondingly an incorrect movement tends rather to the disadvantage than to the gain of the harmonious development of the body.
15. All one-sided development impedes the practice of corporal exercises; general and harmonious development, on the contrary, facilitates them.

16. Stiffness or immobility in any part of the organism is, in most instances, only an over-development which is always attended by a corresponding weakness in other parts.

17. The over-development of one part may be diminished, and the weakness of other parts remedied, by equally distributed movements.

18. It is not the greater or smaller size of any part which determines the strength or weakness of an individual, but the proportion and the harmony of the several parts. Congenital and accidental disorders do not come within this category.

19. A real and increased power consists in the simultaneous action of the different parts of the body. In order that motion and power may be developed to their highest point, they must be simultaneous in all parts.

20. Perfect health and physical power consequently are correlative; both are dependent upon the harmony of the several parts.

21. In corporal development, commencing with the simplest, you may gradually advance to the most complicated
and powerful movements; and this without danger, in as much as the pupil has acquired a knowledge of what he is capable, or not capable.
APPENDIX VI

Draft of Syllabus submitted by Madame Osterberg to Sub-Committee on Physical Education, 1887. School Board of London.


Syllabus.

Lecture I  Chapter 1 of "Laws of Health" omitting paragraph 9.

" II  The Skeleton.

" III  The Muscular System.

" IV  Blood and Circulation.

" V  Larynx and Lungs.

" VI  Chapters II and III of "Laws of Health" describe principle ventilators only.

" VII  Alimentary Canal.

" VIII  Chapters IV, V & VI of "Laws of Health" Skin, Baths and Bathing.

" IX  Chapters VII, VIII, IX and X of "Laws of Health". Only the principal facts.

" X  Physical Exercise - see page 400 - Parkes Practical Hygiene. This lecture includes methodical physical exercises. Gymnastics - Ling's System. Compare it with other systems and musical drill.

" XI  Describe the necessity of a gymnastic system in addition to games. Give all the hints you are able on the method of teaching gymnastics. Describe the bad position into which the children are forced during school life.

" XII  Light, Ventilation of schoolroom, size and shape of school desks.

Madame Osterberg Gymnastic Tables Price 6d.
APPENDIX VII

Alternative Syllabus submitted by Madame Osterberg to Sub-Committee on Physical Education, School Board of London.

Lecture I  On the skeleton (the skeleton of rickety children and those who suffer from spinal curvature).

2  Articulation. Levers, Gravity (Centre and line of gravity of the human body).

3 & 4  Anatomy of Muscles — Actions of the different muscular groups — flexion, extension, rotation, inclination etc. Practical demonstration of muscular action.

5  Physiology of Muscles — structure and the most important properties of muscle, extensibility, elasticity, contractibility. The different stimuli of muscles. Change of the muscles during Physical Exercise. Exhaustion of Muscles. Rest.


7  Physiological Effect of exercises on the voluntary and on the nervous system. Result of deficient and excessive exercise.

8  Physiological Effect of exercises on the Digestive Organs, on the Kidneys and on the Temperature of the Body. Result of deficient and excessive exercise.

9  Precaution during and after Physical Exercise. Hygiene Dress Ventilation and Temperature of the Gymnasium or Schoolroom used as a Gymnasium.

10 How shape or size of the school desks may affect the children’s physique. Injurious positions during school life, which exercises may be used
Appendix VII (Cont'd.)

to counteract these positions. What advice to give to children with spinal curvature, contracted chests, round shoulders, slope of the head. Precaution against delicate overgrown or insufficiently nourished children.

Lecture 11 Outlines of Ling's biography - A Gymnastic System compared with physical exercises generally Ling's Swedish System. Compare it with the German System, Musical Drill, etc. The plan of a gymnastic lesson after Ling's system. Time and duration of a lesson. Method of commanding, etc. Reason why Gymnastics should be practised besides free game - why gymnastics should not be taken with singing.

12 Composition of Gymnastic Tables.
APPENDIX VIII

Suggested Syllabus of Mrs. Westlake and Chairman of the Sub-Committee of Physical Education, School Board of London.

Lecture 1. On the Vertebral Column. Position and line of gravity of the human body. Balancing effects on the flexure of the spine and position of the shoulders, hips, etc. caused by various postures and movements, with demonstrations and illustrations. Permanent effects capable of being produced by those postures and movements when frequent or habitual; anterior, posterior and especially lateral curvature of the spine explained. Counteracting effects of various Swedish Drill movements.

II. The muscles in exercise and in rest. Action of the different muscular groups. Flexion, extension, rotation, inclination, etc. Practical demonstration of muscular action. Exhaustion of muscles.

III. Action of lungs, heart etc. during rest and during active exercise. Risks to be avoided and objects to be aimed at in the exercises of Swedish Drill. Symptoms of excessive exercise and of over-strain. Precautions during and after the exercises. Temperature and ventilation of the room used for the exercises.

IV (To some extent repeat of lecture 1). Children's faulty positions necessitated by desks, needlework, reading etc. and children's faulty positions of their own adoption in sitting and standing. Results of the positions which exercises may best be used to counteract them. Exercises to use in cases of round shoulders, spinal curvatures etc. and advice best to give children under such circumstances, and under ordinary circumstances. Precautions in using the exercises with delicate, overgrown or insufficiently nourished children and children with tendencies to curvature.

V A few words on Ling's biography and system. The special features of Ling's system as compared with the German System of Gymnastics - with Musical Drill - with Athletics - with games and sports. The plan of a lesson after Ling's system. Time and duration of a lesson. As to singing with gymnastics.

VI Composition of gymnastic tables.
APPENDIX IX

Ling's Swedish System
Gymnastic Tables (Without Apparatus)

Martina Bergman Osterberg. 1887. Republished 1927.

To Teachers

Joy and brightness combined with strict discipline are essential to a good Gymnastic lesson.

Duration of Lesson. It is better to introduce ten minutes physical exercise between the Lessons in the morning, than to have a practice of one hour, or two of half-an-hour, weekly. A long lesson often becomes fatiguing and monotonous to the pupils as well as to the teacher.

Where to give it. The Covered Playground is undoubtedly the best place for a gymnastic lesson. When time or season makes this impossible, the Hall or School-room should be well ventilated before and during the exercises.

Numbers. A teacher ought always to instruct her own class; the reasons for this are obvious. If the lesson is given in the school-room sixty to eighty children can be taught together. If in a hall this number is too large. A better result can be obtained with about forty children.

Delicate Children. Children with heart disease are exempt from gymnastics. If they are weak or insufficiently nourished the duration of the lesson should be modified according to the strength of each child.

Clothing. The teacher should warn the children against tight-fitting garments. Any pressure round the neck, waist, shoulder or knee, impedes the circulation.

Order of Tables. The Tables are to be used successively in the order arranged. A new table must not be practised before the previous one is well performed by the whole of the class. The time spent in getting the elementary exercises perfect is never lost. The first three tables are specially arranged in order to meet the requirements of the seven year old children. The exercises in the first two tables will
APPENDIX IX (Cont'd.)

be found suitable for children under this age.

Command. Great distinction should be made between the Word of Attention (which tells the class what movement is to be taken), and the Word of Execution (which tells when the movement is to be performed). A short pause should be made between these two words.

The Word of Attention should be given a calm, descriptive manner.

The Word of Execution should be given in a short, sharp, decisive way, except in the case of slow movements, as trunk-bendings, knee-flexions, etc.

Repetition. Each movement should be repeated three or four times. When the exercise is well known by the class, the whole of the Command need not be given a second time.

It is then sufficient to direct: Repeat - one, two (three, four)!

Voice. The voice should be modulated in Commanding. Too high a pitch is less decisive and inharmonious.

Time. In foot movements precision is gained by the class sounding a certain step simultaneously and distinctly: in arm-stretching, heel-raising, and knee-bending, etc., by counting aloud.

Corrections. Corrections should be short and clear. They should never be made when the children are placed in a difficult position but after the movement, during repose.

The teacher should correctly perform each new movement in front of her class before Commanding it.

DIRECTIONS.

1. The Best Position for a Teacher is on a platform in front of her class, if the lesson is given in a hall the children should face her in files.

2. We speak of file, when the children are ranged one behind another; of rank, when they are placed abreast.

3. To have the arms folded in front of the chest or on
the back is equally injurious. During school work the child should always have a support for her back.

4. The correctness of the primitive positions, from which the various movements are taken, is most important, and should be carefully attended to.

5. Respiration should be perfectly free during physical exercise, the chest well expanded, the head erect. A child suddenly getting red in the face should be told to breathe freely, as checked respiration generally is the cause of her raised colour.

6. Command: Distance forward! before marching, or the proper length of the step will be impeded. Attend to the free movements of the arms. Marking the steps with noise not to be permitted. Marching always to commence with the left foot.

7. Always begin with the left, if one foot, one arm, or one leg is used before the other in a movement.

8. Position - Raise the head, keep the trunk erect, carry the hips backward, place the heels together, turn the toes out to an angle of 90°, bring the arms smartly to the sides. Position! is given before every exercise. Exercises that are well practised always close with the same command.

9. Repose - Bring the left foot half a step forward - outward. The duration of the rest should only be some few seconds. Repose! is given after every exercise.

10. The shoulders should always be kept down, neither pushed forward nor upward.

11. The head and trunk movements should always be taken in slower time, with exception of head-turnings, which might sometimes be taken in quicker time.

12. In arm-flinging, the head not to be pushed forward.

13. In arm-bending forward, the chest to be expanded, elbows brought backward, palms turned downward.

14. In arm-stretching upward and forward, the arms to be kept parallel, thumb and fingers closed, palms turned inward.

15. In arm-stretching outward, the arms to be kept on a
level with the shoulders, palms turned downward.

16. In trunk movements always keep the knees straight and the feet well fixed to the ground.

17. In knee-flexion turn the knees outward and keep the body erect.

18. In foot movements forward, outward, sideways, etc., keep the knees perfectly straight.

Plan of a Gymnastic Lesson after Ling’s System.

1. Exercises for the muscles of the feet and leg.
2. " " neck and back.
3. " " arms.
5. Exercises for the muscles of the shoulderblades.
6. Exercises for the muscles of the abdomen.
7. Exercises for the muscles of the side of the trunk.
8. Marching, Running, or Leaping.
9. A slow arm exercise.

Preliminary formation in lines when the Lesson is given in a Hall or Corridor.

Formation in two (three or four) lines. Files cover! Distance forward - place! two! Po-sition! Open files - march, two! To the right (or left) - face! Number off in twos - begin Ones (or twos) open ranks - march, two! To the left - face! Po-sition!

The exercises to begin at this point. When finished, command:

To the right - face! Ones close ranks - march, two! The rear rank close lines - march, two, halt! Dismiss!

Preliminary formation in lines when the Lesson is given in the School-room.

Desks! One! Po-sition! Lines - straight! Number off
APPENDIX IX (Cont'd.)

in twos - begin! A step to the right (or left) - march, two! Twos on the seat - march, two! Files - cover!

The exercises to commence at this point. When finished, command:

Twos on the floor - march, two! A step to the left (or right) - march, two! Sit!

Commands for Marching.

To march. Forward (to the right or left) march - one, two, etc.

To halt. Attention, halt - one, two!

Commands for Running.

To run. Forward (to the right or left) run - one, two, etc.

To halt. Attention, halt - one, two, three, four!

Commands for Leaping.

1. Leap on the spot - one, two, three, four, five, six!

2. Leap on the spot with turning to the right (or left) - one, two, three, four, five, six!

3. Leap forward (or to the left or right) - one, two, three, four, five!
## APPENDIX IX (Cont'd.)

### TABLE I

<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Position! Hips - firm! Position! Repeat - one, two! Repose!</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Position! Feet - close! Feet - open! Repeat - one, two! Repose!</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Position! Hips - firm! Feet sideways - place, two! Feet together - place, two! Sideways - place, two! Together - place, two! Position! Repose!</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Marching. For Command: see previous page.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Position! Arms upward - bend! Arms downward - stretch! Repeat - one, two! Repose!</td>
<td></td>
</tr>
</tbody>
</table>

### TABLE II

<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Position! Hips - firm! Tiptoe raising. Left foot begin - one, two, etc. Attention - one, two! Position! Repose!</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Position! Head backward - bend - Head upward - raise! Repeat - one, two! Repose!</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Position! Arms upward - stretch, two! Arms downward - stretch, two! Repeat - Stretch, two, three, four! Repose!</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Position! Hips - firm! Heels - raise! Heels sink! Repeat - one, two! Position! Repose!</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Position! Neck - rest! Hips - firm! Position! Repeat - one, two, three! Repose!</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Position! Hips - firm! Feet sideways - place, two! Trunk to the left - turn! Trunk forward - turn! Trunk to the right - turn! Trunk forward - turn! Repeat - one, two, three, four! Feet together - place, two! Position! Repose!</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Marching, sounding the third step. For Command: see previous page.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Position! Arms outward - stretch, two! Arms downward - stretch, two! Repeat - stretch, two, three, four! Repose!</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IX (Cont'd.)

TABLE III

The Words of Command Position and Repose are omitted in this and following Tables.

For Directions: see page 494

1. Neck - rest! Left foot forward outward - place! Feet - change, two! Po-sition!

2. Head to the left - turn! Head forward - turn! Head to the right - turn! Head forward - turn! Repeat - one, two, three, four!

3. Hips - firm! Trunk backward - bend! Trunk upward - raise! Po-sition!

4. Arm-stretching upward, outward, downward - stretch, two three, four, five, six!

5. Hips firm! Heels - raise! Knees outward - bend! Knees - stretch! Heels - sink! Po-sition!

6. Arms forward - bend! Arms - fling! Repeat - one, two! Bend and fling in one time! Begin - one, two! Po-sition!


8. Marching and Running. See

9. Arms outward and upward - raise! Arms outward and downward - sink! Repeat - one, two!

TABLE IV

1. Neck - rest! Feet sideways - place, two! Feet together - place, two! Sideways - place, two! Together - place, two! Po-sition!


3. Arm-stretching forward and downward - stretch, two, three, four! Repeat - one, two, three, four!

4. Hips - firm! Heels - raise! Knees - bend! Head-turning -
one, two, three! Knees - stretch! Heels - sink! Position!

5. Arm-swinging forward and upward - one! Forward and downward - two! Repeat - one, two!

6. Hips - firm! Trunk to the left - bend! Trunk upward - raise! Trunk to the right - bend! Trunk upward - raise! Po-sition!

7. Neck - rest! Trunk-turning counting to four - one, two, three, four! Po-sition!

8. a) Preparation for leap - one, two, three, four! b) Leap on the spot. See page 494

9. Arms forward and upward - raise! Arms outward and downward - sink! Repeat - one, two!

TABLE V

1. Hips firm and left foot forward - place! Feet - change, two! Po-sition!

2. Arms upward stretch and feet sideways - place, two! Trunk backward - bend! Trunk upward - raise! Po-sition!

3. Head-bending forward and backward - one, two, three, four!

4. Arm-stretching upward, outward, forward, downward - stretch, two, three, four, five, six, seven, eight!

5. Hips - firm! Left foot forward outward - place! Heels - raise! Heels - sink! Feet - change, two! Heels - raise! Heels - sink! Po-sition!


8. Left arm upward, right arm downward - stretch, two! Trunk to the right - bend! Trunk upward - raise! Arms - change, two! Trunk to the left - bend! Trunk upward - raise! Arms downward - stretch, two!
APPENDIX IX (Cont'd.)

9. a) Marching, sounding the third or fifth step.
   b) Preparation for Leap. See Table IV.
   c) Hips firm and feet sideways - place, two! Heels - raise! Dancing step - one, two! Heels - sink! Po-sition!

10. Arm-raising (outward upward) in four times - one, two, three, four!

**TABLE VI**

1. Arms upward stretch and feet sideways - place, two! Heels - raise! Heels - sink! Arms downward stretch and feet together - place, two.


3. a) Left arm upward, right arm outward - stretch, two! Arms - change, two! Arms downward - stretch, two!
   b) Left arm forward, right arm outward - stretch, two! Arms - change, two! Arms downward - stretch, two!

4. Having closed ranks: Twos a step backward - march, two! Ones hips firm, twos shoulder support - place! Twos left knee upward - bend! Feet - change, two! Two right knee upward - bend! Po-sition! Ones and twos change place - march, two! Repeat the previous command. Ones close ranks - march, two! Re-pose!

5. Arms forward - stretch, two! Arm swinging forward and upward - one! Forward and outward - two! Repeat - one, two! Po-sition!

6. a) Hips firm and feet sideways - place, two! Trunk-turning counting to four - one, two, three, four! b) Neck - rest! Trunk-bending counting to four - one, two, three, four! Po-sition!

7. Arms forward - bend! Arms fling and left foot forward - place! Arms and feet - change, two! Repeat - one, two! Po-sition!

8. a) Leap on the spot thrusting out the arms.
   b) Leap on the spot with turnings to the left and
APPENDIX IX (Cont'd.)

right.  c) Marching, see page 494

9. Arm raising combined with heel-raising and knee-bending - one, two, three, four!

TABLE VII

1. Neck - rest! Foot movement forward, forward outward and sideways. Left foot begin - one, two, three, four, five, six! Right foot begin - one, two, three, four, five, six! Po-sition!

2. Left foot forward and arms upward - stretch, two! Trunk backward - bend! Trunk upward - raise! Arms and feet - change, two! Trunk backward - bend! Trunk upward - raise! Po-sition, two.

3. Head-bending forward and backward - one, two, three, four!

4. Arm-stretching in different directions without counting - stretch!

5. Hips firm! Left foot backward with tiptoe support - place! Feet-change, two! Po-sition!

6. Arm backward - stretch! Arms forward upward - swing! Arms forward - bend! Arms - fling! Po-sition! Repeat - one, two, three, four, five, six!


8. Half to the left - face! Hips - firm! Left foot in pass-position - place! Change, two, three! Po-sition! To the right - face!

9. a) Marching with arm-stretching upward and downward. b) Leap a step forward or sideways. See page 494

10. Arm-raising combined with trunk-turning - one, two, three, four!
the exercises are given as

**

1. *head exercise*

Bend at 2 a part w

*head

jumping


2. *stepping* (repeat)

step


3. *marching* sound the pin

march


4. *thrust toe stretch* 3

up & down stretch


5. *No. 5 (oblique 8 and upperside)*

*M.O. TABLES**

APPENDIX IX (cont'd.)

TABLE XXV. out of 300.

Published 1887.

Western Exercise

*commands only*

*Note: in the original they are given as

** the exercises are given here in the usual abbreviate

*
APPENDIX X

Copy of question paper used for Theory of Physical Education, Examination, 17th December, 1887, School Board of London.

1. Describe the vertebral column as a whole.

2. What is meant by a lateral curvature? What exercises ought in such a case to be avoided? What exercises ought to be practised?

3. What reason can be given for the fresh colour observed in a person's face during healthy exercise? Why does a person often grow pale during prolonged and severe exercise?

4. Why ought children who are insufficiently nourished to have less physical exercise than robust, well fed children? Why ought persons with heart disease to avoid physical over-strain?

5. State the successive movements of the right and left legs in walking. Describe the action of the legs in running.

6. Which are the injurious positions which a child may be compelled to assume in the schoolroom?

7. Compare Ling's Gymnastic System with the German System and Musical Drill.

8. Compose a Gymnastic Table after Ling's System.
APPENDIX XI

Questionnaire on Physical Education sent by the School Board of London to Head Teachers, 1888.

Girls' Department

I. Is instruction given under the Swedish System?

II. State the time allowed by the time-table for such instruction.

III. Is that time actually given and is the instruction continued throughout the whole of the school year?

IV. State the number of girls instructed in Physical Exercises.

V. Does Her Majesty's Inspector examine in Physical Exercises?

VI. Do you personally superintend this branch of education and see that it is regularly given?

VII. State the number of teachers
   a) who hold Swedish Drill Certificates
   b) who are present qualifying for such Certificates.

VIII. How many Teachers give instruction in Physical Exercises? If all do not give such instructions state the reasons.

IX. Have you a Drill Hall or Corridor? To what purpose is it put?

X. Is the Playground used during the summer months for Physical Exercises and Marching? If not so used, state the reasons.

XI. What Apparatus for Physical Exercises have you in the (a) Hall (b) Playground?

XII. Under whose superintendence is the apparatus used?

XIII. (a) Is any instruction given in the use of the apparatus? (b) If so, by whom is the instruction given?
APPENDIX XI (Cont'd.)

XIV. What improvement can you suggest in the apparatus?

XV. What practical hints can you offer for the advancement of Physical Education?

Similar questionnaires were sent to Boys and Infants Schools. Concern had been expressed for some time at the state of Physical Education in the Board's Schools.
APPENDIX XII

The Ling Association Syllabus for Diploma

Theoretical

Physiology and Hygiene
Candiates will be required to pass the examinations of the Board of Education (South Kensington) Elementary Stage. They must also pass an examination (written or oral) in the following:

Physiology of Exercise
Effects of exercise on body generally, fatigue and its causes. Necessity for rest.

Theory of the Swedish System.
Principles on which the system is based. Essential differences between the Swedish and other systems. Order in which movements are taken and reasons for this order. Effects of each class of movements on the body. Progression of movements. Tables of lessons.

Practical
Candidates will be required to satisfy the Examiners as to their ability in performing and teaching the Elementary free movements of the Swedish System.
APPENDIX XIII


In Girls' Schools work graded Standard I - VII

Standard I & II. Elementary movements taught in infant schools repeated and a few others added. Work consists of simple feet and leg movements. Trunk movements, Arm stretchings, Marching.

Standard III & IV. Repeat but progression made more difficult, e.g. foot placing with heel raising and knee bending. Trunk movements taken from difficult positions. Arm exercises combined with foot movements.

Standard V & VI. Preceding work plus lunging. Arm stretching with greater force. Figure Marching.

Table Construction.

1. Introduction.
2. Neck.
3. Arm bending.
5. Shoulder Blade.
6 &
7. Abdominal and Lateral Trunk.
8. Marching.
   Respiratory - calming down.

All exercises without the aid of apparatus.
Syllabus School Board Birmingham.

Started 1886.
Present ( ) syllabus development of earlier one.

1. Marching and Running.
2. Turnings.
3. Free body movements.
4. Dumb-bells, staves and Indian Clubs.
APPENDIX XV

(1904 Syllabus) Board of Education

Preliminary Class arrangements.

1. Formation of a Class.
   Scholars will be formed up in two ranks. They will take their places in succession, shortest on the right of the class, tallest on the left. The distance between scholars will be a hand's breadth at the elbow. Each scholar in the rear rank will cover a scholar in the front rank at a distance of two paces, the two scholars thus placed forming a File. (No comment is necessary about Military influence).

2. Position of attention.

3. Stand-at-ease.
   Similar commands to number 13.

14 - 17. Elementary Starting Positions.


49 - 59. Shoulder Exercises.

60 - 68. Lunge Exercises.

69 - 77. Head and Trunk Exercises - Forward and Backward Bending.

78 - 87. Head and Trunk Exercises - Turning and Side Bending.

88 - 99. Quick-Time 130-140 paces per minute. Double Quick-Time 180 paces per minute.

100 - 106. Jumping.

107-109 Deep Breathing Exercises.

Supplementary Exercises e.g. Span Bending.

Order of exercises in a lesson.
APPENDIX XVI


<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0 a.m.</td>
<td>Anatomy</td>
</tr>
<tr>
<td>8.0</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9.0</td>
<td>Prayers (Miss Anstey)</td>
</tr>
<tr>
<td>9.15</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>10.15</td>
<td>Lecture</td>
</tr>
<tr>
<td>11.0</td>
<td>Break</td>
</tr>
<tr>
<td>1.0 p.m.</td>
<td>Remedials/Class Practice</td>
</tr>
<tr>
<td></td>
<td>Vegetarian lunch in Dining Room.</td>
</tr>
<tr>
<td></td>
<td>Four tables presided over by Miss Anstey.</td>
</tr>
<tr>
<td></td>
<td>&quot;Meat eaters&quot; in separate room presided over by Mrs. Bridgeman (nee Bell)</td>
</tr>
<tr>
<td>2.0 p.m.</td>
<td>Games – hockey, netball, cricket in the summer.</td>
</tr>
</tbody>
</table>

Evening
Dancing taken by Mrs. Bridgman.

Junior gymnastics taken by Miss Clarke.
Senior " " " the Swedish members of staff.

Teaching consisted of taking groups of children in the playground for free standing exercises. Lessons were always supervised.

Students learnt to swim in the lake.

Massage and remedial work were a great feature of the training. Swedish staff, trained at the Royal Central Institute for Gymnastics, Stockholm, supervised these sessions.

During the senior year, visits were made to Birmingham University for Anatomy lectures and Dissection classes.
APPENDIX XVII

Swedish Education Gymnastics
From the Swedish System of Educational and Medical Gymnastics by R. Anstey.

Nine classes of movements taken in the following order:

(1) Introductory exercises

Marching, movements of the legs and arms, easy trunk and head movements - simple exercises used to gain muscular control and to prepare for those which follow.

They quicken the circulation; prepare the body for special work; give the teacher an opportunity to correct faults of posture and bring teacher and pupils into touch with each other and both into the spirit of the work.

(2) Arch Flexions consist of backward bendings of the trunk in the dorsal region, movements which have a special effect on the thorax, they contract the muscles of the back, straighten the dorsal spine, elevate the chest and correct its posture. The chest capacity is enlarged, and respiration increased by reaction. The immediate effect is to draw more air into the lungs and, therefore, to supply more oxygen to the muscles. This is necessary as a preparation for more difficult movements which follow - for without this increase of oxygen, they either could not be well done or might cause strain. There is permanent enlargement of the thorax and elevation of all organs contained in the thorax and abdomen. This produces a smarter and more upright carriage, a graceful walk and increased power of the organs of digestion.

(3) Heaving Movements exercise and develop the arm and shoulder muscles. They include all suspending and climbing exercises. They also prevent and correct faulty positions of the spine.

By constantly practising these two kinds of movements, the chest enlarges both lengthwise and in breadth.

It will be seen that the Swedish system gives the greatest attention to the development of the chest. In order to be strong, we must breathe deeply and well. Good breathing power means health, strength, endurance and longevity. This is why we discard all movements which compress the chest.
APPENDIX XVII (Cont'd.)

(4) Balance Movements come after Heave Movements because they equalise the circulation which has been directed to the chest. The pupil gets out of breath from climbing, etc. and the heart beats more quickly; so we give here a movement which has a calming effect on respiration and which lessens the heart beat. Balance Movements are general in effect, they do not need much muscular effort, but they require concentration of mind. Their special effect is on the nervous system which they train and strengthen. Balance movements cultivate co-ordination, give consciousness of power and a reposeful bearing; they teach correct poise and enable the body to move gracefully and easily. After doing the balance movement the pupil is again ready for more specific work.

(5) Shoulder, Back and Neck Movements strengthen the muscles of the back and neck, thereby giving the head and upper part of the body a more noble poise. They develop the brain and increase skill of hand. They are also used to correct round shoulders and flat chest.

(6) Abdominal Movements affect the digestion and assimilation of food. They have a good effect on both mind and body through improved nutrition. They develop the waist muscles, and thus give a trimness to the figure. They are used to correct hollow back and protruding abdomen.

(7) Lateral Trunk Movements consist of trunk rotation and sideway flexions. They accentuate the effect of the abdominal movements. They quicken the circulation of the large veins of the trunk and promote the activity of the liver. They strengthen the waist muscles and develop "Nature's Corset." Nature has given us muscles with which to support the body in an upright position, exercise strengthens these muscles, corsets weaken them.

(8) Jumping and vaulting develop courage, presence of mind and co-ordination. These exercises develop spring and from their widespread effect and bracing nature exert an exhilarating influence on mind and body. They induce quickness of thought and action. As they need more skill than any of the preceding,
APPENDIX XVII (Cont'd.)

they are placed at the end of the lesson, when control of the body has been acquired.

(9) Respiratory Exercises consist of deep inspirations and expirations for the purpose of increasing the supply of oxygen to the system. They are generally accompanied by some simple arm movements which open the chest. They lessen fatigue and give a sense of repose.
APPENDIX XVIII

Curriculum (Anstey Physical Training College 1922-23.)

Year 1

Physiology, Hygiene, Kinesiology 2 per week.
Commanding, Dancing
Anatomy 3 " "
Folk Dancing, Vaulting, Theory of Games, Voice Production, Side and Centre Practice, Gymnastics, Games
Practical Gymnastics, Games,
Medicals - (Pathology, Massage, School Remedial Exercises) 5 " 
Teaching Practice 2nd or 3rd term.
Matches on Saturday
Swimming replaces some games during the summer.

Year 2

Practical work as in Year 1, minus Commanding and Voice Production, but including Practical Anatomy at Birmingham University.
Regular teaching practice for 1½ - 2 hrs. per wk.
Morris Dancing started.
Clinic dropped.

Year 3

Practical work - the same.
More time given to teaching and coaching games.
Hygiene restarted.
Morris Dancing continued.
Some students gain hospital experience, three times per week.
Psychology, Theory of Education studied.
Anatomy, Physiology and Theory of Games stopped.
APPENDIX XIX

Anstey College of Physical Education.
Marion Squire - Principal, 1927-1955.

"After seeing work done by the students of Miss Goodrich, she thought I.E.D. held ideal possibilities for recreation. Apart from that, she never at any time saw any value in it. She thought it 'intrinsically self-conscious,' tending to promote insincerity, offering great temptation to burlesque. She staved off its entrance into the curriculum in her college as long as she could, although being prepared for occasional demonstrations by visiting dancers. At last, she saw the dance spreading all over the country and entering many of the general training colleges and all the specialist physical training colleges. She felt an obligation to offer her students as full a training as they would get elsewhere and so in 1945, A. Bambra was appointed to teach it among other subjects, once a week. She was asked to teach the aspect of it described as Basic Movement.

It was not entirely barren ground to which Miss Bambra came, because Miss Muriel Webster, who was in charge of the dance department, had already been influenced by the new trend. Miss Webster, an expert in Greek and National Dancing, was herself Anstey trained and had taught in schools and in Aberdeen University. She had first seen Modern Dance in a demonstration by Lesley Burrows, and later, in a demonstration by children on the occasion of the Ling Association's conference at Bushley in 1941. She had been 'intrigued' when she joined the staff of Anstey College, helped by attendance at M.E.D. courses, she began to liberate her teaching beyond the bounds required for the conventional dance forms. This she found easy in Greek dancing, firstly, because most teachers of the subject were already discussing the need to expand the form and, secondly, because many of the dances lent themselves to some of the new ideas. For instance, the Pyrrhic exercises would easily give way to more general emphasis on strength for its own sake. The mimetic lunge and line movements led to a fuller discovery of all combative moves and the question and answer routine of movements was common to both Greek and Modern dancing. Of all the older forms the Bacchic was the best prepared to absorb new movement training, because frenzied in style it was the most free in structure. Greek dancing had used cymbals and drums for accompaniment and now their use could be further extended.
APPENDIX XIX (Cont'd.)

The best use Miss Webster could make of Modern Educational Dance ideas in National Dancing, was in the composition of a dance mime as a framework for the national styles, whether it be portraying a village wedding or a harvest thanksgiving.

By her gradual blending of the new with the old forms, she had prepared students in part for Miss Bambra's still freer work in Basic Movement. From this beginning, Modern Educational Dance developed only slowly and under difficulties. The type of training so far offered in the curriculum was firmly conventional and the subjects of games, gymnastics, dance and education were isolated, never overlapping. Thinking, like the movement taught, ran on single lines. Miss Squire and many of her staff believed the girls who had elected to do the training were of the type to be more secure with formal work. Against such convictions and general disapproval of the new movement training, it was hard to develop freely. Consciously and unconsciously, Miss Bambra and her next successors had to guide the work carefully and the moderate little demonstrations of work given to college had to be trimmed in order not to offend. Anstey College was a closely residential community of 90 students and 7 or 8 members of staff, and provocative topics tended to be avoided.

As for the students themselves, they suffered from confusion of thought, for as far as the whole realm of physical activities was concerned, there was no basic meeting point. What they did in one activity bore no relation to what they did in another. The former distinction between what was 'right' and what was 'wrong' in personal movement also became blurred. As in other colleges, the division between dancers and non-dancers was broken down, but in a college where personal prowess was of importance, this was not always acceptable, especially to those who had previously been known as 'good' dancers. When Miss Bambra joined Coventry Training College Staff in 1949, she continued at Anstey for one day a week. Miss Margaret Wood succeeded her for three years and in 1954, Miss Rosemary Pearce who had been trained at Chelsea College of Physical Education, joined the staff. She was the first person a pointed specifically to teach Modern Educational Dance. She came on condition that 2 years later she should be seconded for 1 year in order to attend the Art of Movement Studios Special Course.

She took one lesson a week with first and second year students. Miss Webster gave her every support and so did the newly appointed education lecturer. Miss Pearce said
that the 'students worked well in a polite way' meaning that they were passive in their response. They were self-conscious but it did not seem to prevent them wishing to continue learning about the new dance, for to them it was new as an art form in its own right. Miss Pearce was a musician and so the majority of her work had a musical background.

In 1955, Miss Jean Kirkland, joined the staff to take gymnastics. She had come from a year at the Studio. Misses Webster, Pearce and Kirkland pooled their ideas and experiences, working together with the same aims of developing an understanding of movement, of enlarging movement vocabulary, and of training bodies as instruments of expression. They tried an experiment with first year students, whereby each of the tutors was responsible for the students whose movement tendencies were opposite to their own. For instance, girls who lacked strength, attack and clarity of movement were taught by the tutor who had them particularly pronounced in herself.

In 1955, Miss Squire retired and both Miss Webster and Miss Hobbs, who had been in charge of the Games and Gymnastics Department were appointed to take her place as co-principals. A few months later the college came under Staffordshire Local Education Authority. With all the major and minor changes of personnel and policy in the last two years, although there was already a merging and balance of interests and educational aims, nothing was settled enough to make a welded teamwork.
APPENDIX XX

BOARD OF STUDIES FOR PHYSICAL EDUCATION AND HEALTH EDUCATION

SUGGESTED OUTLINE OF SYLLABUS FOR A PRINCIPAL SUBJECT COURSE IN PHYSICAL EDUCATION AS PART OF A PROPOSED B.ED. DEGREE COURSE.

The study of Physical Education implies consideration of human movement in all its aspects. The course set out below combines a general study of the fundamentals of Physical Education with a more specialised investigation of one aspect – the scientific – the aesthetic or the sociological.

PART I

General Statement

For two years students would cover a basic course of Physical Education, comprising a study of the fundamental principles of movement. The study would be related to the practical subjects – athletics, dance, games and sports, gymnastics, outdoor pursuits and swimming. Alongside such a study of movement would come the study of the structure and function of the human body, particularly in relation to exercise.

The place of Physical Education in Britain today would be viewed against a background knowledge of the important factors which influenced its growth.

OUTLINE OF SYLLABUS

1. Movement
   (a) Movement principles in which the kinaesthetic sense, effort and space harmony are studied.
   (b) Mechanical principles. A general study of the factors underlying the acquisition of physical skills and of the mechanical principles involved.
   (c) Techniques of quantitative measurement and the application of statistics to the measurement of growth, skill and fitness and the study of growth and development.

2. Anatomy and Physiology
   (a) An introductory course of comparative human biology.
APPENDIX XX (Cont’d.)

2. (b) **Anatomy**

A general introduction to the anatomy of the human body with particular emphasis on the locomotor system.

(c) **Physiology**

A general outline of human physiology with particular reference to the physiology of exercise.

3. **General Theory of Physical Education**

(a) The important landmarks in the history of Physical Education with particular reference to the development of the subject in Britain and Europe in the 19th and 20th Centuries.

(b) The concept and scope of Physical Education and its place in contemporary society.

PART II

**General statement**

In the third and fourth years, students would select one of the following aspects of Physical Education:

1. Scientific aspects.
2. Aesthetic aspects.

The third year would combine consolidation with specialisation. Consolidation of the general theory and practical work would ensure coverage of the work of the Certificate in Education course.

Specialisation within the chosen field, after a survey of the field and mastery of the technique required, would prepare the student for the independent work demanded in the fourth year.

**OUTLINE OF SYLLABUS**

1. **Scientific Aspects of Physical Education**

   In each section below the student would be required to give evidence of some systematic application of statistical principles. Work in one section will be covered in depth in the fourth year.

   (a) A mechanical analysis of movement selected from specific physical skills.
APPENDIX XX (Cont’d.)

(b) An examination of the effects of exercise with particular reference to (i) adjustments made during exercise; fatigue and recovery and (ii) the effects of training.

c) The selection and application of tests of physical efficiency.

d) An examination of the factors affecting the acquisition of physical skill, to include testing over a wide range of activities.

e) The measurement of growth, to include a systematic study of the growth of individuals.

(f) An understanding of the causation and recognition of common skeletal defects, of athletics injuries and of methods of treatment.

2. Aesthetic Aspects of Physical Education

(a) An introduction to:

(i) the History of Dance;

(ii) the evolution of Folk dance in Europe: appreciation of national and regional differences in style;

(iii) the growth of Modern Dance.

(b) A detailed study of the principles of movement:

(i) development of kinaesthetic sense: the body as a unit in motion and in stillness through the experience of tension, relaxation, breathing and balance;

(ii) effort harmony: the psychomatic nature of effort; effort attitudes; effort drives; principles of rhythm;

(iii) space harmony: the study of harmonic relationship in space through the conception of the kinesphere; the study of octahedral, cubic and icosahedral concepts;

(iv) observation and recording of movement.

(c) Study of movement as a medium of expression and communication:

(i) communication through dance as a force in education, as an art form, as a recreation;

(ii) choreography: principles of dance composition; solo, duo and group examples;
(iii) reciprocal effort of dance and other art forms;
(iv) introduction to methods of notating movements.

In the fourth year each student will select a field of study from the work already introduced in the third year.

3. Sociological Aspects of Physical Education

All students will study sub-section 3(a) and two other sub-sections chosen from (b), (c), (d) and (e).

(a) **The place of Physical Education and Sport in Britain today.**

This would demand a study of various factors such as urbanisation, social stratification, changes in size and distribution of the population in order to assess their relevance and meaning in relation to Physical Education.

(b) **The place of Dance in the Culture of Primitive and Contemporary Societies.**

Topics might include:
- The process of socialisation and the relation of personality to the prevailing cultures.
- Movement and dance in relation to law, custom, morals and religion in primitive societies.

(c) **A comparative study of Physical Education in this century in selected countries.**

Topics might include:
- The rise of the Welfare State in relation to the development of Physical and Health Education.
- The philosophy of Physical Education in U.S.A. and U.S.S.R.

(d) **The development of Physical Education in various eras studied against the relevant social and political backgrounds.**

(e) **The place of Physical Education in the education of handicapped children.**

Notes:  
(i) Consideration has still to be given to the examination of the course. 
(ii) Students must successfully complete a course in Health Education.
APPENDIX XXI

Early Curriculum - Bedford Physical Training College.

Theory of Gymnastics.
Practical Gymnastics.
Dance, including classic, national and folk.
Swimming.
Games - hockey, lacrosse, netball, cricket, tennis.
Physiology.
Anatomy.
Hygiene.
Massage.
Remedial Gymnastics.
Teaching.

In 1921, Singing, Games Coaching, Pathology, Elocution, First Aid, Child Study, Psychology and Home Nursing were taught and studied. Students took the Chartered Society of Physiotherapists examination.
## APPENDIX XXII

Copy of letter sent to 'Old Students' of Bedford College of Physical Education by the Lecturer in Education, from which J. Ferrier compiled much of her dissertation.

<table>
<thead>
<tr>
<th>Name</th>
<th>(optional)</th>
<th>Year of Entry</th>
<th>No. of Students in Year</th>
</tr>
</thead>
</table>

1. Why did you choose to do Physical Education?
2. " " " " " " at Bedford?
3. What entrance qualification did you require?
4. What was the attitude of your family and friends to this choice?
5. Did most students in your year come from:
   (a) Independent day/boarding schools, e.g. Cheltenham Ladies' College, Bedford High School
   (b) Day Grammar School, e.g. North London Collegiate, Wirral County Grammar School
6. What theoretical and practical subjects did you study?
7. Did you consider there was a correct balance between practical and theoretical work?
8. Was the course an adequate preparation for teaching Physical Education?
9. Do you think the course gave you a good education as a person?
10. What type of schools did you do teaching practice in?
11. When you finished your college course:
    (a) Did you receive a Diploma?
    (b) If so, what was it called?
    (c) How was this qualification regarded outside the Physical Education profession?
    (d) What type of school did you go to for your first post?
    (e) How long did you stay there?
    (f) What status did you have in the staffroom?
12. What are the outstanding impressions of your student days at College?
APPENDIX XXIII


The College Curriculum - Bedford College of Physical Education.

"The aim of the College, through its three year course, is to provide a programme planned on broad lines to include theoretical and practical subjects designed both for the personal development of the student and for her training as a teacher. The curriculum has been re-shaped to allow considerable freedom of choice during the second and third year, when students can assess their professional needs and are beginning to be aware of their interests. In particular, this freedom makes it possible for the more able students to go ahead at their own pace.

Throughout their training students follow a course in the Principles and Practice of Education which involves a study of the psychology, philosophy and sociology of education, with particular emphasis on the needs and interests of secondary school pupils. The course is designed to enable the students to undertake their responsibilities as teachers, to grow in maturity and understanding of moral values implicit in their work and to see education as a means to the development of the individual as a person and as a member of contemporary society. Periods of practical training in teaching under supervision in primary and secondary schools of various types, together with educational visits to schools and places of interest connected with the course of study are undertaken.

The specialist training in Physical Education carried out during the three years includes advanced study of the Principles of Movement as well as an opportunity to observe and analyse movement and to turn this observation to educational account. This study is supported by practical work of a high standard in gymnastics, dance, games, swimming, athletics, school remedial exercises and a wide range of outdoor activities, including camping, sailing, mountain activities, etc.

A course in the use of the English Language and in Spoken English is followed by all students, as is a one year course in Social Biology (Anatomy and Physiology), Religious Education, Music, Art and Craft. A short course in Practical Anatomy at the Cambridge University Anatomy School is attended by first year students."
APPENDIX XXIII

Practical Courses: In the first year all students follow a basic course which includes gymnastics, dance, games, swimming, and athletics. In the second and third year students may select from the following courses:

1. A two year course specialising in Dance and the more artistic approach to movement, including modern dance, national dance and ballroom dance, supported by a subsidiary course in gymnastics swimming and one winter and one summer game.

2. A course specialising in gymnastics, swimming, two selected winter games, tennis and either athletics or cricket supported by a subsidiary course in dance. During the third year students following this course have a further choice between:

   (i) A course continuing specialisation in selected games, athletics and swimming now extended by recreational activity courses which will include some of the following: sailing, Sub-aqua and canoeing mountain activities, camping, badminton, judo, squash rackets, rebound tumbling, etc. supported by some dance as before.

   or

   (ii) A course with greater emphasis on dance, including modern, national and ballroom dance supported by swimming and one selected winter game.

Subject Courses: All students select one of the following special subjects for study in the second and third year. The subject chosen is presented in the final examination:

Art English Literature
Biology English, Speech and Drama
Craft, Pottery Sculpture, Music
Modelling and Fabric Printing Physiology
An advanced course in either the Physiology of Education or the Sociology of Education.

Subsidiary Teaching Subject: Those students who wish, and who have the necessary ability to do so, may prepare to teach English, or Science, or Art, or Music in addition to Physical Education.

Degree Courses: In accordance with the proposals of the Robbins Committee the introduction of a four year course leading to a B.Ed. Degree is under discussion.
APPENDIX XXIV

Correspondence and Meetings related to the transference of Chelsea College of Physical Education to the Eastbourne Education Authority.

Letter 5.11.41. From Dr. Harlow, Principal, Chelsea Polytechnic suggesting the future of the Physical Education College be discussed.

In the post war era there is likely to be confusion between the teacher trained to do Physical Education as one of her subjects and teachers trained for posts of special responsibility.

"The proper way out, in my view, is to give the latter graduate status."

Reference to similar proposal rejected by Burnham Committee. Suggests London County Council carries weight in such debates. File 8.

Conference about the future of the College held 16.11.43.

Suggestions: Work.

a) Diploma Course similar to present curriculum with the objective, training of women of a select type, suitable to be trained eventually as Organisers and Leaders in Physical Education.

b) Post Diploma and Refresher Courses to be organised.

c) Special Courses demonstrating methods to be established.

d) Research work into Methods of Teaching and Development of Physical Education and Remedial work to be started.

The work of the college was National in character and, therefore, the college should be developed as a National Centre, established in a centre of population. The college should not be segregated as there were distinct advantages in being a corporate part of a larger educational institution. Continued association with the Polytechnic offered opportunities for the study of other subjects.

Suggested sites:

1. Ranelagh.

2. Close to Chelsea Polytechnic in Manresa Road.

Ranelagh, after much correspondence was discarded as unsatisfactory.

A site in the centre of London would be very costly. Ed.676, 18.9.45. File 8.
APPENDIX XXIV (Cont'd.)

July 2nd and 3rd, 1945.

College to be temporarily administered by the London County Council.

Visit by Miss E.R. Clarke, H.M.I.; Miss E.M. Perry, H.M.I.; and E.C. Mee.

This was not a full inspection of the college but a report for the Ministry of Education, on the scope of the curriculum, the college's general standing and activities and the outlook of the Headmistress and Staff was required.

The report of 1939 was endorsed.

"The practical work in all branches of the subject reaches a high standard. The instruction is skilled and assured, it demonstrates clearly the breadth of outlook which characterises the staff, it suggests sympathetic contact with the exponents of many schools of thought, and shows a critical appreciation of all that is new and good in modern developments. On the theoretical side the work is well organised and on sound lines, the teaching is good and well applied and satisfactory results are obtained." (The college was in London when this report was written.)

.... we have no hesitation in strongly recommending that the college be recognised under further regulations for the training of teachers. If the qualification which is issued is to convey more than a qualification for specialist teachers of Physical Education, the curriculum would have to be modified in certain directions.

The Headmistress is anxious to continue the general education of students, dropping the Conjoint Examination of the Chartered Society of Physiotherapists and developing liberally designed courses in Music, English and Civics.

Serious concern is expressed for the immediate future of the college. Mention is made of the number of applications received and the age of the staff; many were near retirement, and the difficulties experienced at Borth.

File 7.
APPENDIX XXIV (Cont'd.)

Copy of part of letter 12th May, 1945 - Future Chelsea College.

"the College has nothing to lose but very much to gain by becoming a separate entity disassociated from a technical institution."

Reference to the need for new buildings at Chelsea Polytechnic and the unlikelihood of these being built for several years.

Education Officers Department, London County Council to Ministry of Education. File 5.


18.9.45. Report by Education Officer.

London County Council did not agree with the Ministry of Education's policy that Chelsea College of Physical Education continue its association with Chelsea Polytechnic.

1. Site in centre of London, very costly.
2. Impossible to erect new buildings by Autumn, 1947, therefore, temporary accommodation also necessary. (Cooper's Hill discussed as a Temporary/Permanent site 15.1.46.)
3. Wrong principle to erect Physical Education College in the midst of a densely populated city.
4. Fringe of urban aggregation correct place, with ground for playing fields and further expansion readily available.
5. Connection between college and Polytechnic in abeyance for at least six and possibly eight years.

The development of Biology and other related subjects possible at the Polytechnic not a weighty enough argument to refute above points. File Ed.676.


The Ministry asked if the Council were prepared, as from 1st April, 1946, to assume administrative control of the Chelsea College of Physical Education, as a "provided" training college, until such time as another authority is found to assume responsibility for its permanent accommodation and administration.

Council recommended take over of administration of College after April, 1946. File 5.
APPENDIX XXIV (Cont'd.)


Staff Appointments - Report Education Officer to the Education (Staff) Sub-Committee.

Recommended:

Miss May Fountain be appointed as Principal of Chelsea College of Physical Education while the Council responsible for the College.

Staff come into Council's service.

Agreed 20.5.46. File Ed.676.

Admin. Memo No.182. Ministry of Education.

1. Since 15.4.46, Minister recommends under Technical and Teaching regulations, Chelsea College of Physical Education be recognised as a Training College maintained by a local education authority.

2. As from 1st August, 1946, financial arrangements Circular 85 and Admin. Memo No.126, apply to all students in college satisfying regulations for recognised students in above named regulations and signing Declaration 16(1)(e)

Copy letter Chief Education Officer, Eastbourne to Education Officer, London County Council.

a) Take over Chelsea College of Physical Education on agreed date.

b) Acquire certain buildings for Autumn Term, 1947.

6.12.46. Letter Ministry of Education.

Minister agrees Eastbourne Local Education Authority become "providing" authority for Chelsea College of Physical Education as from 1st April, 1947.


File 10 - covers matters pertaining to finance and staffing.
APPENDIX XXV

Chelsea College of Physical Education.

Courses at the College.

1. Three-year Specialist Course in Physical Education. Successful students qualify for the Teacher's Certificate of the University of Sussex School of Education.

Curriculum:

(a) Art and Science of Movement at Advanced Level.

The purpose of the course is to give students a full understanding of the theory and practice of all movement. Work is based on Laban's fundamentals of Weight, Space, Time and Flow. Observation and analysis of movement form an important part of the study.

Scientific analysis is closely related to the basic courses in Anatomy and Physiology.

Careful consideration is given to the value of movement as a means of expression and communication, and to its place in the whole field of education.

The study of movement is supported by practical work to a high level in Modern Educational Dance and Gymnastics, and in Games, Athletics, Swimming, National and Ballroom Dance, also in recreational studies.

(b) A basic course in Anatomy and Physiology.

(c) A study of Education, Special Theory of Physical Education and Health Education.

(d) Teacher Training. This is continuous throughout the three years; it is based on the work in Education. Students have the opportunity to teach all aspects of Physical Education to primary school children and to girls in Modern and Grammar Schools.

(e) Liberal Studies Courses chosen from the following and studied for the student's own further education and not as teaching subjects: Drama, Music, Biology, Art and Craft, and Social Studies.

2. Three-year Course in Advanced Dance, with Subsidiary Physical Education. Successful students qualify for the Teacher's Certificate of the University of Sussex School of Education.

These students take two years of their course, the first and third years, at Chelsea College and spend their
second year at the Art of Movement Studio, Addlestone, Surrey. The Department of Education and Science grant is available for three years.

Education, Anatomy and Physiology in relation to movement, and movement study, are taken with the other students of the College. The Dance students, however, take no course in Gymnastics and are not qualified to teach the subject. They choose curriculum courses in four activities from the following: Hockey, Netball, Lacrosse, Tennis, Field Games, Swimming and Athletics and recreational activities, Badminton, Table Tennis, Rebound Tumbling, Fencing, Basketball, Sailing and Canoeing.

3. One-year Supplementary Course for Practising Teachers, leading to the Supplementary Certificate of Chelsea College of Physical Education. The course lasts for one academic year and is designed for qualified teachers who wish to deepen their knowledge of Physical Education in order to specialise in this subject in the secondary school. Since students in the Supplementary course frequently have varied experience and differing needs, they are encouraged to follow aspects of the course which especially interest them.

A Course of Commonwealth Bursars is held in conjunction with the Supplementary Course. Overseas students are particularly welcome and there are normally about twenty in the College.

4. One-year Post-Graduate Course of Teacher Training, with Subsidiary Physical Education. Students are prepared for the examination leading to the Teacher's Certificate of the London University Institute of Education.

In 1968 the Certificate will be awarded by the University of Sussex School of Education.

The course is for women graduates who wish to take a teacher training which will equip them not only to teach their degree course subject, but also give assistance in school with some aspects of Physical Education.

In addition to the study of Education and methods of teaching the degree course subject, students take a course in Physical Education under para. 9(b) of the regulations of the London University Institute of Education. The Supplementary and the Post-graduate students share fully in the life of this specialist College, working with the three-year course students where it is of advantage, and joining the social activities of clubs and societies.
APPENDIX XXV (Cont'd.)

Organisation of College Work.

Basic studies in the General Principles of Education, Gymnastics, Dance, School Remedials and the theory of Physical Education take place in the morning.

Afternoon courses in Activities, Liberal Studies and Anatomy and Physiology are selected by each student according to her needs. In this way the students of all courses meet in the afternoon classes, and every student is able to progress at her own rate.


Liberal Studies Courses: Art and Craft, Biology, Drama, Music, Social Studies, Combined Arts.

Science Courses: Anatomy, Physiology, First Aid.

Recreational Courses: These take place in the evening. The work is voluntary and those who wish may qualify as coaches of some of these subjects. Basketball, Badminton, Fencing, Table Tennis, Trampoline, Camping, Canoeing, Sailing, Golf, Archery, Judo, Lightweight Camping.

Basic Courses: In the first year all students take a basic course in Arts subjects and every student learns to play an instrument. Interested students may continue these lessons during the second and third years. Courses are also offered in Speech, English, Visual Aids, Music for Dance.

Production Club: Those students who have a special interest in Music, Drama, Dance and Art and Craft may join the Club which meets once a week.

Further study: Third Year Students may undertake a study of one of the following:

- Youth Leadership
- Science and Movement
- Advanced Dance
- Physical Education for Handicapped Children
- Outdoor Pursuits

The courses are open to those with special aptitude and interest who are able to undertake the work in addition to the normal course.

Supplementary and Post-graduate course students with appropriate previous experience may join these courses.
External Examinations: Students may enter for examinations of the Royal Life Saving Society, the Amateur Swimming Association's Teacher's Certificate, the Women's Amateur Athletic Association's Honorary Coaches' examination, and the Umpires' tests of the All England Netball Association, the All England Women's Hockey Association and the All England Ladies' Lacrosse Association.
1898 - One gymnasium shared with men. College cloakroom, partitioned section gymnasium gallery. D. Wilke shared room with Sergeant Jones. Rest room used by all women students at Polytechnic.

1901 - A cloakroom to the left of the platform in the lower gymnasium opened.

1902 - A portion of the large cloakroom on the ground floor used.

1903 - Governing Body leased St. Margaret's Lodge. Rooms used as class rooms. Grounds for tennis and other games. House in Oakley Street, as residence for students, opened by Mrs. May.


1905 - Hostel opened at 11 Carlyle Square. Miss Wahlers, Warden of Cadogan Lodge.

1912 - Medical Gymnasium and Dr.'s room provided. Room 85 used as lecture room. Rest room furnished by D. Wilke. New hostel at 112 Elm Park Gardens with Miss Gunn as Warden of the "Lodge." Cadogan no longer used.

1914 - "The House" opened by Miss Crowdy, as a hostel on Albert Bridge Road. "The Convent" Cale Street, closed and the students moved to Oakley Street with K. Whincop as Warden. "Onslow" and "Ada Lewis" hostels opened.

1918 - The Hall, Lower Gymnasium, 83, Staff Room and Lectures, used exclusively by the College.

1919 - Refreshment Room renovated.

1920 - Room 6 given to College as a Common Room. Walham Green no longer used for games; students travelled to Roehampton by 'College' bus.
APENDIX XXVI (Cont'd.)

1921 - House in Queensgate opened by Miss Ainsworth.

1922 - Transferred to "Queens" transferred to 75 Harrington Gardens.
   Playing fields at Merton used.

1924 - "Drayton" opened by Mrs. Leach.

1939 - "Drayton", Lodge and Queens closed.

1939-48 Grand Hotel, Borth.
   Bedrooms, ining halls, lecture rooms, large and small medical gym, and lower hall under one roof.
   Science laboratory and Gymnasium at Aberystwyth school us d, once a week.
   Borth Village Hall used as gymnasium.
   Games on the sands.
   Swimming in the sea.

1948 - Hostels "College" - Denton Road, Eastbourne.
   "Granville Crest" - Bolsover Road, "
   "St. Winifred's" - Fairfield Road, 
   Wardens: D.E. Foster, E.F. Parkinson, R. Clark.
   Students: 22, 30, 52, respectively.
   Gymnasium built.

1958 - Indoor Games Room.
   4 Tennis Courts on the Welkin site.

1966 - Two Gymnasia
   A Swimming Pool 
   Hall and Lecture Rooms 
   Building started.
Clothing worn by Chelsea Students

1898 - Navy serge shirt blouse with turned down collar, white pique tie, belt and white canvas shoes, navy serge knickers buttoned on to the blouse and a circular navy skirt, which was removed for apparatus work. Gowns were always worn outside the Gymnasium.

Costume for Games: White, flannel blouse and a navy skirt three or four inches from the ground.

College hats: A white boater, with navy blue band and the college band (white with G. T.C. in blue.) were compulsory.

1902 - The turn down collars of the gym. blouse altered to square necks, edged with velvet. The tie was retained!

1904 - Tunic replaced navy blouse and skirt. Games tunics reached to within eight inches of the ground.


1925 - Red stockings, Chelsea Tunic and blouse for games.

1926 - Pleated brown tunic, green blouse.

1936 - Long White Stockings.

Black bathing costumes for gymnastics.

Silk dance tunics.

1939 - Brief tennis socks.

Track suits.

Present uniform includes:

Shorts worn for games.

Leotards and tights for dance.

Leotards for gymnastics.

Athletics kit for athletics.

College cloak.
APPENDIX XXVIII

Anthropometric measurements given in article called "physical Education."

'A' began training and was first measured, etc. on the 3rd October, 1900.

October, 1900

<table>
<thead>
<tr>
<th></th>
<th>Light</th>
<th>Proportion of wt. to ht.</th>
<th>L.C. to W.</th>
<th>Total of Muscular strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>171.2</td>
<td>.37</td>
<td>.048</td>
<td>3.8</td>
</tr>
<tr>
<td>Weight</td>
<td>63.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lung Capacity</td>
<td>3.05 litres</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tests taken with special dynamometer from 4 groups of muscles. 244 kilogrammes.

November, 1900

<table>
<thead>
<tr>
<th></th>
<th>Light</th>
<th>Proportion of wt. to ht.</th>
<th>L.C. to W.</th>
<th>Total of Muscular strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>171.2</td>
<td>.378</td>
<td>.068</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>64.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.C.</td>
<td>4.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.S.</td>
<td>347   kilogrammes (taken as proportion of T.S. to W.)</td>
<td>5.4 before</td>
<td></td>
<td></td>
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</tbody>
</table>

March, 1901

<table>
<thead>
<tr>
<th></th>
<th>Light</th>
<th>Proportion of wt. to ht.</th>
<th>L.C. to W.</th>
<th>Total of Muscular strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>171.2</td>
<td>.385</td>
<td>.07</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>65.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.C.</td>
<td>4.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.S.</td>
<td>427</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

October, 1901

<table>
<thead>
<tr>
<th></th>
<th>Light</th>
<th>Proportion of wt. to ht.</th>
<th>L.C. to W.</th>
<th>Total of Muscular strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>172.7</td>
<td>.387</td>
<td>.072</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>66.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.C.</td>
<td>4.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.S.</td>
<td>413</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The maximum of total strength reached by this student was 501 kilogrammes in April 1902.

Proportion of T.S. to weight, April, 1902 = 7.6

'B' started training 13th January, 1904.

<table>
<thead>
<tr>
<th></th>
<th>Light</th>
<th>Proportion of wt. to ht.</th>
<th>L.C. to W.</th>
<th>Total of Muscular strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>178.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>69.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.C.</td>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.S.</td>
<td>500</td>
<td></td>
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<td></td>
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</tbody>
</table>

In September, 1904, her lung capacity had increased to 5.3 and by October, 1904, her total strength had grown to 680 kilogrammes.
APPENDIX XXIX


August 2nd, 1898

Miss E.A. Webb has past a course of two years training at my Physical Training College at Dartford Heath, Kent.

She has a sound knowledge of anatomy, physiology and hygiene, which practically applied ought to be of service in a post, such as she, at present, hopes to gain under the Cardiff School Board.

She has, during two years, worked as gymnastics teacher in the Board Schools of Dartford.

Her manners in teaching are bright and energetic and her discipline is good.

She is observant and critical, qualities which, if properly and wisely guided by fact, go to make a trainer and inspectress.

M. Bergman Osterberg.
APPENDIX XXX

Bergman Osterberg Physical Training College.

Trustees, 1927
Sir George Newman, K.C.B., M.D., D.C.L. (Chairman)
The Most Hon. The Marchioness of Salisbury.
The Right Hon. Christopher Addison, M.D.
The Right Hon. The Viscount Astor (Hon. Treas.)
Sir L. Amherst Selby - Bigge, Bart., K.C.B.

1939
Sir George Newman, G.B.E., K.C.B., M.D., LL.D. (Chairman)
Dame Janet M. Campbell, D.B.E., M.D.
The Right Hon. The Lord Eustace Percy, P.C.
Mr. Herwald Ramsbotham, O.B.E., M.C., J.P.
Sir L. Amherst Selby - Bigge, Bart., K.C.B.

Committee of Management - 1927 & 1939.
For the Board of Education - Dame Janet Campbell, D.B.E., M.D.
Hon. Sec.
For the London County Council - Sir Cyril Cobb, K.B.E., M.V.O., M.P.
For the Training College Asscn. - Miss Lloyd Evans, M.A.
For the Board of Education - Capt. F.H. Grenfell, D.S.O., R.N.
For the Bergman Osterberg Union of Trained Gymnastic Teachers - Miss M.G. Grey.
For the Kent County Council - Mrs. Hatfield.
For the London School of Medicine
For Women - Miss F. Barrie Lambert, C.B.E., M.D., L.C.C.
For the Trustees - Mrs. Walter Runciman.
For the Association of Headmistresses of Secondary Schools for Girls - Miss D.L. Sandford, M.A.
For the Board of Education - Dame Janet Campbell, D.B.E., M.D.
For the London County Council - Mrs. Eric Hall.
For the Training College Asscn. - Miss D.A. Counsell, M.A.
For the Board of Education - Miss Dorothy Le Couteur.
For the Bergman Osterberg Union of Trained Gymnastic Teachers - Miss Kathleen Bird.
For the Kent County Council - Miss L.M. Fryer, B.A.
For the London School of Medicine for Women - Professor Lucas Keene, M.B., B.S.
For the Trustees - Sir L. Amherst Selby-Bigge, Bart., K.C.B.
For the Assocn. of Headmistresses of Secondary Schools for Girls - Miss E. Strudwick, M.A., OBE.
Constitution and Rules

1. The name of the Association is "The Bergman Osterberg Union of Trained Gymnastic Teachers."

2. The objects for which the Association is formed are:
   (a) To form a Union of certificated students of the Physical Training College carried on by the late Madame Bergman Osterberg, formerly at Hampstead, London, and latterly at Kingsfield, Dartford Heath, Kent, and of any Bergman Osterberg Physical Training College carried on under the Bergman Osterberg Trust created by the late Madame Bergman Osterberg, by deed dated 24th July, 1915.
   (b) To provide meetings, lectures, classes and demonstrations, which in the opinion of the Committee constituted according to the Rules for the time being in force shall be for the benefit or advantage of the members.
   (c) To organize by a Register, or such other manner as the Committee shall deem advisable, means by which the members of the Union shall be enabled to obtain professional appointments and employment as Gymnastic Teachers or otherwise.
   (d) To administer a fund raised during the lifetime of the late Madame Bergman Osterberg for the purpose of giving pecuniary assistance to members of the Union and other certificated students of any Bergman Osterberg Physical Training College; and to increase the amount of any such fund by obtaining donations, and adding thereto any surplus funds of the Union as the Committee shall from time to time decide.

MEMBERS

3. The certificated students of the late Madame Bergman Osterberg's Physical Training College who at the date of her death were included in the roll of "Madame Bergman Osterberg's Union of Trained Gymnastic Teachers" formed by her shall be the original members of the Union.

4. Any other certificated student of a Bergman Osterberg Physical Training College shall be eligible for election as a member of the Union upon application to the Committee and on payment of the entrance fee (if any) and her first year's subscription.
5. Until otherwise determined by a General Meeting, each member shall pay a yearly subscription of 5/-, which shall be payable in advance on the 1st January in each year; and each member (other than an original member as defined in Rule 3) shall pay an entrance fee of 5/-. 

6. An applicant for membership shall give particulars in writing of her studentship at a Bergman Osterberg Physical Training College, the date of her certificate, and such other particulars as the Committee shall require; and shall be nominated for election by two members of the Union or by a Principal of a Bergman Osterberg Physical Training College. 

No applicant shall enjoy the privilege of membership until she has been elected by the Committee. 

The Committee shall have the power to cancel the election of a member (whether original or otherwise) by the vote of at least two-thirds of their number, if in their opinion the conduct of such member is or shall be injurious to the interests of the Union, or if the subscription of such member is twelve months in arrear; but may nevertheless reconsider their determination upon being desired so to do by a requisition in writing signed by not less than twelve members; or in the case of a member whose subscription is in arrear, on payment of all arrears.

7. The Committee shall have the power of electing as an honorary member any person who shall be or has been a Trustee of The Bergman Osterberg Trust, a member of the Committee of Management or on the staff of a Bergman Osterberg Physical Training College, or any other person who in the opinion of the Committee may confer an honour on or be of assistance to the Union in such capacity.

MEETINGS

8. General Meetings (hereinafter called Annual General Meetings) shall be held once in the year 1917 and in every subsequent year at such time and place as may be determined by the Committee.

9. The Committee may when they think fit, and they shall on the requisition in writing of not less than twenty members, forthwith proceed to convene an Extraordinary General Meeting; and in the case of such requisition the following provisions shall have effect:

(a) The requisition must state the object of the meeting.
APPENDIX XXXI (Cont'd.)

9. (b) With such requisition must be deposited a sum necessary for the expense of printing, posting and circulating the notice of the meeting, and any expense which in the opinion of the Committee may be incurred in holding the meeting.

(c) If the Committee do not proceed to cause a meeting to be held within one calendar month of the receipt of the requisition and payment of such sum as aforesaid, the requisitionists or a majority of them may convene the meeting.

10. Six clear days' notice of any meeting shall be given to the members, specifying the place, day and hour of the meeting; and in case of special business, the general nature of such business.

11. The business of an Annual General Meeting shall be to receive and consider the accounts and the report of the Committee, to elect the Committee and other officers for the ensuing year, and to transact any other business which ought to be transacted at an Annual General Meeting. No business other than that for which an Extraordinary General Meeting shall be summoned shall be transacted at an Extraordinary General Meeting.

12. Twelve members personally present shall be a quorum for a General Meeting and if within half an hour from the time appointed for the meeting a quorum is not present, the meeting if convened upon such requisition as aforesaid shall be dissolved; but in any other case shall stand adjourned to the same day in the next week, at the same time and place; and if at such adjourned meeting a quorum is not present, those members who are present shall be a quorum, and may transact the business for which the meeting was called.

13. Every question submitted to a meeting shall be decided by a show of hands, and in the case of an equality of votes the Chairman shall have a casting vote, in addition to the vote to which he may be entitled as a member.

14. No member whose subscription shall be one month in arrear shall be entitled to be present or to vote on any question at any General Meeting.
15. Until otherwise determined by a General Meeting, the number of members forming the Committee shall not be less than three nor more than five (altered to 7, July, 1916.) Three members shall form a quorum.

16. The members at each Annual General Meeting shall elect a Committee to act until the next ensuing Annual General Meeting; but the members of the first Committee shall be elected at the meeting at which this Constitution is adopted, and shall remain in office until the Annual General Meeting to be held in the year 1917.

17. Any casual vacancy may be filled up by the Committee.

18. The business of the Union shall be managed by the Committee, who shall appoint a Chairman and officers not appointed by a General Meeting; receive entrance fees, subscriptions and donations; keep accounts; provide if thought advisable and manage a labour exchange or register; appoint, engage and employ and dismiss a Secretary, clerks and other officials, with or without remuneration; and generally do all such acts and things as the Committee may consider necessary or expedient to carry out and further the objects for which the Union is formed.

19. The Committee shall have power to deposit any funds with any Banker, Broker or other person without being responsible for loss.

BENEFIT FUND

20. The fund raised during the lifetime of the last Madame Bergman Osterberg, which is represented by the sum of £700 3½ per cent. War Stock, registered in the names of Aline Rothera, Ada Reid and Helen Greene as Trustees, shall form the nucleus of a fund for the benefit of members of the Union and other certificated students of any Bergman Osterberg Physical Training College, and shall be administered by the Committee.

The Committee shall have the power to make grants from the income of the fund to members and students as aforesaid who in their opinion may require pecuniary assistance on account of old age, ill health, incapacity or financial troubles, or under such circumstances as the Committee shall consider will justify a grant from the fund; but until otherwise determined by a General Meeting, the capital of the fund shall not be used for any purpose.
APPENDIX XXXI (Cont'd.)

The unapplied income of the fund remaining on the 31st December in any year shall be placed to a reserve income account, and if not applied as income during the next twelve months shall be added to the capital of the fund and invested.

The Committee shall have power to receive donations, and to set aside from time to time the whole or any part of the entrance fees received from members and any surplus income of the Union for the purpose of adding to the capital of the fund; and all such donations and sums so set aside shall be invested as capital money and be subject to the rules and regulations applicable to the existing fund.

The capital of the fund shall be vested in not less than three Trustees, who must be members of the Union. The said Aline Rothera, Helen Greene and Ada Reid shall be the first Trustees, and the Committee shall have the power of nominating a new Trustee or Trustees of the fund required to fill a vacancy or vacancies.

The Trustees shall pay to the Committee the income of the fund for administration as aforesaid.

All capital money shall be invested in stocks, funds and securities authorised by law for the investment of trust funds; but by the direction of the Committee such investments may from time to time be varied.

ALTERATIONS OF RULES

21. The constitution and rules of the Union may from time to time be altered, varied or added to by a resolution of three fourths of the members present at a General Meeting, provided the notice convening the meeting shall specify the nature of the proposed alteration, variation or addition.

NOTICES

22. Any notice required by these rules to be given to a member may be served either personally or by sending it through the post in a prepaid envelope or wrapper or by prepaid post-card, addressed to such member at her address in the United Kingdom on the register of members.

"As Chairman of a meeting of Madame Bergman Osterberg's Union of Trained Gymnastic Teachers held at 30 Notting-ham place, London, W., on Friday, the 14th day of January, 1916, I hereby certify that the above form of Constitution and Rules was duly adopted as The Constitution and Rules of the Bergman Osterberg Union of Trained Gymnastic Teachers. Macrae Moir."
The Bergman Osterberg Physical Training College.

Curriculum, 1927.

It is important to notice that the subjects belonging to the curriculum are not isolated departments of study. Each reveals a different aspect of the work which the physical training specialist may expect to take up, but each also bears some relation to the rest. To ensure this correlation, frequent discussions are held between the staff who, in their teaching, make a point of illustrating one subject by reference to another. The fact that each subject is felt to be of importance in preparation for the many calls which may be made upon the physical training specialist gives cumulative interest and clear direction to the course as a whole.

In a brief survey of the College work, however, it may be convenient to consider the subjects in four groups:

A. **EDUCATION; THEORY OF TEACHING; PRACTICE OF TEACHING.**

Education and the Theory of Teaching are taught with the object of giving the students good general knowledge of the subject of education and detailed knowledge of their own branch of teaching. The syllabus therefore includes the general history of education and the history of gymnastics; recent developments in education generally, and especially in modern systems of physical training; the educational system of England; legislation affecting children and young persons; the principles of organisation in class teaching; the principles underlying the choice, presentation and development of various exercises; the responsibility and opportunities of the physical education mistress and educational psychology.

As an aid to an understanding of the extent and variety of educational work, visits are paid to centres of special interest such as nursery schools, evening play centres, special schools and elementary training colleges.

Practice of Teaching. A considerable amount of time is given to the actual practice of teaching. The students' attention is first drawn to the importance of creating the right kind of spirit in a gymnastic lesson, and to the value of the correct and economical use of the voice which should bear sympathetic relation to, the meaning and nature of commands, corrections, etc. The elements of correct technique are introduced gradually, and are further developed as the students gain more experience in the control and
stimulation of activity in their classes. During the first two years the students teach children in elementary school playgrounds, play centres, or in the College gymnasium. They are made responsible for small classes, which give special opportunities for learning how to train children in the conscious control of posture and movement; and for large classes which require careful organisation, quick observation and good discipline. During the third year, by the kind cooperation of the headmistresses concerned, the students are attached for teaching practice to certain large secondary schools in London and in Kent. Each student visits her school twice a week and is given classes for whose work and discipline she is made largely responsible throughout the year. Her teaching always includes gymnastics and games, and it frequently includes swimming, dancing and remedial gymnastics. She is allowed to observe ordinary work in the classrooms, to help during medical inspections, and to take part in the general activities of the school; in fact she is given much of the responsibility and many of the privileges of an ordinary assistant mistress.

The students' teaching practice is supervised by members of the College staff, who also give demonstration classes, which are followed by discussion.

B. PHYSIOLOGY; ANATOMY; THEORY OF MOVEMENT AND HYGIENE.

Physiology. The purpose of teaching physiology is to give the students a sound knowledge of the functions of the body, so that they may have a thorough understanding of the foundation upon which the practical work in the training is based. The various systems of the body are considered, first in their general relation to each other and later in detail. Particular importance is attached to the physiology of muscular exercises, much time being devoted to this branch of the subject both in lectures and practical work. The course extends over seven terms.

Anatomy. Some knowledge of anatomy is essential in the study of scientific physical education, a careful study of muscles, bones, joints, nerves and arteries being particularly important. Reference to this subject is necessary in order that the students may analyse muscle work and understand the effects and uses of gymnastics, and also treat deformities and other abnormal conditions.

Students who choose to take a more advanced course as a preliminary to the study of massage and medical gymnastics, attend classes in dissections at King's College or Guy's Hospital, London.
APPENDIX XXXII (Cont'd.)

Theory of Movement. This subject may be considered as the theoretical side of gymnastics. It is also related to physiology and anatomy, since it largely consists of the application of physiological and anatomical knowledge to gymnastic work. It is of particular importance because of the understanding which it gives of the scientific principles underlying gymnastic work, and it is an indispensable guide in planning the most suitable lessons for children and adults of various ages and under different conditions.

The syllabus includes an examination of each group of movements belonging to a gymnastic tableau; analysis of the primary points, common faults, etc., in the execution of exercises; the study of the general principles of progression in exercises (i.e. in strength or difficulty) with regard to age, physique, previous training and conditions; and considerable practice in the analysis of muscular movements.

Hygiene. Four terms are devoted to the study of personal and school hygiene and to the methods of teaching it in schools. The students obtain some experience in teaching the subject to children, and they are directed and criticised in this by the hygiene specialist. Every student is taught First Aid.

C. REMEDIAL WORK: (i) THEORY AND PRACTICE OF MASSAGE AND MEDICAL GYMNASTICS, WITH PATHOLOGY AND HUMAN DISSECTIONS, OR (ii) SCHOOL REMEDIAL GYMNASTICS WITH ELEMENTARY THEORY OF DISEASE.

In addition to the study of physical education for normally built children in good health, the students' attention is drawn to the study of what may be done, within her scope, for the weakly or physically abnormal child, for after her training she is often expected to observe the general health of those whom she teaches, and not infrequently it is she who first discovers important signs of physical disability.

All students therefore take either an advanced course in massage and medical gymnastics or a course in remedial gymnastics, more specially in connection with common ailments and physical defects in children able to attend an ordinary school. It is open to each student to choose which course she will take.
APPENDIX XXXII (Cont'd.)

(1) Massage and Medical Gymnastics. This is in preparation for the certificate of the Chartered Society of Massage and Medical Gymnastics, which is the full qualification for a masseuse and medical gymnast and is not limited to school work. The syllabus includes the theory and practice of massage and medical gymnastics, pathology and human dissections. A considerable amount of practical work is done at the Massage Department of Guy's Hospital, London, under the supervision of the hospital staff.

(ii) School Remedial Gymnastics. Examinations in this subject are held by the Chartered Society of Massage and Medical Gymnastics upon a syllabus drawn up by the College staff. This includes an elementary course in the theory and treatment of disease; the practice and classification of exercises suitable for various abnormal conditions; and the examination of postural and other common defects in children under supervision of the College medical officer, followed by the selection and teaching of suitable exercises. Careful records are kept of all cases which are examined and treated. The students bear in mind, when they teach children who thus come under their care, that although the remedial effect of the work is of first importance, the lesson is a time for sound educational training and a happy recreational atmosphere.

D. PRACTICAL WORK; GYMNASTICS; GAMES; DANCING AND EURHYTHMICS; SINGING.

The training has been gradually modified and adapted for the changing needs of schools and welfare centres of different types. This has led to an increase in the number of practical subjects included in the course, providing the student with a wide choice of physical exercise for the special and various conditions under which she may teach.

In the teaching of all practical subjects the general aims are to improve the student's skill, style, technique and understanding of the subject, and also to give practical training in the best methods of teaching it. Progressive and intelligent work in each branch is dependent upon a knowledge of the theory which underlies it.

Gymnastics. The course is directed towards an appreciation of the educational and aesthetic value of supple and controlled movement, and the development of a permanent sense of correct carriage.

The work is planned progressively, becoming more advanced until the latter half of the third year. Stress is laid from the first upon these points:
APPENDIX XXXII (Cont'd.)

1. Mobility, by means of
   (a) Concentration on movement rather than on position.
   (b) The development of a sense of rhythm.
   (c) Training in relaxation.

2. Development of correct musclesense, particularly in everyday posture.

3. Quick response and vigorous activity.

Towards the end of the course, the students concentrate upon a selection of work which is suitable for school classes.

Games. The aim of the course is to train organisers of games in schools and play-leaders, as well as good players and coaches with a thorough knowledge of the major team games for women.

During the first two years the students gain a practical and theoretical grounding in the technique of hockey, lacrosse, netball, cricket, tennis, rounders and stoolball, as well as practice and instruction in playground and indoor games, including those for much restricted spaces. Practice in coaching and in umpiring is provided during the second and third year.

The third year is devoted to more advanced strokes and tactics. Extra training is provided for those students who show special promise, and some have opportunities for playing in county matches and for becoming officially recognised umpires. Lectures are given on teaching and coaching methods, rules and etiquette, and a study is made of the organisation and conduct of play in general, and in detail as applied to schools.

Dancing and Eurhythmics. The popularity of dancing has led to the development or invention of many different schools or types of rhythmical movement; and in making a suitable choice amongst these for the students care has been taken that each type shall be of high aesthetic worth, and based upon sound technique which may prove a sure foundation for artistic and progressive work. Each branch of artistic movement which has been selected allows self-expression without self-consciousness or any kind of false taste. The syllabus includes:

1. (a) National Dances; (b) Court Dances; (c) Character Dances.

This work is based upon simplified operatic technique which has well withstood the test of time and practice. It includes studies and the composition of dances by the students.
APPENDIX XXXII (Cont'd.)

2. Folk Dancing, according to the school of the English Folk Dance Society.

3. Ballroom Dancing, with particular attention to good style. The course is arranged principally for the social benefit of each student. It is not compulsory.

4. Eurhythmics, according to the methods of the Dalcroze School. This subject is taught in the first year only, and it is included chiefly for its value as musical, and especially rhythmical training. The course does not prepare the students for the teaching of the subject, for which a full training is essential.

Swimming. In this subject students are trained especially as teachers and not only as performers. The methods adopted are those recommended by the Amateur Swimming Association. The students are prepared for this Society's examinations, which require good style in swimming and diving; the correct execution of all approved strokes; ability to save life; and a knowledge of correct methods in teaching individuals, and in giving class instruction.
APPENDIX XXXIII

Bergman Osterberg Physical Training College.

Course of Training.

The course extends over three years. On the Educational side, students are prepared for the Diploma of the London University and are trained as teachers of scientific physical education, the theoretical work including Anatomy, Physiology, Hygiene, Theory of Gymnastics and Theory of Education. Practical training is given in Educational Gymnastics, Dancing, Outdoor Games (Hockey, Lacrosse, Cricket, Tennis and Netball), and other minor Games, Swimming and Voice Production. On the medical side they are trained to give remedial gymnastic treatment and are prepared either for the conjoint examination of the Chartered Society of Massage and Medical Gymnastics, or for an examination in School Remedial Gymnastics. Practical experience is obtained at the King Edward Hospital, Dartford, and in the College clinic under the supervision of the College's Medical Examiner.

Students obtain teaching practice under the supervision of the College staff in Secondary, Central and Elementary Schools, and in Local Clubs, etc.

Course of Training.

The college provides, through a three-year residential course, a continued general education and an appropriate vocational training for women students intending to become specialist teachers in Physical Education. The course is developed from the study of growth from childhood to adolescence through the Theory and Practice of Education. The art and science of movement studied as a main field of work includes the Theory and Practice of Gymnastics, Games; Dance, including Modern, National and Ballroom; Athletics, Swimming and Camping. This field of work is related to the basic course of Anatomy and Physiology and practice in postural re-education. Students are required to pay particular attention to written and spoken English.

While the main subjects form the most important part of the professional training, the need to develop the various interests of the individual students is fully recognised, since it is also through these that she will gain confidence in her work as a teacher and play her part fully in the life of a school.

After a limited period of general work in Social Science, Music, Speech and Drama and Human Biology, each student must select one of these subjects primarily for her own interest and education. She is required to present the subject for examination during the third year of training. Opportunity is given for the more mature students to make a more advanced study of the Principles of Education. In the Social Science field emphasis will be placed upon Youth Leadership.

Students gain experience in practical teaching in Primary and Secondary Schools in Kent and London. Visits of special interest to students of Physical Education and to the Special Subject groups are arranged throughout the course. Practical experience in School Remedial work is gained (under the direction of the College Medical Adviser) in the College Clinic and Swimming Pool, where children sent by local doctors receive treatment.
ART AND SCIENCE OF MOVEMENT

Dartford College of Physical Education

The aim of the course is to give the student a sound understanding of the principles underlying movement, and to help her to gain a high standard of practical achievement in all branches of physical education.

The content will include:

1. Consideration of the learning situation in different aspects of physical education.

2. Movement analysis and observation of the body in action, which will help students to understand and improve their own movement, and enable them to help others. This analysis will be based on the common elements of movement, namely: time, weight, space and flow.

3. Physical Education as a social force. Group activity in dance and in games, camping and other outdoor pursuits.

4. Evaluation of the contribution of physical education to positive health.

PHYSICAL EDUCATION

Observation and analysis of movement based on Laban's principles applied to a variety of physical activities.

Basic anatomy and physiology will be studied in relation to movement.

Theory and practice of Gymnastics, Dance, Games, Swimming and Athletics. Outdoor activities - opportunities will be given for camping and attendance at relevant courses.

Practical work will be integrated with the theoretical study of Physical Education as an educational force.

Some specialization may be possible for students in the third year.
ADVANCED

Students will continue their general work, choosing two of the five main branches of the subject (Gymnastics, Dance, Games, Swimming and Athletics) for study at a high level of specialization. Time will be given for individual and group investigation.
APPENDIX XXXVI

Dartford College of Physical Education.

Miss Kathleen Bird (Chairman)
Miss Edith Alexander (Principal)
Mrs. E.M. Belk
Mrs. Helen C. Bentwich
Miss D.C. Collins, O.B.E.
Miss F. Consitt, B.A., B.Litt., Ph.D.
Miss M. Evans
Mrs. Dorothy Fox
C.S. Gibson, Esq., J.P.
S.H.G. Hughes, Esq., C.B., C.B.E.
Professor M.F. Lucas Keene, D.Sc., M.B., F.R.C.S.
Lady Linstead, M.A.(Lond.), D.Phil.(Oxon)
Miss N.L. Penston, B.A., D.Phil., F.L.S.
Michael Wayman, Esq.

Lady Linstead, M.A.(Lond.), D.Phil.(Oxon.) (Chairman)
Mrs. M.J. Chamberlain, M.A. (Principal)
Dame Kitty Anderson, D.B.E., Ph.D. (Co-opted)
Mrs. E.M. Belk
Mrs. Helen C. Bentwich
Miss K. Bird (Vice-Chairman)
Miss D.C. Collins, O.B.E.
Miss P. Colson, C.B.E. (Co-opted)
Professor H.C. Dent, B.A.
Miss M. Evans
Mrs. Dorothy Fox
C.W. Gibson, Esq., J.P.
Clifford Harper, Esq.
Miss N.L. Penston, B.A., D.Phil., F.L.S.
Michael Wayman, Esq.
APPENDIX XXXVII

DARTFORD COLLEGE OF PHYSICAL EDUCATION - 1966

PHYSICAL EDUCATION IN A FIRST DEGREE IN EDUCATION

SYLLABUS A

OUTLINE OF SYLLABUS

1. KINESIOLOGY (THE STRUCTURE OF THE BODY RELATED TO ITS FUNCTIONS)
2. EDUCATIONAL ASPECTS OF PHYSICAL EDUCATION
3. PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION
4. SOCIOLOGICAL AND HISTORICAL ASPECTS OF PHYSICAL EDUCATION
5. METHODS OF EVALUATION
6. ADAPTIVE PHYSICAL EDUCATION
7. MOVEMENT AS A MEANS OF EXPRESSION AND COMMUNICATION

SYLLABUS

1. KINESIOLOGY (THE STRUCTURE OF THE BODY RELATED TO ITS FUNCTIONS)

The study of the structure and function of the human body and factors affecting human motion; observations and experiments in the laboratory correlated with practical experiments, investigations and research involving varied fields of physical education.

(a) Applied Anatomy and Physiology

(i) A study of the gross and minute structure of all systems of the body to be correlated with an understanding of the functions of the parts and an appreciation of the intimate relationship between them in order to produce a living whole.

(ii) Anatomical and physiological development, from conception until senescence.

(iii) A special study of the chemical and physical effects of muscle contraction; recovery and fatigue, together with the physiological changes associated with muscular exercise. A detailed study of the nervous and chemical coordination of these processes.
APPENDIX XXXVII (Cont'd.)

(b) Principles of Mechanics as applied to Human Movement.
   (i) Newton's Laws: vectors and scalars, their addition and product.
   (ii) Concept of force: moment of force, impulse of force, work done by force.
   (iii) Angular motion: moment of inertia, angular impulse, angular momentum.
   (iv) Centre of gravity, properties of centre of gravity, equilibrium - classification of balance, factors affecting balance.
   (v) Motion of bodies in the air, conservation of angular momentum, axis of momentum.

2. EDUCATIONAL ASPECTS OF PHYSICAL EDUCATION

(a) The place of Physical Education in Education today, its special value in the physical and mental development of children.
   (i) The school's concern with Physical Education, relevance of psychological knowledge concerning children's growth.
   (ii) Equality of opportunity. The integration of Physical Education into the curriculum.
   (iii) The authority and freedom of the teacher, freedom of the child. Studies in leadership, group composition and play.

(b) Current issues in teaching and learning:
   (i) The role of the teacher. Learning by experience, discovery, activity, play.
   (ii) The needs and interests of the child, the place of rewards and punishments, discipline.
   (iii) Criteria for assessment of quality in Physical Education.

(c) an evaluation of:
   (i) experimental work with children carried out by the student;
   (ii) current experimental schemes.

(d) Changing attitudes to physical education in the History of Educational Ideas. A study of the accompanying changes in the prevailing social attitudes to physical activity. The role of physical education in the educational systems and theories of some of the following: Plato, Aristotle, Quintilian, Augustine,
Comenius, Rousseau, Pestalozzi, Froebel.

3. **PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION**

(a) **Motor Learning**
   A study of the Theories related to motor learning. Factors affecting the learning and retention of motor skills:
   
   (i) Perception: theories, process, kinesthesis, observation of movement.
   
   (ii) Motivation: individual differences.
   
   (iii) Maturation: development patterns, the learning set, whole/part, contiguity - learning curves, reinforcement - reward, transfer, retention.

(b) **Individual differences in Physical Ability**
   An appreciation of the influence of heredity and environment on the growth and development of physical abilities of the individual.
   
   (i) Theories of special abilities. The relationship between psychological and physical characteristics.
   
   (ii) Factors of physique and behaviour. Anthropometric and body-typing methods.
   
   (iii) Personality and ability traits related to success in competitive situations.
   
   (iv) Individual behavioural patterns.

(c) **Social Psychology**
   A knowledge of human responses to varying environments with particular emphasis on situations demanding contributions involving physical effort.
   
   (i) Physical factors, group status, role playing, attitudes.
   
   (ii) Cultural patterns, sub-cultural influences.
   
   (iii) Effects of co-operation and competition.
   
   (iv) Investigation of techniques.
   
   (v) Review of work with selected and non-selected groups.

(d) **Psychological significance of Physical Activity**
   The understanding of human nature in relation to the concept of need for participation in physical activity.
APPENDIX XXXVII (Cont'd.)

(i) Classification of movement.
(ii) Theories and values of play.
(iii) Theories of motivation.
(iv) Consideration of needs for self expression and creativity, therapeutic values, intercommunication.

A correlation of the above fields of study with a review of current literature and experimental evidence.

4. SOCIOLOGICAL AND HISTORICAL ASPECTS OF PHYSICAL EDUCATION

(a) The application of sociological techniques in selected areas of study.

(i) Economic: allocation of resources i.e. labour, power and facilities; balancing advantages and cost of organised sport.

(ii) Industrial: cultural meaning of play in pre-industrial societies; role and significance of play in expanding technological societies.

(iii) Political: power relations and use of sport.

(iv) Religious: influence of large movements on the nature of sport e.g. Aestheticism.

(v) Leisure: societal nature of play in changing environmental conditions.

(b) Studies of the development of physical education in one or more selected historical periods.

(i) The Mediterranean countries from the 5th century B.C. to the 2nd century A.D.

(ii) Medieval Europe; Europe in the 19th century.

(iii) U.S.A. in the 19th and 20th centuries; U.S.S.R. in the 20th century.

(iv) The general theory and practice of Physical Education in English Education from 1800 to the present day. Changing attitudes to physical education and the sociology of modern sport. Inter-relationships with developments in other fields.
APPENDIX XXXVII (Cont'd.)

(c) Comparative studies of the role of physical education in the cultures of selected communities.

(i) Interaction between sport and the individual: formal and informal sub-cultural groups; ethnic group, sex, phenotype, attitudes; peer culture pressures.

(ii) Comparative study of games in primitive and more sophisticated societies. Children's self-organised games and dances, their history and sociological significance.

(iii) The sociological and cultural significance of play.

(iv) A historical and sociological survey of dance.

(d) Historical outline of classical and modern philosophical theories and problems related to:-

(i) Changing attitudes to the human body as reflected in changing fashions in clothing, ornament, decoration and the Arts.

(ii) Physical limitations upon the body and the significance of these as shown in fantasy and folk-lore.

(e) Modern research problems and developments in Physical Education, outline study of the range and variety of modern research. A study of literature, legislation, educational reports and research papers in Britain to analyse and gauge the significance of current trends and attitudes.

5. METHODS OF EVALUATION

(a) Measurement Theory: historical and philosophical orientation, the fundamental nature of measurement, reliability, validity, objectivity, scores, tables of norms, test batteries, and elementary statistical concepts.

(b) Anthropometry: general tests, Wetzel grid, Meredith chart, Sheldon's (age, height, weight) tables, Tanner's growth charts, somatotypes, maturational patterns, sex differences, and posture assessment.

(c) Organic function: strength, endurance, motor fitness, cardiovascular tests, and fitness factors.

(d) Motor ability and capacity.

(e) Special abilities: specific skills and general sports ability.
APPENDIX XXXVII (Cont'd.)

(f) Social and Psychological: Sociometry, personality rating, social evaluation, kinesthetic assessment, reaction timing, perception, motivation and motor persistence.

(g) Movement evaluation: qualitative considerations, movement notation.

6. ADAPTIVE PHYSICAL EDUCATION

(a) Historical background of adaptive Physical Education; Special school provision; physical and motor development of children; problems of movement in normal and abnormal children.

(b) Relationship of corrective work with Physical Education programme; posture; responsibility of Physical Education teacher; co-operation of medical and educational services; organisation of corrective work.

(c) Physical Education of handicapped child; assessment; adjustment problems, emotional, physical, social, educational; understanding the handicapped; daily living activities; place of physiotherapy, hydrotherapy, occupational therapy, speech therapy, principles of Sports adaptation.

(d) Rehabilitation: assessment, training, problems of adjustment, forms of treatment.

(e) Relaxation: theory and practice; muscular, neurological and endorcrinal background; recognition of tension states in fear and insecurity; importance of muscular relaxation in skilled performance.

7. MOVEMENT AS A MEANS OF EXPRESSION AND COMMUNICATION

(a) Movement study

(1) Effort: qualitative and quantitative aspects of movement; understanding of the movement phrases and the rhythm of preparation, action and recovery; human expression as revealed by individual rhythmic patterns.

(ii) Aspects of spatial harmony: mobilizing and stabilizing factors; central, peripheral and transversal movements, and the amin scales and configurations of these; the perception of spatial forms in human behaviour.

(iii) Relationship: the variety of roles within the group; types of group movement; characteristics of linear, solid and irregular group arrangements.
(b) Techniques required
   (i) Movement observation and analysis.
   (ii) Methods of recording movement; movement notation.
The concept of the Art of Movement is of considerable antiquity. The study of movement in this country derives largely from the researches and studies of Rudolf Laban and his associates, and they, in their turn, gained much of their knowledge and interest from the work of earlier pioneers, Noverre, Delsarté, Taylor, et al.

1. It has a body of knowledge peculiar to the subject.
2. This body of knowledge is not static but is advanced by research. It is indeed an acknowledged field of study for research at University level.
3. It is a body of knowledge built up by exact observation and analysis, and progressing by the same means. The subject therefore provides a training in exact observation and in analysis for those engaged in it.
4. It has its own method of notation comparable with staff notation in music but more complex. (This means that movement has now its own written language, enabling precise record to be made of movement sequences observed or invented for any purposes, including the record of works of movement art. Analysis and theories can be illustrated by precisely recorded examples. All this is dependent on the training of generations of students to read and write the language.
5. It includes a place for historical study extending back far beyond the origins of the Art of Movement study itself.
6. It has links with other disciplines: History of Art (the wider context of the history of the dance etc.); the arts; music; literature; the plastic arts; psychology; anthropology; social and physical sciences; philosophy.
7. It has fields of practical application in Education; Industry, therapy, the Theatre. The exploration of its possible development by those who apply it contributes to the advancement of the subject.
APPENDIX XXXVII (Cont'd.)

Human Movement is a manifestation of inner life, of its strivings, its development and its accomplishments. Every movement has its own rhythm and pattern and can be exactly observed and described. By recognising individual rhythms and patterns it is possible to aid our understanding of human personality. Personality in its turn, is apparently affected by repetition of particular movement phrases. This is the basis of the study of the art of movement.

As a subject within a first degree in Education it has theoretical content sufficient to demand intellectual activity at a high level. In addition to the theoretical content the subject involves a disciplined mastery of human movement.

MOVEMENT AS A FORCE IN EDUCATION

Mental, physical and spiritual growth cannot be divorced in the educative process. A study of movement demands sustained concentration and the interaction of bodily skill, intellectual discipline, and artistic sensitiveness. There is an integration of these in dance form which can foster the development of creative ability, imagination, spontaneity, and all those other qualities which help young people not only to participate in their cultural heritage, but also possibly to make a creative contribution thereto.

The individual personality can be enriched and its potential realised in terms of increased confidence and independence, and the emergence of latent qualities. This may be allied to an enlarged capacity for social functioning, which would make its appearance in a sympathetic understanding of others, an appreciation of the complementary functions of leading and following, and consequently in increased ability to co-operate and communicate in group situations. The study in general assists the student in coming to terms with his artistic and scientific environment.
OUTLINE OF SYLLABUS

I  MOVEMENT STUDY
   A. THE BODY AS AN INSTRUMENT
      (a) The structure and function of the body.
      (b) The understanding of the varied and skilful use of the body in its co-ordination as a unit in motion and stillness.
   B. EFFORT.
      The concept of effort. A study of the motion factors of weight, time, space and flow and their varying combinations in effort drives and attitudes. The notation of effort by means of the effort-graph. The study of rhythmic principles including metric and non-metric forms of movement.
   C. SPACE HARMONY
      A study of the significance of direction, shape and location of movement. The study of harmonic relations in space through the understanding and practice of octahedral, cubic and icosahedral scales and circuits.
   D. RELATIONSHIPS BETWEEN PEOPLE
      The study of changing relationships between people within the duo, trio, and group situation through the use and understanding of group action and formations.

II  MOVEMENT COMPOSITION
   The realisation of the powers of expression and communication through movement in the creation of studies and dances.

III  MOVEMENT NOTATION
   A background study of systems of notation and a detailed study of one contemporary system.

IV  EDUCATIONAL ASPECTS OF MOVEMENT
   (1) A study of the nature of the subject and the processes of learning involved.
APPENDIX XXXVII (Cont'd.)

(2) An examination of the part played by Movement in the following fields of study:
   (1) Sociology of Education.
   (ii) Psychology of Education.
   (iii) Philosophy of Education.

(3) An evaluation of teaching experiments in Movement.

(4) An historical survey of the teaching of Movement.

V THE INTER-RELATIONSHIP OF DANCE AND OTHER ART FORMS
The study of the patterns of relationships between Dance and other Arts by means of imaginative and intellectual exploration of their common ground.

VI HISTORY OF DANCE
The study of the history of dance with particular reference to its development in Western civilization.

VII FUNCTIONAL MOVEMENT
Movement in which the intention is directed towards an objective result.

The study of functional movement including the consideration of physique and physical types (somatotypes); the related fields of Anatomy and Physiology; the study of physical growth and development, development psychology; the study of aptitude for skilled performance in work and play and for the acquisition of new skills; a survey of methods of observing and recording, testing and measuring.
APPENDIX XXXVII (Cont'd.)

DETAILED SYLLABUS

SECTION I - MOVEMENT STUDY

* indicates areas of study which it is suggested should have been introduced in Part I.

A. THE BODY AS AN INSTRUMENT

1. * (a) The structure and function of the Body.
A sufficient understanding of the inter-relationship of the skeletal, muscular, circulo-respiratory, nervous and glandular systems to serve as a basis for a course in the study of human movement.

   (b) Anatomy, Physiology and the Mechanics of Human Movement. A deeper study of the structure and function of the body and factors affecting human motion.

   (1) Anatomy.

   (1) the body, framework of the body, types and actions of joints, cartilage and ligament.

   (ii) the structure of muscle and tendon, origin and insertion, lever action, reverse action, types of muscular work, group action of muscles.

   (iii) the central and peripheral nervous systems.

   (2) Physiology

   (1) the structure and functions of the systems of the body:

       vascular, respiratory, alimentary, excretory, nervous, muscular and endocrine,

       and an appreciation of their mutual interdependence in the living body.
(ii) the physical effects of muscle contraction, recovery and fatigue together with the physiological changes associated with muscular exercises.

(iii) the function of the involuntary, sensorimotor, and reflex and intercommunicating nervous systems; the nervous control of posture and co-ordination of muscle action.

(3) **Mechanics**

An understanding of the following will be required.

(i) Newton's Laws:

(ii) Concept of Force,
Movement of force;
Impulse of force;
Work done by force;

(iii) Angular Motion,
Moment of Inertia;
Angular Impulse;
Angular Momentum.

(iv) Centre of Gravity,
Properties of Centre of Gravity,
Equilibrium,
Classification of balance.

(v) Motion of bodies in the air, Conservation of angular momentum,
Axis of momentum.
APPENDIX XXXVII (Cont'd.)

*2. Co-ordination of the body in stillness and motion
   (a) Training; methods of increasing the strength, mobility and stamina of the body.
   (b) Action, locomotion, gesture and posture.
   (c) Balance; stable and labile equilibrium; symmetry and asymmetry.

3. Development of the Kinaesthetic Sense - Succession of movements through the body, simultaneous movements of the body, relationships of body parts, differentiation of body carriage, sensitivity to varying tensions in the body.

B. EFFORT

1. The concept of effort - the control of exertion in time and space.
   *(a) The motion factors of weight, space, time and flow; effort elements; qualitative and quantitative aspects.
   (b) Complete efforts; combinations of elements from the four motion factors.
   (c) Incomplete efforts; combination of elements from two motion factors and their associated inner attitudes.
   (d) Effort drives; combinations of elements from three motion factors. A study of the action drive, a combination of weight, time and space; its transformation into other effort drives through the influence of the flow factor.
   *(e) The recognition and appreciation of effort in human behaviour.

2. Effort Notation
   (a) The technique of movement observation and the analysis of the effort content of movement.
   (b) The technique of recording effort observations in terms of a graph.
   (c) The skill of reading and writing effort notation.

3. Rhythmic Principles
   *(a) Metrical rhythms; time patterns, placing of accents, phrasing.
   *(b) Action rhythms; rhythms arising from:
       (1) repetition of actions
       (ii) combination of actions
       (iii) recovery from actions.
APPENDIX XXXVII (Cont'd.)

C. SPACE HARMONY

1. The Kinesphere - the personal space of the individual.

*(a) The spatial significance of direction, level, size, extension, location, air and floor pattern, body shape.
*(b) Spatial activities of rising and sinking, opening and crossing, advancing and retreating.
(c) Chordic movement.
(d) Orientation; the dimensional and diagonal crosses; the vertical, horizontal and sagittal planes; the personal and constant crosses of axes.

2. Harmonic Relations in Space

(a) The three dimensional scale. The stable characteristics of "dimensional" movement. The octahedron encompassing six-dimensional directions. Edge circuits in the octahedron.
(b) The four diagonal scale. The labile characteristics of "diagonal" movement. The cube encompassing the eight diagonal directions. Edge and plane circuits in the cube.
(c) Ordered progressions through personal space following the natural sequence of flat, steep and flowing movements which form transversal scales. The icosahedron encompassing twelve "diametral" directions. Scales; primary, axis and equator, A and B Scales. Peripheral rings; three ring, five ring, seven ring. Transversal ring; three ring. Mixed ring; four ring, seven ring.

D. RELATIONSHIPS BETWEEN PEOPLE

1. Duo
(a) The study of partner relationships with reference to the adaptation of one person to another in particular situations such as leading and following, being together, meeting and parting, mirroring, complementing, etc.
APPENDIX XXXVII (Cont'd.)

2. Trio and Larger Groups
   (a) Group formations which are linear, solid or irregular.
   (b) Group actions: the unison, harmonious or diverse action or reaction in rising, sinking, precipitating, revolving, gathering and scattering, surrounding, splitting, linking, with the focal point within or without the group.
   (c) Group contact through flow, rhythm or shape.

SECTION II - MOVEMENT COMPOSITION

1. Improvisation, invention of motifs, phrases, themes, creation of studies, solo and group compositions.
2. Choreographic forms including recognised dance forms - binary, ternary, theme and variations, ronds, canon, suite.

*3. The appreciation and understanding of sound as an accompaniment for dance. The use of voice, percussion and instrumental music.

*4. The consideration of visual, aural, tactile and conceptual stimuli.

SECTION III - MOVEMENT NOTATION

1. A background study of systems of movement and dance notation:
   (i) pictures; work abbreviations (Copeland, Arbeau, Playford);
   (ii) track drawings, (Beauchamp, Feuillet);
   (iii) stick figures, (St. Leon, Zorn, Babitz, Arndt, Benesh);
   (iv) adaptation of musical notes (Klemm, Stepanov, Nijinsky, Nikolais);
   (v) abstract symbols, (Morris, Humphries, Loring, Laban);
   (vi) numbers (Schillinger, Eshkol, Wachmann).

2. A detailed study of one contemporary system.
   *(i) A consideration of the method of writing general movement happenings and compositional ideas.
   (ii) A detailed consideration of
      *(a) step and gesture including degrees of extension.
APPENDIX XXXVII (Cont'd.)

*(b)* Duration and cessation of movement including rhythmic considerations.
*(c)* Twists and Rotation.
*(d)* Relationships to objects and people.
*(e)* Details of trunk movement.
*(f)* Changes in location of the centre of gravity.
*(g)* Supporting on parts of the body other than the feet.
*(h)* Considerations necessary when writing a score.
   (i) Group formation. (ii) Nomination of a leader. (iii) Parts of the group.
   (iv) Group pathways.

Planning and setting out the score.

Students will be required to read and write kitetograms involving examples of the above and to evaluate Dance Compositions through the use of notation.

SECTION IV - EDUCATIONAL ASPECTS OF MOVEMENT

1. The Nature of the Subject and the Processes of Learning involved

Movement, as it involves the child as a total being.
   (a) The thematic analysis of education through movement evaluated through a study of various learning theories.
   (b) A consideration of the demands made by Movement Education on the imaging, imagining, creative, and perceptual powers; the processes of thinking involved.
   (c) A consideration of the possibility that Movement Education may aid the learning process through helping the individual to establish concepts based on first-hand experience.

2. Movement in relation to Sociological, Philosophical, and Psychological Studies in Education

   (a) Sociology of Education

   The study of interaction between individuals and within groups through:
   (i) Observation and assessment of individual and group activity.
   (ii) Practical participation in experimental group situations.
   (iii) Relationships to outside groups.

   (b) Philosophy of Education

   (i) The study of basic concepts as shown by the analysis of movement.
The evaluation of a concept of the self through the disciplining of personal energies.

Psychology of Education

The consideration of Effort and Shape Theories as an aid to assessment of individual personality. General theories of personality assessment (in relation to Movement).

A study of individual personality as a dynamic entity which may be developed or stressed depending upon the experiences available to the individual, and the investigation of aspects of movement which relate to this.

A consideration of the part played by such personality characteristics as motivation, interest, attitude, and aptitude, in Movement Education.

3. An Evaluation of Practical Experiments

An evaluation of practical experiments in movement. These may be in one or more schools, but attention should be paid to the analysis of movement as a factor for broadening and integrating the experience of the group or groups involved.

4. An Historical Survey

SECTION V - THE INTER-RELATIONSHIPS OF DANCE WITH OTHER ART FORMS

1. Relationship to Music

A study of the interplay of movement and music shown, for example, in the linked aspects of rhythm and mood, spatial harmony and melody, and the consideration of common features of composition and form.

2. Relationship to Drama

A study of the movement content of drama and the dramatic content of movement. The use of the body as an instrument to communicate, express and portray; the effort and shape contents in characterisation and situations.
APPENDIX XXXVII (Cont'd.)

3. Relationship with the Visual Arts

A study of the interplay between movement and the visual arts involving an understanding, appreciation and use of pattern, texture and form.

SECTION VI - HISTORY OF DANCE

SOURCES

1. Primitive Dance – its anthropological and religious origins.
2. Wall paintings.
3. Myths and legends.
4. Archaeological discoveries of pre-history.
5. Oriental dance.

DEVELOPMENT OF DANCE IN WESTERN CIVILISATION

A. Classical Period

1. Greece
   (a) Purpose of dance in Greek society.
   (b) Types of dance:
       (i) Gymnopoeida
       (ii) Endymatia
       (iii) Pyrrhic
       (iv) Dances of Dionysius
       (v) Development of chain dance

2. Rome
   (a) Development of dance and pantomime in Roman society.
   (b) Development of Commedia dell' Arte.

B. Influence of Early Christianity

1. Prohibition and suppression.
2. Emergence of religious drama, masque and secular dance.

C. Development of Social and Folk Dance – (140 – 200)

1. Outbursts of ecstatic dance and the dance macabre.
2. Development of such dances as:
   (a) Basse Danse
   (b) Branle
   (c) Galliard
   (d) Minuet
   (e) Waltz.

3. Development of the folk tradition in the various ethnic groups.
APPENDIX XXXVII (Cont'd.)

D. Development of Dance in the Theatre

1. Origins, emergence and development of the ballet.

2. Influence of great innovators such as Noverre, Delsartre, Pokine, Diaghilev, Duncan, Laban, Wigman, et al.

SECTION VII - FUNCTIONAL MOVEMENT

1. Consideration of theories of child development based on the progress of motor skill and perception, i.e. ability to direct movements towards perceived objects, recognition of spatial relationships, shapes and achievement of balance.

2. Consideration of physique, theories of physical types, (somatotypes).

3. Consideration of the place of movement in the maintenance of fitness and its application in the field of therapy.

4. Principles of mechanics as applied to human movement.

5. Consideration of theories associated with the acquisition of skill in sports and gymnastics.

6. A survey of recognised theories associated with efficiency of movement in industrial skills.

7. The study of methods used to assess results of functional movement, e.g. observation and recording, tests and measurement.
APPENDIX XXXVIII

Carnegie Dunferline Trust.

Copy of letter

Skibo Castle,
Dornoch,
August 2nd, 1903.

Gentlemen of the Commission,

The Trust Deed, of which this may be considered explanatory, transfers to you Pittencrief Park and Glen, and two million five hundred thousand dollars in 5 per cent. Bonds, giving you an annual revenue of twenty-five thousand pounds, all to be used in attempts to bring into the monotonous lives of the toiling masses of Dunfermline more of sweetness and light; to give to them — especially the young — some charm, some happiness, some elevating conditions of life which residence elsewhere would have denied; that the child of my native town, looking back in after years, however far from home it may have roamed, will feel that simply by virtue of being such, life has been made happier and better. If this be the fruit of your labour you will have succeeded; if not, you will have failed.

It is more than twenty years since I provided in my will for this experiment, for experiment it is. My retirement from business enables me to act in my own lifetime, and the fortunate acquisition of Pittencrief with its lovely Glen furnishes the needed foundation upon which you can build, beginning your work by making it a recreation park for the people. Needed structures will have admirable sites upon its edge in the very centre of the population. I have said your work is experimental. The problem you have to solve is — "What can be done in towns for the benefit of the masses by money in the hands of the most public-spirited citizens?" If you prove that good can be done you open new fields to the rich which I am certain they are to be more and more anxious to find for their surplus wealth.

Remember, you are pioneers, and do not be afraid of making mistakes; those who never make mistakes never make anything. Try many things freely, but discard just as freely.

As it is the masses you are to benefit, it follows you have to keep in touch with them and must carry them with you. Therefore, do not put before their first steps that which they cannot take easily, but always that which leads upwards as their tastes improve.
APPENDIX XXXVIII (Cont'd.)

Not what other cities have is your standard; it is the something beyond this which they lack, and your funds should be strictly devoted to this. It is not intended that Dunfermline should be relieved from keeping herself abreast of other towns, generation after generation, according to the standards of the time. This is her duty, and no doubt will continue to be her pride.

I can imagine it may be your duty in the future to abandon beneficient fields from time to time when municipalities enlarge their spheres of action and embrace these. When they attend to any department it is time for you to abandon it and march forward to new triumphs. "Pioneers always ahead," would not be a bad motto for you.

As conditions of life change rapidly, you will not be restricted as to your plans or the scope of your activities.

Permit me to thank you, one and all, for the cordial acceptance of the onerous duties of the Trust. Britain is most fortunate in the number and character of able, educated men of affairs who labour zealously for the public good without other reward than the consciousness of service done for others. I am most fortunate in having a companion commission in charge of the Trust for the Universities of Scotland, also another in charge of Pittsburgh Institute, whose success has been phenomenal, as I believe yours is to be. Let me commend a great truth to you which has been one of my supports in life:— "The gods send web for a thread begun." Thread will be sent for that you are about to weave, I am well assured. You have the first instalment already in your Chairman — emphatically the right man in the right place. Indeed, Dr. John Ross seems specially designed for this very task, original though it be.

Gratefully,
Your obliged fellow townsman,
Andrew Carnegie.
APPENDIX XXXIX

Carnegie Dunfermline Trust - Prospectus 1906.

College of Hygiene and Physical Training.

Principal
Flora M. Ogston.

Warden of College Residence
Ethel Adair Roberts.

Committee of Trustees:
R.E. Walker, Convenor
Archibald Colvill
John Ross, U.D.
George Mathewson
Alan L.S. Tuke, M.B., C.M.

Prospectus of the Carnegie Dunfermline Trust College of Hygiene and Physical Training.

The Carnegie Dunfermline Trustees have instituted in Dunfermline a College of Hygiene and Physical Training. The second session will open in September, 1906.

Recognising the need of a thoroughly scientific method of physical training in the schools of the town, the Trustees recently secured for the purpose the services of a staff of specially qualified teachers. It was impressed upon them at the time that, notwithstanding the existing demand in the near future, there was no adequate provision in Scotland for the training of them. They were consequently led to consider whether they should not take the further step of endeavouring to meet the want. They were the more readily induced to do so inasmuch as they found themselves in some respects in a very favourable position for undertaking the work. Besides having at their disposal a large annual income available for purposes of public well-being, they were in possession of a handsome building, the gift of Mr. Carnegie, comprising a large gymnasium and a full suite of Baths. The Gymnasium is furnished with apparatus for Swedish Gymnastics and is amply provided with dressing rooms and with accommodation for teachers. The Baths include a full sized Swimming Pond, Slipper Baths, Russian and Turkish Baths. It is not too much to say that in respect, both of attractiveness and of completeness, this Gymnasium and the associated Baths are not surpassed by any in the country.

In other respects also, Dunfermline is favourably situated for the purposes of such a College. Once the home of Scottish Royalty, and the seat of an Abbey, it is a place of many interesting historical associations. Sheltered by hills to the north and east, provided with ample public parks and overlooking the Firth of Forth at an elevation of 300 feet, it is conducive to health and vigour of body. It is also specially favoured in respect of its educational equipment, both elementary and secondary, and enjoys the
APPENDIX XXXIX (Cont'd.)

additional advantage of being within easy reach of Edinburgh with its well-known medical and other schools. To those who wish to qualify themselves as teachers of Physical Training, one of its recommendations will be found in the special opportunities offered to students of observing and taking part in the teaching of all kinds of classes, including senior and junior classes in the elementary schools, and County Council Courses for the training of Elementary School Teachers in accordance with the regulations of the Scotch Education Department.

For students from a distance a well-appointed College Residence has been provided and placed under the charge of a Warden who is responsible for the work of the boarders and interests herself generally in their education and well-being.

Students who reside in the town with their parents may enter the college for tuition alone, or may enjoy also the privilege of day-boarders in connection with the Residence.

A qualified medical man has been appointed whose duties are to lecture to students, to conduct the medical examination of school children and generally to act as medical adviser in connection with the college, devoting his whole time to the work.

It will be the aim of the Trustees, availing themselves of the means placed at their disposal through the liberality of Mr. Carnegie, to make every provision for the efficient education of students, and to afford them the opportunity of becoming thoroughly qualified teachers in all branches of Hygiene and Physical Training.

College and Gymnasium Staff:

Principal - Flora M. Ogston, certificated by Fraulein Wilke, Physical Training College, South Western Polytechnic, London.

Medical Lecturer and Adviser - R.V.C. Ash, M.B.,Ch.B.,D.P.H.

Staff:

Ethel Adair Roberts - certificated by Madame Bergman
Osterberg, Physical Training College, Kent.

Leila M. Rendel - certificated by Fraulein Wilke, Physical Training College, South Western Polytechnic, London.

Emelyn Perry - certificated by Fraulein Wilke, Physical Training College, South Western Polytechnic, London.

May Petit - certificated by Bedford Training College, Bedford.

Warden of College Residence - E.A. Roberts.
APPENDIX XXXIX (Cont'd.)

Men's Department

Director of Gymnasium - A.B. Hughes
Assistant - J. Horn.
   - Alex. Hutchinson.
APPENDIX XXXIX (Cont'd.)

Course of Study.

The college year consists of three terms of about twelve weeks each, commencing September, January and April, respectively. The Course of Study extends over two years.

Theoretical Course:
Human Anatomy and Physiology
Experimental Science
Personal—and School Hygiene
Theory of Movement and of Teaching.
Symptomatology in connection with Remedial Gymnastics and School Hygiene
Singing and Voice Production

Practical Course:
Educational Gymnastics - Ling's Swedish System.
Remedial Gymnastics and Massage, students being allowed, under medical supervision to treat cases.

Methods of Class Teaching, students having charge under supervision, of classes of all ages in the public schools and in the gymnasium.

Games, Dancing and Swimming, being important branches of physical training are included in the curriculum.

Certificates:
Two grades of certificates will be granted, namely a Pass Certificate and a Certificate with Honours.

The Course of Study will be such as to qualify students for taking also the Certificate of the Royal Sanitary Institute and the Ling Association Diploma for Teachers of Swedish Gymnastics. It is intended that the Pass Certificate shall be a guarantee of qualification to occupy a responsible position as a teacher of Hygiene and Physical Training. The qualifications of a student who wishes to become a successful teacher are a good general education, intelligence, refinement, observation, good health and physique. Students are admitted between the ages of 18 and 30, and must obtain a satisfactory Certificate of Health from the College Medical Adviser.

They are recommended to consult their own medical adviser as their physical qualification for the work before making application for admission to the College. They must also produce evidence of having had a good secondary education. It is desirable that applicants for admission should hold one of the following Certificates:- Leaving Certificate of the Scotch Education Department. University Preliminary, L.L.A., St. Andrews, King's
APPENDIX XXXIX (Cont'd.)

Scholarship Examination (first and second class), Cambridge Senior Local, Oxford and Cambridge Joint Board Higher Local, Cambridge Higher Local, Oxford Senior Local, College of Preceptors (first class), Matriculation of London or other recognised Universities.

In the absence of such certificates or of others of corresponding grade, it will be necessary that they satisfy the Principal of the College as to their educational fitness for the course of studies.

Students will be accepted on trial only during the first term. Any student who, during this time, proves unsuitable for the work, must be withdrawn, and will have her class fees returned. The Trustees reserve the right to request the withdrawal of a student at any time on the ground of health or for other reasons that they may consider sufficient.

The College Residence.

Students who do not reside with their parents in Dunfermline are required to reside in the Residence that has been provided. The Residence is situated in Abbey Park Place, within five minutes walk of the Gymnasium. The living rooms are large, well ventilated, and well lighted. Each student will be provided with a separate cubicle.

Dress.

Students are expected to pay special attention to their clothing, having regard to consideration of health and utility and simplicity. Particulars of the costume and outfit with which students must provide themselves will be sent on application.

Fees.

The following are the fees for a session of three terms. They are payable in advance at the beginning of each term, in three instalments:

- Full residence - including College tuition, board, lodging and laundry - £80.
- Partial Residence - including College tuition, lunch, dinner, and use of the Residence Study in the evening - £35.
- College tuition - £20.

NOTE: Only those whose parents reside in Dunfermline are admitted as non-resident or as partially resident students.
Previous to the establishment of this College, the Carnegie Dunfermline Trustees had recognised the need of a thoroughly scientific method of Physical Training in the schools of the town, and for that purpose had secured the services of a staff of specially qualified teachers. It was impressed upon them at the time that, notwithstanding the demand for such teachers and the prospect of a still greater demand in the near future, there was no adequate provision in Scotland for the training of them. They were consequently led to consider whether they should not take the further step of endeavouring to meet the want. They were the more readily induced to do so inasmuch as they found themselves in some respects in a very favourable position for undertaking the work. Besides having at their disposal a large annual income available for purposes of public well-being, they were in possession of a handsome building, the gift of Mr. Carnegie, comprising a large Gymnasium and Swimming Baths. The Gymnasium is furnished with apparatus for Swedish gymnastics, and it is not too much to say that in respect both of attractiveness and of completeness this and the associated Baths are not surpassed by any in the country. A smaller Gymnasium for the exclusive use of students is provided in connection with the College premises.

In other respects also Dunfermline is favourably situated for the purposes of such a College. Once the home of Scottish royalty and the seat of an Abbey, it is a place of many interesting historical associations. Sheltered by hills to the north and east, provided with ample public parks, and overlooking the Firth of Forth at an elevation of 300 feet, it is conducive to health and vigour of body. It is also specially favoured in respect of its educational equipment both elementary and secondary, and enjoys the additional advantage of being within easy reach of Edinburgh with its well-known medical and other schools. To those who wish to qualify themselves as teachers of Physical Training one of its recommendations will be found in the
special opportunities offered to students of observing and taking part in the teaching of junior students in connection with Dunfermline High School, and of pupils in the elementary schools.

Two qualified medical officers are appointed, whose duties are to lecture to students, to conduct the medical examination of school children, and generally to act as medical advisers in connection with the College, devoting their whole time to the work.

By a Minute of the Committee of Council on Education in Scotland, which was laid on the table of both Houses of Parliament in June, 1909, the College has been recognised as a Central Institution for the purposes of the Education (Scotland) Act, 1908; and, the College Diploma is recognised by the Scotch Education Department as the basis of a special qualification to conduct Physical Exercises and School Gymnastics in terms of Article 47 of the Department's Regulations for the Preliminary Education, Training, and Certification of Teachers.

COURSE OF STUDY

The college year consists of three terms of about twelve weeks each, commencing September, January, and April respectively. The Course of Study extends over two years.

Theoretical Course.

Anatomy and Physiology.
Experimental Science.
Personal and School Hygiene.
Theory of Movement and of Teaching.
Elementary Pathology in connection with Remedial Gymnastics and School Hygiene.
Psychology.
Voice Production.

Practical Course.

Educational Gymnastics - Ling's Swedish system.
Remedial Gymnastics and Massage; including the treatment of cases in the College Clinique under medical supervision.
Class-teaching; students having charge, under supervision, of classes of all ages in the public schools and in the Gymnasium.
Games - Hockey, cricket, net-ball, and other indoor and outdoor games.
Dancing.
Swimming and life-saving (Life-Saving Society methods).
Diploma.

The Diploma of the College, which is recognised by the Scotch Education Department, is granted at the end of the course to students who show proficiency in their work.

The course of study, in conjunction with the professional training provided by the St. Andrews Provincial Committee in terms of Article 47 of the Regulations for the Preliminary Education, Training, and Certification of Teachers, is such as to qualify students to occupy responsible positions as teachers of Hygiene and Physical Training. The necessary qualifications are a good general education, intelligence, refinement, observation, good health and physique. Students are admitted between the ages of 18 and 30, and must obtain a satisfactory certificate of health from the College Medical Adviser. They are recommended to consult their own medical adviser as to their physical qualification for the work before making application for admission to the College. A certificate of health from an applicant's medical adviser, if granted on the same lines as the College certificate, may be accepted as sufficient. Applicants must also produce evidence of having had a good secondary education. It is desirable that they should hold the Intermediate Certificate of the Scotch Education Department, or an equivalent. In the absence of such certificates, it will be necessary that they satisfy the Scotch Education Department as to their fitness for the course of study by passing an entrance examination.

Students will be accepted on trial only during the first term. Any student who, during this time, proves unsuitable for the work must be withdrawn, and will have her class fees returned. The Trustees reserve the right to request the withdrawal of a student at any time on the ground of health or for other reasons that they may consider sufficient.

Building and Equipment.

The College is situated in Abbey Park Place, within five minutes walk of the large Gymnasium and Baths, and within ten minutes of some of the practising schools. The College premises provide accommodation for 24 students, and include lecture-rooms, gymnasium, and studies. The living rooms are large, well-ventilated, and well-lighted. In the bedrooms each student is provided with a cubicle. The College gymnasium is completely furnished with Swedish apparatus, and is fitted out on the plan of the State Gymnasium, Copenhagen. Students have the use of the large gymnasium for public demonstrations, and once a week for practice.

The Free Clinique for remedial gymnastics is kept well
supplied with cases selected by the College Medical Advisers from among the school children, and also with cases selected by the local medical practitioners. The patients treated are chiefly cases of flat chest, round shoulders, lateral curvature and other deformities. Certain digestive and nervous disorders are also treated.

The Games field is situated on the outskirts of the town.

Dress.

Students are expected to pay special attention to their clothing, having regard to considerations of health, utility and simplicity. Particulars of the costumes and outfit with which students must provide themselves will be sent on application. The cost of the outfit and books for the two years is about £12.

Fees.

The following are the fees for a session of three terms. They are payable in advance at the beginning of each term, in three instalments:-

FULL RESIDENCE - including College tuition, board, lodging, and laundry - £80.

PARTIAL RESIDENCE - including College tuition, lunch, dinner, and use of the Studies in the evening - £35.

COLLEGE TUITION, £20.

Note. Only those whose parents reside in Dunfermline are admitted as non-resident or as partially resident students.

All communications to be addressed to the Principal, The College of Hygiene and Physical Training, Abbey Park Place, Dunfermline.
APPENDIX XLI

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

It is recognised that possible changes in the requirements for teacher training may necessitate revision and adjustment in the curriculum as the future developments in the training of women teachers of Physical Education are realised.

The aim of the training is to produce a mature individual, with understanding of herself, her work and the children she teaches; in particular, an individual who is able and ready to accept responsibility for the physical well-being of children and young people.

Physical Education, almost more than any other subject in the Scottish curriculum today, is in a stage of transition. On the one hand, it has undeniably moved far from the physical training of earlier days when it was little more than a body of skills and techniques. On the other hand, however, the modern conception of Physical Education as something extending far beyond 'drill,' has not yet fully established itself in the educational thinking of Scotland, either within or without the profession; there is still great misunderstanding and half knowledge of its breadth and depth. It is too seldom realised that in its essential philosophy Physical Education is little, if at all, removed from the other subjects in the modern school curriculum.

Thus, it is true to say that the emphasis in the present day training of teachers of Physical Education is as much on their developing an understanding of children and young people in all their aspects as it is on the student acquiring, and being able to transmit, a knowledge of movement and technical skills. She must realise that all teaching and training should be tempered to the maturity of the child - physical maturity, obviously, but likewise intellectual, social and emotional maturity. In other words, it is not enough for her to know only the progression of physical development, and so be able to supply a suitable programme of work to meet the physical capacities and needs of each age group; she must, like the teacher of any other subject, understand the growing child as one who is undergoing a complex process of intellectual, emotional and social changes, over and above obvious bodily changes. Her greatest concern must lie wherever possible with understanding the individual child, not regarding him simply as a member of a particular
group. Today, we are fully prepared to accept and act upon the notion that, within any age group, there will be a wide range of academic ability, and we try earnestly to provide education according to age, ability and aptitude, to ensure success and healthy adjustment for each child. As yet, however, on the physical side, there is no great corresponding concern for the fact that children's powers of movement and their level of achievement in different skills are every bit as varied as their academic ability; just as every child is not capable of senior secondary work, so every child cannot possibly measure up to the same Physical Education programme, where success may be reserved only for the few.

In teaching games, for example, the stress is too often placed on the competitive aspects and the need to win, rather than on the sheer enjoyment of playing games for their own sake. Thus ridiculously early, in some cases, children come to brand themselves as "no good at games" and withdraw from the struggle, thereby closing the door on a rewarding and enjoyable aspect of life. In many of our schools this is also true in the teaching of dance, where very young children are taught adult social dances demanding skilled and disciplined techniques. Some young children can be drilled into a good performance of these, but they are deprived of the enjoyment of spontaneous and creative dancing. As in games, the less able dancers who cannot cope with the complicated steps and patterns of social dances give up the struggle and forego the pleasure that they might have had from dancing.

It is, then, the task above all others for the teacher of Physical Education to be able to assess the abilities, great or small, of each child and to develop these to the utmost level.

Thus, modern Physical Education emerges as something far removed from the narrow physical training of former days. At its best it contributes to many, indeed all, aspects of the child: it promotes healthy growth and vitality; it has great carry-over value to leisure hours, in childhood and throughout life; it provides relaxation of a particularly stimulating sort from classroom work; it is intellectually provocative, making the child seek to experiment in the use of his body; it brings the satisfaction of success to all children, each child being helped to develop his particular physical potentialities to the utmost.

28th February 1961
IWO
Education and Psychology.

Education and Psychology became part of the College curriculum in 1957/58, when a full-time lecturer was appointed. The students leaving College in 1960 were the first to complete a three year course in the two subjects.

In the first year the students study child development; in the second, Educational Psychology and in the third, two courses - Education, Theory and Problems and the Psychology and Education of the handicapped child.

Visits to nursery, infant and special schools and films form part of the courses where appropriate.

At the end of the third year students sit a final examination in both subject.

During the last three years a beginning has been made in building up a stock of psychological and educational tests. Through demonstration and participation, students become familiar with the main tests in common use in education today. The apparatus necessary for carrying out certain experiments, especially in learning, has been purchased or made.

In 1957, with few exceptions, the books on education, and particularly psychology, were dated and out of touch with modern research. Now, in 1960, many of the old books have been replaced by a still small, but valuable and up-to-date collection of both British and American works. A new journal, "The British Journal of Educational Psychology," is now taken by the College.

A library of tape recordings, of such things as children's speech and the sound tracks of radio and television broadcasts of educational and psychological interest, has been started. It is hoped that these recordings will become increasingly useful as material for class discussion.

Art and Drama.

Two courses were added to the curriculum in 1958, one in practical drama and one in practical art. In 1958 and 1959 the students were divided into two groups in the first year, taking either art or drama; the groups changed over in the second year and followed the special course in either art or drama, according to their choice, for the final year.

In 1960, following a request from the Students' Representative Council, musical appreciation was added to the special courses.
The first year students are thus spending one term at either art, drama or musical appreciation, and will make a final choice at the end of the first year, pursuing one of the special courses for the following two years of training.

These courses now established are proving to be increasingly popular with the students. The College has been fortunate in finding part-time lecturers in these subjects who are showing an active interest in the general work of the College and are taking part in the College social functions.

The lecturer in drama has attended courses in dance and she is able to provide a link between the expressive movement of modern educational dance and movement in drama. The art lecturer is also interested in the practical work of the College and these subjects, provided to give the students a wider cultural course, are also linking well with the art of dance and generally proving to be most successful.

Cultural Course: Civics.

Two years after the College came to Aberdeen a cultural course was initiated and this has developed over the years into the following:

Year I.

Study of British Institutions, such as Parliament, the Monarchy, the Law Courts, Local Government, Trade Unions, the British Commonwealth of Nations and the First and Second World Wars. As well as writing essays, the students give weekly News Bulletins, which lead to discussions on current affairs. "Balloon" debates are held, during which the students, speaking entirely without notes, represent some well-known character in a prepared speech and deal with questions from hecklers. Each student also reads and reviews a book. Visits to the Sheriff Court are arranged, and to places of local interest such as Provost Skene's House.

Year II.

Study of current affairs continues, either through News Bulletins or a prepared discussion on some topic of interest. A study of the Bible as literature is made, also of the Vedas of the Brahmins, the Pitakas of the Buddhists, the Koran and the writings of Confucius. Practical instruction is given in the writing of letters, with special emphasis on letters of application for posts.

Year III.

Discussions and essay writings are continued. The
history of Art is outlined, with special regard to the lives and works of certain artists from the time of the Italian Renaissance down to the present day. The excellent reproductions in the monthly volumes of the Daily Express Art Treasures Book Club are studied by the students and their comments are invited. From these books a student displays each week in College four works by a painter of her choice. This, along with visits to art exhibitions in Aberdeen, helps to make all the students familiar with the works of well-known artists. The highlight of this course is the visit, during the summer term, of the third year students to Crathes Castle, where they are greatly impressed by the fine architecture, painted ceilings, historic manuscripts and period furniture of the castle, and by the colour and beauty of its gardens.

Health Education.

The course taken by the College Medical Officer deals with the effect of health on the child, the student, the nation, and the syllabus includes the study of:

1. Heredity and Environment
2. Personal Hygiene
3. Diet - including school meals and the importance of milk
4. Alcohol - the absorption, fate and effect on the body and the body actions.
5. Tobacco - the present day concept of the dangers of smoking.
6. Infectious diseases and the importance of vaccination and immunisation.
7. Vaccination and Immunisation. Brief descriptions of the more common diseases, as they may appear in school children, are given. Particular reference is made to foot infections.
8. Mental health, including the structure of a mental hospital; the meaning of terms; the activities that patients are able to do and how a teacher of Physical Education may help them; the new laws relating to the admission and discharge of patients.

The course in health education, taken by a member of the Physical Education staff, is closely linked with the course taken by the Medical Officer. It deals with the present day application of the Health Service and with the students' teaching of health education, with particular emphasis on the correlation of health education and Physical Education.

Teaching of health education. Instruction and help is given on classroom organisation, use of equipment, posters,
flannel graphs, models, charts and films. The students make models, posters, etc. and collect suitable material for use with the various age groups in the schools.

The hygiene of the menstrual cycle is studied; films are used and also leaflets, reports and publications from the Scottish Council of Health Education. Particular reference is made to the opportunities the teacher of Physical Education has to give personal help to girls who may be in need of guidance in personal hygiene.

Each third year student is encouraged to spend at least one day visiting either a nursery, special school, school meals kitchen, factory canteen or an old peoples' home. Information from these visits is collected and used for debate and discussion.

Visits are arranged in Aberdeen to such places as the public swimming pool, school canteens, Marks and Spencer and the Stoneywood Paper Mills.

Dr. MacQueen, Medical Officer of Health for Aberdeen, and members of his staff, give five lectures to the third year students; Dr. Mearns, Medical Adviser to The Scottish Council for Health Education, spends two days in College at the end of the session lecturing to the leaving students.

First Aid. The students have ten lectures in first aid. Particular reference is made in these lectures to the first aid treatment for accidents in schools, in particular to those that may occur in the gymnasium, on the games field, on the athletics track and in the swimming pool.

Youth Work.

A greater number of teachers of Physical Education are being asked to teach Education Authority keep fit classes and fewer are now working in youth clubs. Accordingly, the emphasis during the students' training has been changed to equip them with suitable material for the former.

Service to the Community. Previously, as part of the training, each third year student spent one evening a week for one term teaching physical recreation classes. The students now give voluntary service to the clubs and recreational centres in Aberdeen. They also help with Guides, Cubs, Life Boys and Guildry companies.
Glenmore Lodge. Since the new Lodge has been completed the students spend one week together at Glenmore, gaining some experience in way finding, orienteering, high and low level walking, skiing and rock climbing. The students enjoy this week to the full and many are inspired by their experience in these activities to continue with them after leaving College. They are not skilled enough to take parties of children into the hills, but a number of them go to further courses of instruction in order that they may do so; after they have qualified, they may help with the Junior Glenmore Club.

Holiday Camps. At the end of the first year of training, students spend at least one week of the summer vacation looking after children at holiday homes, orphanages, day nurseries, treks and camps. The log books of their activities and those of the third year students on the week at Glenmore, make interesting reading.

Content of the Course.
1. Youth and Society:

   Youth (a) at home - conditions, attitude to family.
   " (b) at school - junior secondary schools, technical schools, adult education - continuous classes, W.E.A. classes.
   " (c) at work - control of hours, wages, conditions, apprenticeship system, juvenile employment bureau.
   " (d) at leisure - cinema, dance halls, libraries popular reading matter, etc.
   " (e) in trouble - delinquency, juvenile courts, approved schools, borstal institutions, probation, etc.

II. Youth Service Scheme.

(a) Aims and purposes - range of informal and formal education.

(b) Growth of the club movement.

(c) Machinery - memoranda and circulars: "In the Service of Youth;" "The Challenge of Youth;" "Youth
Service Corps." The Education Act 1944; The Education (Scotland) Act 1946.

(d) Administration - the State, Education Authority, Youth Council, Club Committees.

(e) Service by Youth - wide interests, training in responsibility to others; fellow members, colleagues at work, general public.

(f) Leadership qualities and responsibilities.

(g) Attitude of the teacher of Physical Education and the contribution which she can make to the youth service.

III. Needs and Interests of Youth.


Programme planning - all club activities, physical, intellectual and creative, social activities, place of religion in club programme.

Physical Activities.

Indoor: Encourage interest in health, personal appearance, scope for creative work.

(1) Choice of material; consider girl's background, e.g., work - monotonous, sedentary, satisfying, etc.

(2) Discussion on material suitable for various groups:

(a) Education Authority Youth Service Clubs
(b) Education Authority Continuation Classes
(c) Classes for patients or nurses in hospitals

Composition of lesson.

(3) Organisation and preparation for: competitions, demonstrations, concerts, parties, parents' night, etc. Value and disadvantages of these in raising enthusiasm, standard of performance, interest and co-operation of parents, adults and new members.

Physical Activities.

Outdoor: Glenmore Lodge, Outward Bound Schools - types of courses offered; outdoor activities suitable for members
of voluntary and statutory organisations.

IV. Training for Leadership.

(a) The MoNair Report - S.C.P.R. - aims and functions. Regional training groups - aims and functions.

(b) Judging of competitions. Examination of potential leaders of physical recreation.

V. Voluntary and Statutory Organisations - rural and urban areas.

Anatomy and Physiology.

The course in Anatomy and Physiology extends over five terms and includes a general survey of the structure and function of the body, with detailed study of muscles and joints. During the past three years the study of structural anatomy has been reduced, and more emphasis is being placed on the functioning of the body, both as a whole and of its individual parts. Special attention is paid to the physiology of muscle and of the nervous system. A sound knowledge of the mechanisms of body movement, muscle coordination and body balance is essential for students who are training to be teachers of Physical Education. It is felt that the students lack practical work in both anatomy and physiology, although they are encouraged to make small models of joints and feet.

During the past three years demonstrations of practical anatomy have been held in the Anatomy Department of Aberdeen University, and during the past year the students have been allowed free access to the bone room of the Department. There is close co-operation with the members of staff of the Anatomy Department, who very kindly set up the specimens for demonstration at times suitable for the College.

This year an approach was made to Professor Malcolm of the Physiology Department of Aberdeen University, and it is hoped that in the future it will be possible to hold demonstrations here also. They will be of a different kind from the anatomy demonstrations in that the students will learn to carry out simple experiments on their own muscles and estimate, for example, their own vital capacity, etc., reaction times, and it is hoped that some tests on blood volume will be
carried out. If more time could be given to this side of
the work, then records of the experiments could be kept and
form a basis for research into the effect of physical
training on the general fitness of individuals.

School Remedial Work.

The students are given lectures on the minor orthopaedic
conditions found in school children. They are taught not
only to recognise them, but to understand the various causes
and changes that have taken place; in addition, they study
children who are spastics or asthmatics or those who have
had poliomyelitis. In the clinic they meet children who
have been selected by school medical officers as needing
corrective exercises. In Aberdeen these children have been
referred to an orthopaedic surgeon, who has passed them on
to the College clinic. This is now undergoing re-organisation.
The plan that is coming into being will put the College
clinic into direct contact with the school medical service.
It is hoped that the children will be sent by, and returned
to, their own school medical officer. This doctor will
examine these children at more frequent intervals than
the normal child and be in touch with the clinic; thus it
is hoped that there will be close co-ordination between the
school health service, the local education authority and
ourselves. This should be a happy union, as the well-being
of the school child has a dominant place in the interests
of all concerned.

The training of the students has a practical and a
theoretical side - they learn and practise specific exercises
on each other, suitable for various conditions, but emphasis
is placed on training them to use their own ingenuity; to
make use of their knowledge of movement in the fields of
gymnastics, dance, athletics and swimming, and apply this
knowledge to remedial treatments. In the past few years
formal movements have given way to modern trends in
educational gymnastics. Re-organisation in the student
training has also taken place. Formerly they spent one and
a half terms working in the clinic with children during their
third year, and took the final remedial exercises examination
at the end of that year. This has been changed to fit in
with the teaching practice in the schools. Now, one term
is spent in the clinic during the second year of training
and the final examination is taken at the beginning of
the third year.

In order that the second year students should have
greater theoretical knowledge before undertaking work in
the school clinic, the anatomy and physiology department has altered its syllabus to enable the pathology teaching to meet the requirements of the students going into the clinic. The actual teaching hours have been shortened for remedial work, and the syllabus has necessarily been cut down, but is nevertheless proving satisfactory. To give them a more varied and wider experience, the second year students spend a fortnight of the summer vacation in a hospital or clinic, working with physiotherapists on suitable cases.

Experimental work in the Anatomy and S.R.E. Department. At the physical examination of prospective students, it was observed that several of these girls had marked limitation of movement in the spine, especially in the joints of the lumbar vertebrae.

In their training, students are required to perform certain actions involving flexion and extension of the lumbar spine, and those who have limitation of movement of that part are unable to perform these actions with the ease of those whose vertebral joints are more mobile.

It was decided that a photographic record should be kept throughout the students’ training to ascertain whether any change would occur in the range of mobility of their spines by the third year. With this end in view, answers to the following questions are being sought:

(1) Does the range of movement in the lumbar region increase by repeated attempts to perform full flexion and extension, or will the student compensate in some way for her lack of mobility?

(2) In cases where there is limitation of flexion of the lumbar spine, is there also hyper-extension of that part and vice-versa?

(3) If increased mobility in flexion is gained, will decrease of mobility in extension occur, so that the total range of movement of the lumbar region remains constant in each student?

(4) Are students with limited movement range in the spine more likely to sustain injuries?

It is hoped that in a few years' time results may lead to a greater knowledge of the physical type of student suitable for selection for training. The photographic records are also used in lectures with students, when attention is drawn to the effects that limited movement has on posture, etc.
The team working on this project is comprised of members of staff from the Anatomy and Physiology Department and the S.R.E. Department, and great help has been given by Dr. Mackenzie of the Anatomy Department of Aberdeen University, and by Mr. Carr, Orthopaedic Surgeon at Aberdeen Royal Infirmary.

Practical Subjects.

The work in all the special theory and practice subjects is closely bound to the school practice. Throughout the courses reference to and relationship with other subjects in the College curriculum is constantly made. The changes that have taken place are included. It will be seen that some of the special subjects are given in greater detail than others.

Theory of Gymnastics. Objectives of the three year course:

1. To equip the students to teach gymnastics to Infant and Primary schoolchildren, and to girls at all stages of the Secondary and Senior Secondary School.

Note: Greater emphasis is laid on the work in the Post-Primary departments for two reasons:

(1) It is of a more complex nature and therefore requires deeper study.

(2) The non-specialist teacher is trained to undertake the Physical Education in the Primary school.

Content of the three year course:

Since, of necessity, children are exposed to more physical hazards in the gymnasium than in the classroom, the need for safety and security is at all times impressed upon the students. Maximum safety can be achieved only by teaching the children to control their bodies and to assess their own abilities in the work they do. This necessitates teaching fundamental management of the body on the floor and in relation to apparatus and to partners, and also systematic, graduated increase of difficulty in the tasks and apparatus situations presented by the teacher.

The work divides naturally into two main branches - material and method - which proceed in parallel during the training. Throughout the three years, some classes are
taken in the gymnasium to give the students opportunity to
do practical work in connection with observation and analysis
of movement, and also to practise teaching. Other classes
take the form of lectures and discussions.

Year I.

The work of the first year is directly concerned with
preparing the students for their teaching practice which
begins in the second term of their training. Preparation
for Infant and Primary teaching: selection of suitable
material:

Students use small apparatus, e.g., balls, bean bags,
hoops, skipping ropes, to find and practise activities which
 appeal to children of different age groups in the Primary
School, and which are suitable for inclusion in the Free
Practice at the beginning of a Primary lesson. They observe
and investigate these activities to discover how the body is
involved in their performance, and how skill and co-ordination
can be increased to keep pace with the progressive develop-
ment of the children. The same process of discovery, explora-
tion and investigation is applied to movements which can be
performed by making use of gymnastic mats and benches and
other apparatus which may be available in Infant and Primary
schools. The students also evolve their own arrangements of
small apparatus to stimulate movement from the children.
This improvisation is necessary to augment the gymnastic
apparatus, the supply and type of which, in many schools,
is inadequate for the number and age of the children in
the classes.

In preparation for teaching the above material, the
following is required:

1. The form, composition and development of a lesson. In
the initial stages some specimen lessons are taught to and
by the students, and are then discussed.

2. Practice in presentation and in observation.

3. Preparation and organisation of a lesson.

4. Records of work.

Discussions on group classes deal with the suitability
of the work selected, the response of the children to the
tasks set and the development of the work.

Lectures:

Background and history of Physical Education leading
to the development of Modern Educational Gymnastics.

Principles of teaching gymnastics.

Principles of class management in the gymnasium.

Teacher-class relationship, and all that is involved in establishing and maintaining an atmosphere of purposeful, enjoyable work.

Where appropriate, theory of the work done in practical method classes.

Students are encouraged to take every opportunity to observe and study the movement tendencies and responses of children at all stages of development. A strong link exists here with Educational Psychology.

Year II.

The work of the second year has a bias towards Secondary gymnastics, to keep in line with the students' teaching practice in the schools.

In the second year, Method classes conducted in the gymnasium are concerned mainly with observation and analysis of movement, so that the students have a deeper and wider understanding of the principles of movement. This involves the study of the functional movements of the body; actions which can be performed by the body and its parts; the reaction of the rest of the body to the moving parts; mechanics of movement applied to gymnastic movements on the floor and on apparatus; more varied use of the movement factors of Time, Weight, Space and Flow.

In the second year, students study the theory of movements similar to those included in first and second year practical gymnastics.

In discussions on group classes (Secondary), practical use is made of knowledge gained in Educational Psychology lectures, and this knowledge is related directly to gymnastics. The discussions deal with points such as the following: differences in response and reactions of Primary children and the Secondary girls; differences in the approach of the teacher; the type of work which appeals to Secondary age-groups and gives the girls satisfaction from a sense of personal achievement; progression on work done in the Primary school; principles of teaching.
Lectures deal with the theory of movement; principles of observation of movement; effective use of all forms of demonstration; principles of observation of the individual and of the class as a whole; organisation of Secondary apparatus work; safety measures during apparatus work.

**Year III.**

The work in the third year is designed to give the students as wide a view as possible of the work they will undertake in the schools at the conclusion of their College training.

Practical classes: Observation and analysis of movement is continued, because this is fundamental and essential to effective teaching of movement, and improves only with increased knowledge and prolonged practice.

Some movement themes are given to the students and some they select for themselves; using these movement ideas, they then compose lessons suitable for various age-groups. This is directly related to their teaching practice in the schools, because every lesson they teach (both Primary and Secondary) is built around a theme of movement idea. This is selected according to the specific needs of each class, and the lessons are developed to give the children wide and varied experience of this particular aspect of movement. This calls for a great deal of creative ability, imagination and originality on the part of the students. The students devise apparatus situations, again suitable for different age-groups, to promote interest and stimulate movement on the part of the girls they teach. They also select a variety of tasks which can be applied to these arrangements of apparatus, and work out the movement possibilities and developments in carrying out these tasks. Considerable attention is paid to coaching the movements produced, in order, first, to ensure safety, and, secondly to raise the standard of performance.

**1960 Syllabus of Physical Education for Primary Schools:**

Towards the end of their training, the third year students study the Gymnastic section of the Syllabus. At least two different sets of circumstances have to be provided for here:

1. Teachers of Physical Education in their first year of service are frequently required to demonstrate the Syllabus lessons to experienced Primary class teachers.
(2) Physical Education teachers, although required to base the work in the Primary schools on the Syllabus, are in certain cases allowed to adapt the lessons.

To help the students to deal with both of these situations they practise teaching the Syllabus lessons as they stand; likewise they practise adapting the lessons to make the work contained in them more acceptable to fully trained teachers of Physical Education.

Lectures are of a wider nature than in the first two years, and include suggestions and advice regarding allocation of time to the various branches of Physical Education in the school curriculum, so that schoolgirls will gain experience of a variety of physical activities; schemes of work suitable for different age-groups; desirability of selection in the top classes of Secondary and Senior Secondary schools, provided that facilities and staffing make this feasible; information concerning the wide variety of conditions which will be met in schools throughout the country, and suggestions to help the students to deal with and, in some cases, improve the conditions; group discussions on various aspects of the work, followed by reports from group leaders and open discussion on these reports; discussion of problems encountered by the students in their teaching practice, and of possible solutions to these.

Third year students are invited to attend various meetings, courses and conferences organised by the Scottish League for Physical Education (Women) and by The Physical Education Association of Great Britain and Northern Ireland. They give reports of these to the remainder of the third year students, and lead the discussions which arise from their reports.

Practical Gymnastics. Objectives of the three year course:

1. To teach the students to have complete mastery of their bodies in all situations which may be met in the gymnasium, and thus ensure maximum safety in all circumstances.

2. To increase their physical versatility by giving them a wide experience of functional and purposeful movements required in the gymnasium.

3. To develop initiative and inventiveness in their movement response to situations devised for and by the students.

4. To effect a carry-over to the students' work with children, of the knowledge and experience which they gain
in their own practical gymnastics.

A high level of personal performance is desirable, so that, as student-teachers and later as qualified teachers, the students will have complete confidence in their own gymnastic ability. Of even greater importance than personal achievement is the individual knowledge and experience which the students gain of a wide variety of methods of moving, both on the floor and on apparatus. This helps the students to appreciate, as nothing else can, the varied movement tendencies, characteristics and abilities of different children. Consequently they are helped to observe these traits in the children they teach, to develop them to the full, and to give the children experience of types of movements and of movement qualities which come less naturally to them. This versatility and adaptability promote safety by giving the students - and through them the children - an extensive repertoire upon which to draw in solving movement problems with which they may be confronted in the gymnasium.

Throughout the three years the work is based on -

(1) Laban's principles of movement as they apply to gymnastics;
(2) the practical application of body mechanics to gymnastic movement.

Every effort is made to keep these two aspects in very close correlation.

Year I. Content.

The previous gymnastic experience of first year students varies greatly, as does their standard of attainment. It is therefore essential to ensure that they are all given a sound foundation upon which to build during the second and third years of their training.

In first year emphasis is placed on successful management of the weight of the body. This involves awareness of the body as a whole, of the various parts and surfaces of the body, of the relationship of these parts to one another and to the whole body, and of the relationship of the body to the floor and to apparatus. This in turn necessitates knowledge, understanding and experience of the actions which can be performed by the body and its several parts.

This work includes:

1. Balance on various surfaces of the body, motionless and during movement.
2. Transference of the weight from one surface of the body to another while the body is supported on the floor or on apparatus, and as the natural outcome of flight. Skill in continuous transference of weight is required to return to a state of equilibrium when the balance of the body has been temporarily upset. In movements involving flight, emphasis is laid on the ability to spring and to receive the weight with sensitivity and control.

3. The appropriate use of the motion factors of Time, Weight, Space and Flow. This involves understanding of and distinction between movements which require a certain degree of each factor for optimum performance, and movements where this degree may be imposed and is therefore variable. Through understanding of the motion factors, an appropriate use of rhythm, timing and phrasing of movements.

4. Functional movements - bending, stretching and twisting - of the body as a whole and of parts of the body.

5. Instrumental use of the limbs in movements involving pushing, pulling, gripping, locomotion and elevation.

6. Control and clarity in movement, through awareness of complete actions comprising the appropriate preparation for and recovery from each movement performed.

7. Work demanding response to, and therefore adjustment to, a partner's movement - matching, contrasting, copying the partner's movement; using the partner as an obstacle to be surmounted or circumvented.

In each lesson this work is carried out in Movement Training on the floor. It is then applied to low apparatus, where the more restricted working surface effectively increases the difficulty of adjusting the weight of the body to preserve balance. Finally, arrangements of large gymnastic apparatus are brought into use, and thus the difficulty, particularly in elevation and in returning to the floor, is further increased.

Throughout the first year, emphasis is placed on the acquisition of balance in movement, and on the ability to continue moving until a state of equilibrium is regained when balance has been temporarily lost.

Year II. Content.

The work of the second year is a continuation of that done in the first year, with the following additions:
1. More opportunity for work in twos, especially of a type which necessitates balancing the body weight against that of a partner, and also receiving and supporting the entire weight of a partner. Work in groups of three is introduced, where the situation is further complicated by the greater need for adaptation of individuals to the group.

2. Greater variation in the elements of movement:

   (a) Acceleration and deceleration.
   (b) Finer gradations in the application of strength and in muscle tension.
   (c) In relation to the space factor, more asymmetric movement - which requires a more complex adjustment of weight - is attempted at a higher level.

3. Sequences of movement with concentration on smooth transitions between movements.

4. Greater emphasis on quality of movement as distinct from sheer practical ability to manage the weight of the body.

5. More complicated apparatus situations, including moving apparatus, which demand greater versatility of movement.

Year III. Content.

In the third year, the work of the first and second years is further established and consolidated. The third year students are given considerable freedom and responsibility for their own work. They frequently use their own tasks for individual, couple and group work; they evolve apparatus situations of their own choosing, and work out solutions to movement problems set by themselves and by their fellows.

Although throughout the three years of training the work in gymnastics is designed to raise the standard of personal performance to as high a level as possible, this freedom of choice in the third year develops the students' movement imagination and gives wide scope for creative work, thus providing a strong link with the students' practical teaching.

One Year Course.

The work has the same objectives, and is based on the same principles, as the work of the three year course.
The gymnastic experience of the one year course students is more limited than that of the first year students of the three year course. In general, their physical ability is also of a considerably lower standard.

The students of the one year course join the first year students in their practical gymnastic classes for the first term and part of the second term. During the second term (approximately halfway through it) they will combine with the second year students instead, and continue with them during the third term. They do no practical gymnastics with the third year students, because it is not possible, in one year, to raise their standard of performance to a sufficiently high level. During their training they will, however, be given the opportunity to observe some of the third year work.

Dance Department.

1958 - 1961 has been a period of consolidation in this department because, prior to this, the first year was devoted to movement training to help the skills. Now students are trained to dance from the beginning of their first year. This change has affected not only their practical performance but also their teaching of dance and their composition, because they have a wider experience and a deeper understanding of expressive and creative movement from which to draw.

Students now have the opportunity to teach dance in primary and secondary schools throughout their third year. The experience in primary schools is of greater value at the moment, as the work continues from week to week, which enables the student to plan her work in order to reach a climax, which grows out of the progressive experience gained from one week to the next. In secondary schools dance is taken every three or four weeks and is sometimes spasmodic because of examinations and sports events, so that the value of planning and training towards a worthwhile composition is lost.

It is not possible at present to begin the teaching of dance earlier in the course, as most of the students enter College with very little experience of dance in its widest sense. Another difficulty in the teaching of dance is the lack of good pianos or record players; students have to learn to accompany their classes with percussion instruments and practice is needed to play these with sensitivity. However, in the primary schools more record players are being provided and many students will soon be able to use music
for their lessons if they wish. During the last term of the second year, group dance classes have been re-started and they provide very useful training for the students.

Much interest has been aroused by visits of the Royal Ballet from the Sadlers Wells Theatre, as we have been privileged to watch ballet classes taken at the theatre. This introduces some students to the live ballet and also provides a topic for discussion and an opportunity for valuable movement observation. The students' interest in dance, drama, composition, music and percussion was stimulated and their experience enriched by the visit of Miss Geraldine Stevenson and Mr. John Dalby from London. Both Miss Stevenson and Mr. Dalby have worked a good deal in connection with the theatre and with films, as well as with the educational side of expressive movement and Miss Stevenson has been responsible for the planning and training of group movement in the York mystery plays.

An effort is now being made to correlate the students' training in dance with that of modern art and it will be interesting to follow up this new development; there is already a very close connection in their training in music and dance.

Some experiments have been made with the filming of children's work, but it is difficult to do this as the children tend to lose their sincerity and spontaneity in watching the camera, because the sound distracts them and they lose their complete absorption. In filming there is the added difficulty of the need to record voices, music or percussion.

As well as having practical experience of expressive and creative movement students are trained in composition, so that their dance movement training is brought into dance studies, group dances and dance dramas. In this way they are made aware of the endless movement and musical possibilities and of the value of linking "sound quality" (voice, percussion, musical) with movement ideas. Attention is drawn to, and students experiment in, the linking of dance with the rhythms and essence of poetry and with the dramatic situations found in all great literature. Given adequate time and encouragement, a much closer link could be made with other departments in the schools, e.g., music, art, drama, English, etc. In this way dance becomes of wide educational and cultural value and does not consist merely of teaching a few dances from a book.

In the second and third year, students are taught some traditional dances of other European or South American
countries. In this way they discover not only fresh musical and movement rhythms, new steps and new forms of dances, but also that some steps are common to many countries, although owing to variations in climate, tradition, custom and temperament they are danced with different stresses and qualities. The students' reading, together with the study of folk music, enables them to build and to use their material into a Peasant (Wedding) Scene, or to build compositions round occupational rhythms or religious festivals.

Some study is also made on the dances of the classical suite so that help can be given in the production of school plays, when a medieval pavan or a basque dance is needed. They can help, too, with Shakespearean plays, when a galliard may be needed. This study of historical dances is a vast one and needs long and careful training, so that we can only touch upon the fringe of this side of dance. However, to help the students with the mannered movement of the Court and with a more correct technical performance of the difficult national dances, training in a modified ballet technique is given.

The students also take the first Certificate of the Royal Scottish Country Dance Society. Prior to 1958/59 the students took their preliminary test for the Teachers' Certificate in Scottish Country Dancing in the summer term of their second year, having started Scottish Country Dancing at the beginning of the second year. Now, the students start Scottish Country Dancing in the spring term of their second year and take the examination at the end of the winter term, when they are in their third year of training. The results of 1958/59 would appear to justify the change of the examination from second to third year. The course is approximately 27 classes of 40 minutes duration. The students must learn twelve test dances and be able to perform them at a reasonably high standard, learn the method of teaching and have practice in teaching simple Scottish Country Dances. These classes are soon regarded as preparation for an examination and the aims of country dancing can easily be lost. The present second year students who will start the certificate class in January 1961 have had five or six periods of Scottish Country Dancing in their first year. It is hoped that this will help them to approach the certificate class with a different attitude.

In the last term of the third year modern ballroom dancing is studied, so that the students are able to teach the rhythms and basic steps of the four main ballroom dances - the waltz, slow foxtrot, quick step and tango. Unfortunately, there is not time to bring this form of dance up to a professional standard or to study the fascinating ballroom dances of South America.
In training students to experience and to appreciate the very wide cultural and educational aspects of dance, a niche is found for all students, however clumsy or self-conscious. They can use their talents in production and composition and often the less able dancers have much to offer here. They become less self-conscious in dancing with others and learn to appreciate the rhythms and movement efforts of large groups. They learn also to feel the changing qualities and movement moods of a group and to re-act in movement to dramatic situations. Aggressive students move with those who dance with gentleness and sympathy; shy, furtive, narrow, tight movers learn to move with those who enjoy an extravagant use of space over the floor and in the air. So through all this there is an emotional outlet, a giving and an acceptance, a freedom and a discipline and a very real training in human relationship.

Music.

Music has now become an established subject in the College curriculum. Each student has one music lecture per week throughout the three year course.

The main purpose behind the study of music is to make the student aware of the close link between music and movement and to enable her to become a really sensitive teacher of dance in all its many branches. To this end, the subject of rhythm, time and accent forms a large part of the first year work. A great deal of practical work is included in the lectures; for example, rhythms are composed by the students to stimulate and accompany different types of movement. A history of national dance and its link with music is studied, and a thorough knowledge of music of different countries is built up. This takes place in the second year, and is related to the national dance work. Other work is covered by the use of dance records, of pieces of music, and the accompaniment of movement with percussion, piano and voice sounds.

When teaching, the student often has to provide her own sound accompaniment. Therefore, each student is taught to improvise at the piano, and the use of percussion instruments is greatly stressed. The students study quality of sound and its direct effect on movement.

In addition, music appreciation is included during the three year course, so that the student has a broad view of the subject.
Games. General Aims:

To help the students to:

(a) enjoy games so that they may, through their own enthusiasm, transmit to children the desire to participate in team games;

(b) raise the standard of their personal performance so that the finer points can be appreciated and understood;

(c) understand, through practice and method classes, the fundamental skills, tactics and rules of the game so that they are equipped to teach beginners and have sufficient knowledge and skill to help the more advanced players to achieve higher standards;

(d) deal with large and small numbers in both wide and limited space and to give practice in the coaching and umpiring of the major games;

(e) have knowledge of a wide variety of games so that they may have a greater choice to offer to the varying tastes of the secondary school girl.

Games Played:

Hockey; Netball; Lacrosse. Winter terms. (Lacrosse voluntary after Year I).

Tennis; Rounders. Summer terms.

Badminton is played throughout the year.

Table Tennis and Jokari; facilities are available for the students to play these games in College.

Cricket. This was started on a voluntary basis and is played in the students' free time during the summer term.

In addition many games, some of which have a direct bearing on the major games, are introduced and played when time permits. Included amongst these are:

Padder Tennis; skittleball; Volleyball; a form of Handball; Danish Rounders; Tenniquoits. It is hoped that Basketball will also be included in the near future.

Other minor team games and activities are also introduced for use in the playground or indoors in wet weather.

Matches are played in all the major games with other colleges, clubs and, by first year teams, with schools.

A Games Association was constituted in 1960 to co-ordinate the organisation of major games.
Captains. Each major game is run by a College captain and secretary. Students are responsible for organising, in consultation with a member of staff, the playing of the game. This includes putting up team lists, making all arrangements for matches and running tournaments.

Allocation of Time. A blocking system is used for the winter games, each game being played for a certain number of consecutive weeks, by which it is hoped that students, particularly those who are beginners, will get a good grasp of the game.

(a) Practical Games. Year II. and Year III. have two practical periods per week; Year I. and the One Year Course have three.

(b) Theory and Method. Students in years I. II. and III. have one Theory of Games lecture per week throughout the three years. This lecture is sometimes of a practical nature and is used to teach the basic fundamentals and method of play. Students in the One Year Course have an additional lecture.

Literature and Films.

Films and film loops are shown and students possess certain recommended books and rules books of the major games.

SCHEME:

Year I.

Theory and Practical. All basic skills and strokes are taught of the technique required for elementary games, also the basic requirements for the different positions. A knowledge of the rules of each game and also of the positioning of players in various situations.

Coaching. The first year students teach playground games in the summer term to juniors, when basic principles of games are introduced.

Year II.

Theory and Practical. The aim is to give increased skill and a higher standard of performance through use of more advanced tactics and techniques. Through the method of group classes, knowledge of practices leading up to early games is
taught, also the arrangement of games for varying numbers.

Coaching. A group class is given each term so that every student has practical experience of teaching children the basic fundamentals of a game, practices leading to it and the game itself. Hockey, netball and tennis are included.

Umpiring. This has been started in the spring term of 1961 to give students one period per week of instruction in umpiring (hockey and netball). Tennis umpiring is included in the summer.

Year III.

Theory. One period per week. These lectures are on general subjects necessary for students when they leave College; for example, the running of tournaments, care of equipment, fields, marking of pitches, etc. In the lectures dealing with games, discussions are held to help with problems arising from the students' coaching in schools.

Practical. Opportunity to play in all positions in a team to widen their knowledge and increase their skill, which it is hoped will assist their coaching.

Umpiring. Practical experience is gained in umpiring College games and matches, also club and school matches in Aberdeen on Saturdays throughout the winter season.

One Year Course.

The above scheme is, as far as possible, condensed into the one year.

Practical. Three periods per week.

Theory. Two periods per week. General lectures as for Year III are given.

Coaching. A group class in hockey and netball (five weeks for each) during the autumn term. A period of coaching in schools, one per week, in the spring term and the summer term.

Umpiring. One period of instruction with Year III, in the spring term and some practice of umpiring College games and, it is hoped, matches.
Theory of Athletics.

Objectives. To foster an interest in athletics and, in particular, in coaching athletics to schoolgirls. To equip the students (as adequately as is possible in such limited time) to deal with athletic practices and to organise Sports Days in their schools.

Organisation.

1. The course extends over the first two years of training, during which time one 40 minute period each week is given to the subject.

2. During the autumn and spring terms, the work is taken in a gymnasium or a lecture room. In the summer term the work is taken on the playing fields.

3. Two members of staff are concerned with lecturing and with practical work, and a further two with practical work only.

4. Four day intensive course conducted by the Chief Athletics Coach in Scotland.

Content. All schoolgirls' track and field events:

- Technique
- Stages in coaching
- Rules - interpretation and application
- Study of instructional film loops
- Organisation of practices, matches, school and inter-school competitions

Films of Empire and Olympic Games, etc.

Note: No attempt is made to include teaching method, since this is dealt with elsewhere in the training and is applied to the coaching of athletics.

General.

1. During teaching practice some students assist with athletic coaching. This will in all probability be increased this session and in the future.

2. A few athletics matches take place in the summer term. In these the students have the experience of competing, judging and organising.
3. Under the guidance of a member of staff, they also arrange and run an annual Inter-Year Sports Meeting.

4. In July 1960 eight second year students attended the course for athletics coaches at Inverclyde National Recreation Centre, Large. It is hoped that this will now become an accepted practice.

One Year Course. The One Year students cover virtually the same course, and take the same final examination.

Experiment in Circuit and Weight Training

Students in all years of training have volunteered to take part in this experiment during their free time.

(1) Ten students are doing weight training

(2) Eight students are doing circuit training.

A group of ten women of approximately the same age as the students, who are members of the Aberdeen Keep-Fit Association, are also doing weight training.

Measurements of height, weight, girth of various parts of the body, gripping and pressing strengths, jumping power and chest expansion (vital capacity) have been taken and checking will be done at regular intervals until the end of the experiment in March 1961. The same measurements of eight other students who are not taking part in the experiment, have been recorded for comparison.

From alteration, if any, in the measurements it is hoped to find what conclusions can be drawn from this type of training.

Swimming.

(a) Practical
(b) Theoretical
(c) Coaching

PRACTICAL

Aim: To train and improve practical performance in stroke production and style, and thereby further a greater understanding of the subject, with a view to coaching children.
Year I. The practical work begins in first year with one hour period per week, but due to excessive numbers, which include the One Year Course, it has been found practical to arrange three groupings, thus each student receives tuition for 20 minutes only each week. After one term, the better swimmers are excluded so that more attention can be given to the non-swimmers and beginners, and two half hour classes are taken. These classes take place between 5 p.m. and 6 p.m. in the evening at King's College swimming pool, which is four miles from Dunfermline College. The hour is most unsatisfactory, coming after a day's work in College, but is the only time when the pool is available.

Total number of hours per session per student = 15

Year II. The main swimming block is in second year. These classes take place at Robert Gordon's College swimming baths from 5.15 p.m. till 6 p.m. Again, the time of the classes is unsatisfactory, but is due to the pool being used by the school pupils during the day.

The students receive approximately two twenty-five minute lessons per week throughout the session.

Total number of hours per session per student = 25

Saturday morning swimming. Robert Gordon's swimming bath is available from 9 a.m. till 10 a.m. every Saturday morning, and is used by the students for training for Life Saving Awards and by the College swimming team.

Every student is expected to attain the Bronze Medallion for Life Saving during training, and many gain the Award of Merit and several the Diploma of the Royal Life Saving Society.

The practice of third year students taking the Swimming Instructors' Certificate has been discontinued, due to lack of time and the subsequent inability to attain the required standard.

Swimming Matches. These number two or three each year, usually with the Scottish Universities and Training Colleges. The College is in the unfortunate position of being unable to arrange return matches with these clubs, due to lack of facilities.

Content of the Practical Course:

Breast Stroke
Life Saving and Artificial Respiration
Back Crawl
Front Crawl
Dolphin Butterfly
Flotation
Racing starts and turns
Diving
Use of Springboard
Scientific Swimming
Formation Swimming

THEORETICAL

Aim: To establish a working knowledge of the mechanics of swimming strokes and diving, and investigate the principles and methods of teaching the subject to children of varying ability.

Year II. Students have one 40 minute period each week in the summer term.

Year III. Students have five or six 40 minute classes in the autumn term.

Total time for theory of swimming = 10 hours 40 minutes

Content of Theoretical Course:

Analysis and progressive teaching stages of Breast Stroke
Life Saving Kick
Back Crawl
Front Crawl
Dolphin Butterfly
Mechanics of flotation
Analysis and progressive teaching stages of surface diving and plain diving
Use of springboard, recognised jumps and dives
Holger Neilsen Method of Artificial Respiration
Organisation of school swimming periods, with examples of introductory lessons
Racing starts and turns
Organisation of swimming galas, with hints on judging

COACHING

Aim: To gain practical experience in class management, organisation, presentation and coaching of swimming with schoolchildren.

Coaching takes place in the third year and lasts for one term only. The students attend Middle School Instructional Swimming Pool, and two students share a 45 minute class.
The actual coaching time results in 15 minutes each.

Total time for Coaching = 2 hours

Note: Additional coaching facilities have been made available to the College for a few students only during the Easter vacation. Fife education Authority organise a block swimming coaching system for schoolchildren in the area, and some Dunfermline College students may take advantage of this scheme.

ONE YEAR COURSE

Practical: Taken with Year I. 30 minutes per week
Total = 15 hours

Theoretical: One 40 minute period per week for one term
Total = 6 hours

Coaching: One 30 minute class once per week for one term
Total = 4 hours

FAILURES

In the practical test there are occasionally students who fail to pass the Bronze Medallion Life Saving Examination; they are usually students who come from parts of Scotland where there are no facilities for additional practice and who enter College unable to swim.

If failures occur in coaching, it is usually a student who is weak in other teaching subjects and who finds discipline and class management difficult in relation to Swimming Coaching.
APPENDIX XLII

GOVERNING BODY

Dunfermline College of Physical Education

Appointed by the Education Authority of the County of the City of Aberdeen.

Baillie John F. Smith.

Appointed by the Association of County Councils in Scotland.

Mrs. Evelyn Sillars, M.A.
Rev. R. R. Sinclair.
Miss G. A. M. Kinloch-Smyth, J.P.
Captain James M. Davidson.

Appointed by the Senate of the University of Aberdeen.

Professor T. C. Phemister, D.Sc., Ph.D., M.Sc.

Four Teachers holding the Teachers' Technical Certificate in Physical Education.

Miss Elizabeth B. McColl.
Miss Joan F. McAuslan.
Miss Vairi Reid.
Mrs. Mary Waugh.

Appointed by the General Assembly of the Church of Scotland.

Rev. D. R. Fraser, B.D.

Appointed by the Scottish Hierarchy of the Roman Catholic Church.

Canon Daniel B. Boyle, M.A.

Appointed by the British Medical Association (Scottish Branch).

Dr. Joan Sutherland.

Appointed by the Scottish League for Physical Education (Women)

Miss W. I. Taylor.

Appointed by the Secretary of State.

Miss M. McNab, M.A.
Richard T. Ellis, Esq., M.A., LL.B.

Assessors:

Association of Directors of Education in Scotland.
Alex. L. Young, Esq., M.A., B.Sc., Ed.B., F.E.I.S.
Governing Body (Cont'd.)

Association of Organisers of Physical Education in Scotland.
J. Drummond, Esq., O.B.E., T.D.

Scottish Education Department.
Dr. D. Dickson, H.M.S.C.I.
Miss E. M. W. Thomson, H.M.S.I.
APPENDIX XLIII

LIVERPOOL PHYSICAL TRAINING COLLEGE

LINGIAD TEAM

1939

Phyllis D. Ritchie
Mollie B. Loudon
Dorothy H. Clough
Barbara E. Harris
Sybil Davenport
Mollie Manning
Pauline Hayes
Muriel Gilham
Myfanwy Mathias
Shiela C. Moxon
Edna Abel
Joyce Urmson
Joyce Gearing
Irene Allan (Flagbearer)
Peggie Martin
Ann Skinner
Catrine Miller
Betty Howard
Betty Blackburn
Catherine Evans
Peggy M. Steele
Leader: Froken Schnitt
APPENDIX XLIV

LIVERPOOL PHYSICAL TRAINING COLLEGE

Curriculum of Training and
Syllabus of Work
for Three Years Course

FIRST YEAR

First Term
Includes the following subjects:

Theoretical

Anatomy 5 periods per week
Elementary Physiology 5 “
Elementary Hygiene 2 “
Theory of Gymnastics 2 “
Theory of Games 2 “
Theory of Dancing 1 “

Practical

Gymnastics 5 “
Games 5 “
Medical Gymnastics (for students own need) 1 “
Dancing, including Folk, Greek, Ballroom, Character 5 “

EXAMINATIONS

Are held at end of this term to prove the standard of the Student.

SECOND TERM

Theoretical

Anatomy 4 periods per week
Elementary Physiology 3 “
Elementary Hygiene 2 “
Theory of Gymnastics 2 “
Theory of Games 2 “
Theory of Dancing 2 “
Theory of Massage 2 “

Practical

Gymnastics 5 “
Games 5 “
Medical Gymnastics (for students own need) 1 “
Teaching (Method) 2 “
Massage 2 “
Dancing, including Folk, Greek, Ballroom, Character 5 “
Guide work (optional) is started this term
THIRD TERM

Theoretical

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Physiology</td>
<td>2</td>
</tr>
<tr>
<td>Elementary Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Games</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Dancing</td>
<td>1</td>
</tr>
<tr>
<td>Theory of Massage</td>
<td>2</td>
</tr>
</tbody>
</table>

Practical

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics</td>
<td>5</td>
</tr>
<tr>
<td>Games</td>
<td>5</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Teaching (Method)</td>
<td>3</td>
</tr>
<tr>
<td>Massage</td>
<td>2</td>
</tr>
<tr>
<td>Swimming (Theory and Practice of same)</td>
<td>3</td>
</tr>
<tr>
<td>Guide Work</td>
<td>1</td>
</tr>
<tr>
<td>Dancing, including Greek, Folk, Character, Operatic</td>
<td>4</td>
</tr>
</tbody>
</table>

EXAMINATIONS

Anatomy
Elementary Physiology
Elementary Hygiene
Theory of Gymnastics
Theory of Games
Theory of Dancing
Theory of Medical Gymnastics
and Massage.
Gymnastics
Medical Gymnastics
Swimming (Royal Life Saving)
Proficiency and Bronze Medallion

SECOND YEAR

FOURTH TERM

Theoretical

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Physiology</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Massage</td>
<td>2</td>
</tr>
<tr>
<td>First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Dancing</td>
<td>1</td>
</tr>
<tr>
<td>Theory of Games</td>
<td>1</td>
</tr>
</tbody>
</table>

Practical

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics</td>
<td>6</td>
</tr>
<tr>
<td>Games</td>
<td>5</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>3</td>
</tr>
<tr>
<td>Massage</td>
<td>2</td>
</tr>
<tr>
<td>Guide Work</td>
<td>1</td>
</tr>
<tr>
<td>Dancing, including Greek, Folk, Character, Ballroom, Operatic</td>
<td>5</td>
</tr>
</tbody>
</table>
EXAMINATION - Country Dancing

During this term the students start teaching gymnastics, games and country dancing at the Play Centres and Clubs in connection with the Union of Girls Clubs.

<table>
<thead>
<tr>
<th>Theoretical</th>
<th>FIFTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>3 periods per week</td>
</tr>
<tr>
<td>Advanced Physiology</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Massage</td>
<td>2</td>
</tr>
<tr>
<td>Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Teaching (Method)</td>
<td>2</td>
</tr>
<tr>
<td>First Aid</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Practical**

<table>
<thead>
<tr>
<th>Practical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics</td>
<td>5 periods per week</td>
</tr>
<tr>
<td>Games</td>
<td>5</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Massage</td>
<td>2</td>
</tr>
<tr>
<td>Guide Work</td>
<td>1</td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Dancing, including Greek, Folk, Character, Operatic Rhythmic</td>
<td>7</td>
</tr>
</tbody>
</table>

EXAMINATION - First Aid

Students start to treat patients this term, under supervision, in the Medical Gymnasium.

<table>
<thead>
<tr>
<th>Theoretical</th>
<th>SIXTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>3 or 4 periods per Wk.</td>
</tr>
<tr>
<td>Advanced Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Massage</td>
<td>2</td>
</tr>
<tr>
<td>Teaching (Method)</td>
<td>2</td>
</tr>
<tr>
<td>Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Theory of Dancing</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Practical**

<table>
<thead>
<tr>
<th>Practical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Teaching</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Games</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Games</td>
<td>2</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>2</td>
</tr>
</tbody>
</table>
### Third Year

#### Theoretical

<table>
<thead>
<tr>
<th>Course</th>
<th>3 periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>Pathology</td>
<td></td>
</tr>
<tr>
<td>Theory of Massage</td>
<td>2</td>
</tr>
<tr>
<td>Teaching (Method)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Practical

<table>
<thead>
<tr>
<th>Course</th>
<th>5 periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics</td>
<td></td>
</tr>
<tr>
<td>Games and Coaching</td>
<td>5</td>
</tr>
<tr>
<td>Guide Work</td>
<td>1</td>
</tr>
<tr>
<td>Teaching in Schools</td>
<td>3</td>
</tr>
<tr>
<td>Massage</td>
<td>2</td>
</tr>
<tr>
<td>Fencing</td>
<td>2</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Dancing, including Greek, Folk,</td>
<td></td>
</tr>
<tr>
<td>Ballroom, Character, Operatic,</td>
<td></td>
</tr>
<tr>
<td>Rhythmic</td>
<td></td>
</tr>
</tbody>
</table>

Students attend hospital for practical experience.
**EXAMINATION**

Conjoint Examinations of Chartered Society of Massage and Medical Gymnastics.

**Part I - Anatomy**

<table>
<thead>
<tr>
<th>Theoretical</th>
<th>EIGHTH TERM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>2 periods per week</td>
<td></td>
</tr>
<tr>
<td>Pathology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theory of Massage</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Teaching (Method)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theory of Dancing</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Practical**

<table>
<thead>
<tr>
<th>Practical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics (and Teaching ditto)</td>
<td>6 to 8</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Games and Coaching</td>
<td>5</td>
</tr>
<tr>
<td>Massage</td>
<td>2</td>
</tr>
<tr>
<td>Fencing</td>
<td>2</td>
</tr>
<tr>
<td>Riding</td>
<td>1</td>
</tr>
<tr>
<td>Dancing</td>
<td>5 to 8</td>
</tr>
</tbody>
</table>

**EXAMINATIONS**

Conjoint examinations of Chartered Society of Massage and Medical Gymnastics.

**Part II.**

<table>
<thead>
<tr>
<th>Pathology</th>
<th>Massage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>Theory of Gymnastics</td>
</tr>
<tr>
<td>Theory of Massage</td>
<td></td>
</tr>
</tbody>
</table>

**NINTH TERM**

<table>
<thead>
<tr>
<th>Theoretical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (Method)</td>
<td>2 periods per week</td>
</tr>
<tr>
<td>Teaching Physiology and Hygiene</td>
<td>Various</td>
</tr>
<tr>
<td>Psychology</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Coaching Games</td>
<td>Every day</td>
</tr>
<tr>
<td>Teaching in Schools</td>
<td>Three days per week</td>
</tr>
<tr>
<td>Fencing</td>
<td>2 periods per week</td>
</tr>
<tr>
<td>Riding</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>3</td>
</tr>
<tr>
<td>Dancing (for those specializing)</td>
<td>Every day</td>
</tr>
<tr>
<td>Students go into Camp for Part of this term</td>
<td></td>
</tr>
</tbody>
</table>
EXAMINATIONS

Psychology
Teaching
Coaching Games
Swimming A.S.A. and Diploma
Royal Life Saving Society.
Dancing

These examinations with those taken in 6th, 7th and 8th term go to form the Diploma of this College.
APPENDIX XLV

LANCASHIRE EDUCATION COMMITTEE

I.M. Marsh College of Physical Education

Constitution and Terms of Reference of Governing Body

(a) Constitution

The Governing Body shall consist of twelve members:

- 4 ex officio members, i.e. the Chairman and Vice-Chairman of the County Council and the Chairman and Vice-Chairman of the Education Committee.
- 2 members appointed by Liverpool University.
- 1 existing member of the former Trustees of the College, who shall not be replaced on retirement.
- The Chairman of the Liverpool Education Committee for the time being.
- 5 members appointed annually by the Education Committee on the recommendation of the Further Education Sub-Committee

The Governing Body is a Sub-Committee of the Education Committee and the majority of its members shall be members of the County Council.

(b) Terms of Reference

The following terms of reference shall be applicable to all four Governing Bodies:

1. General Conduct of the College

The College shall be conducted in accordance with the provisions of the Education Acts, 1944/48, and with the provisions of any regulations made by the Minister relating to Training Colleges, with the following provisions.

2. Finance

The Governors shall, at such times and in such forms as may be required, submit to the Education Committee an annual estimate of the income and expenditure of the College. The Governors shall thereafter arrange for individual items to be purchased and work to be done within the amounts approved under each head in accordance with the general directions of the County Council and the Education Committee, but shall not incur any expenditure in excess of the amounts included under head item of the approved estimates without first submitting a supplementary or special estimate and obtaining the approval of the Committee.
APPENDIX XLV (Cont'd.)

3. (i) The Governors shall from time to time inspect the premises and, in addition to arranging for repairs in accordance with the previous section, shall keep the Committee informed of the general state of the premises and make recommendations about additional building required.

(ii) The Governors shall, subject to any general direction of the Education Committee, determine the use to which the premises shall be put during the vacation.

4. Staff

(i) Tutorial

(a) Establishment

The Education Committee shall determine the number of Lecturers and Senior Lecturers to be employed after considering recommendations from the Governors.

(b) Appointments

Principal

When a vacancy for a Principal occurs, the post shall be advertised. The Governors shall consider the applications and appoint a Principal subject to confirmation by the Education Committee.

Other Tutorial Staff

The Governors shall appoint tutorial staff after consultation with the Principal, and in the case of appointments to the permanent staff, after advertisement.

(c) Conditions of service

Principals and tutorial staff shall be appointed under a written agreement with the Education Committee.

The appointment shall be made on the scale of salaries in the Report on Training College Salaries, as approved by the Committee, and the other conditions of service shall be those applicable to teachers employed by the Authority.

(d) Dismissals

If the Governors desire to dismiss a Principal or a member of the tutorial staff they shall report the matter to the Education
Committee through the Further Education Sub-Committee. Procedure for dismissal shall conform to arrangements to be approved by the Education Committee, allowing for a hearing by the Principal or tutor concerned and for the final decision to rest with the Education Committee.

(ii) Non-Tutorial Staff

(a) Appointment

The Governors shall appoint members of the non-tutorial staff after consultation with the Principal within the establishment approved for the College.

(b) Conditions

The conditions and rate of pay shall be those approved by the County Council for those grades for the time being.

(c) Dismissals

The Governors may dismiss a member of the non-tutorial staff subject to the member having a right of appeal in accordance with the County Council procedure from time to time in force.

5. Curriculum and Organisation

The Governors shall have the general direction and conduct of the curriculum of the College in accordance with decisions reached by the Local Education Authority in consultation with the A.T.O. about the general educational character of the College and the forms of teaching for which the students are to be trained.

Subject to this, the Principal shall control the College's internal organisation, management and discipline, shall exercise supervision over the lecturing and non-lecturing staff, and have the power to suspend students from attendance for any cause which she considers adequate, such cases being reported to the Governors.

6. Dismissal or Exclusion of Students

Any proposal by the Governors to exclude a student permanently shall require confirmation by the Education Committee.
7. Consultation with Principal and Staff

The Governors shall normally meet three times a year and shall receive reports from the Principal. There shall be full consultation at all times between the Principal and the Chairman of the Governors and the Principal shall be entitled to attend throughout every meeting of the Governors except on such occasions as the Governors may for special cause determine.

Suitable arrangements shall be made to enable tutorial staff to make direct representations to the Governors on any matter affecting the interests of members of staff.
APPENDIX XLVI

(Please return this copy to the Secretary, after the competition)

Q.A.H.P.T.C.O.S.A.

SWEDISH COMPETITION

JUDGING RULES

1. There shall be two judges who shall mark independently, and at the same time of judging. The final result to be obtained by adding the marks of the two judges together and dividing by two.

2. The maximum to be 100. The value of the marks to be interpreted as follows:-

   100 Perfect
   95 Distinction
   90 Excellent (certificate of merit)
   85 Very good
   80 Good
   75 Very fair
   70 Fair
   60 Poor

3. When the tables are voluntary, teachers must send to the honorary Secretary, 14 days at least before the competition, two copies of the tables for each team, written out clearly on the left hand inside page of a full sheet of foolscap, leaving a space between each group. These sheets to be sent to the Judges before the competition, and used by the judges for their marking.

4. In order to shorten the competition, the whole table will not be seen. The Judges will select three or four groups and will announce them at the beginning of the competition and each team will perform these groups only from their respective tables. The groups will be asked for under the following heads:

   (a) Introductory - Arm, Lateral, Introd.jp. or leg.
   (b) Arch, (d) Heave (e) Balance (f) Abdominal
   (g) Dorsal (h) Lateral (i) Jamp.

5. 72 marks to be equally divided between the groups selected.

   20 marks to be allotted to the table of exercises (this should be done by each judge prior to the competition).

   8 marks to be allotted for general style, vigour,
neatness in arranging and putting away apparatus, et.

6. Criticisms of each team to be written down at the time as fully as possible. These criticisms to be amalgamated, written out, signed by the two judges, and sent to the honorary secretary of the competition as soon as possible after the competition.

7. Each teacher to receive a copy of the criticisms of her own team.

8. When there is a tie between teams, the judges shall cause these teams to perform again any corresponding group (or groups) from their respective tables. The team obtaining the highest marks in such groups shall be the winner. The difference in the marks of this group shall be added to those of the winning team.

9. Only general observations to be made by the judges before the reading of the marks.

10. The marks to be read by one of the judges in the order in which the teams worked, leaving the second and first to the last.

11. Competitors must wear either a gymn. costume with tunic or skirt, or else a jumper with loose fitting knickerbockers.

12. A copy of these regulations to be supplied to all judges.
Appendix. XLVII.

FREE STANDING GYMNASTICS.

The "physical conditions" of home and school life, ceaselessly and invariably acting on the child, have a far greater influence on his ultimate development and attainment than the gymnastic lesson, be it never so excellently arranged.

The value of the lesson depends on where, when, and how often it is given, and the state of nutrition of the children to be taught, etc., rather than on its intrinsic qualities.

In so far as these physical conditions are good, bad or indifferent, so must a good, bad or indifferent gymnastic result be looked for.

Depicting physical training thus in its widest sense, it is obvious that while the drill-or games- or dancing represent concrete objects in the foreground of the idea, it is on the general physical environment of the child's life, forming the background, that the effectiveness and efficiency of these objects depends.

The human body is capable of making a great variety of movements, and some sort of classification of these is necessary in order to realise the place that school gymnastics fills amongst them.

Bodily movements may be divided into systematic and unsystematic. In the second division must be placed:

(1) The random movements of infancy and childhood.
(2) Physiological movements, such as breathing, beating of the heart.
(3) Personal movements, such as dressing, feeding, etc., etc.
(4) Locomotive movements, such as walking, going upstairs, etc.

Systematised movement, or gymnastics may be divided into six groups:

(1) Educational gymnastics - the practice in class of formal, and in a sense, artificial exercises for the production and maintenance of a healthy body with its due proportion of strength, beauty and skill.
(2) Remedial gymnastics - the practice of special exercises for the correction of deformity, or care of diseased conditions.

(3) Recreative gymnastics - including all games (with or without written rules) and such sports as rowing, skating, riding, swimming, dancing.

(4) Military gymnastics - including rifle or sword drills, skirmishing, charging, fencing, boxing, etc., etc. All exercises with the notion of offence or defence predominating.

(5) Aesthetic gymnastics - the practice of expressing mental ideas by movement and attitude; as in the dramatic art, and, to a certain extent, in dancing.

(6) Livelihood gymnastics - such as mowing, sawing, digging, scrubbing, sweeping.

These six groups cover the whole field of systematised movement between them; though they obviously overlap in certain respects: - for instance, "fencing" may be recreative as well as military, and educational gymnastics may have certain marked remedial effects.

Educational or school gymnastics form the elemental basis of all the more specialised forms. It is movement in its most analysed aspect its most conventional form; but the laws by which it is governed, and the laws of the less artificial forms of movements are the same.

The essential object is "training," i.e. to bring the movement of the body under the direct control of the will, and, although it may be recreative, military, or aesthetic in a subordinate sense, it is a less, and must be regarded strictly in that light. There is exactly as much and as little need to make it enjoyable as with other lessons in the school curriculum. There is no need to make school drill recreative, as it is not designed for that purpose, and even if modified to become partly recreative, falls short of the spontaneous recreation which is part and parcel of games and sports.

A lesson in school-gymnastics, which (to quote from the Parliamentary Report on the Model Course of Physical Exercises), "is to be throughout purposeful, in which every exercise is performed with 'intention,' i.e. with distinct realisation of its purpose - with requisite vigour and decision" - is possibly, a greater tax on the nervous energy of the individual than, for example, a lesson in arithmetic. In the gymnastic lesson the same
application, concentration and precision, are required as in the purely intellectual subject, while the sources of energy are drawn on for the muscular activity in addition. The recognition of these facts will make clear the impossibility of tangible good resulting from the drill lesson, unless it is given a place on the time-table, suitable as regards frequency, duration, and the freshness of the children for work.

Fencing, dancing, and games cannot substitute school-gymnastics, nor can school-gymnastics substitute them; but at the same time, experience has proved that a sound educational physical training is an invaluable foundation for all these special forms of exercise, as they are adjuncts to, or continuations of it.

The relation of school-gymnastics to the general scheme of physical education has now been sufficiently explained, to show the limitations of the field this Handbook is intended to cover.

The tables of exercise and the subject matter of the text as based on the Swedish System of Education Gymnastics, but as this system in its entirety, involves the use of a considerable amount of fixed apparatus, the results of training in the complete system cannot be attained, nor can its efficiency be gauged.

At the same time the Swedish System is the embodiment of certain broad principles rather than of certain kinds of movement, and the principles which need a well equipped gymnasium for their unhampered expression, can yet serve as the basis of a free-standing scheme.

The fundamental principles of the system are sketched below:

1. The development and preservation, by movement, of harmony between mind and body; which implies that training must be in accordance with the psychological, physiological and anatomical laws to which the human organism is subject.

The other principles are more or less accessory to this:

ii. Exercises must be selected and designed for their effects on the body, as a whole, and for the improvement of respiration, circulation, etc., rather than for their muscle-producing qualities.
iii. Training must be equal for the two sides of the body (although development may never be).

iv. Training must be adaptable to both sexes, and all ages; limitable to individual capacity - and, above all, Progressive.

v. The loftiest aims of exercise, and the finest results can only be obtained, when every movement is well defined as to time and space, and occasions the exertion of will-power.

vi. Economy of effort is essential to efficiency:

(1) For if, on the one hand, the simplest movement is carried out with the least expenditure of effort necessary to procure the desired result, the greatest amount of effort which the body is capable of expending, will achieve a certain proportionately great result. This is efficiency. But, on the other hand, if, in a simple movement, part of the effort-expenditure is wasted or exaggerated, even the greatest effort-expenditure will achieve a result which falls short of that in the first case. This is inefficiency. (1)

(2) Again, work in the long run is most efficient, when "utmost efforts" are only in occasional demand; and the average demand and effort are kept well below the maximum. An occasional demand for the utmost effort acts as a stimulus to growth and development; but a demand for a succession of utmost effort (though each may be separately efficient) provokes signs of stress and "staleness," checking growth and development.

Notes.
(1) This law applies equally to all games and sports, such as cricket or golf. If the ball is hit exactly at the right spot and at the right instant of the stroke, a certain amount of force will drive the ball 100 yards, and all his force, say 150 yards.

But if the ball is hit above or below the right spot or at the wrong instant of the stroke, although the same amount of force be used as in the first case, the ball will only travel, say, 80 yards, and when he wishes to drive 100 yards - he is unable to do so, even using all his force.
So that it may be said, whether the effort be small or great or a sum-total of efforts, "economy is essential to efficiency."

The signs of insufficient effort are too well known to need enumeration. The signs of wasted or exaggerated effort, however, are less obvious, and are equally to be guarded against. They are:- Holding the breath; fidgeting when standing at ease, or during movements; noise; flourishes; and finally, incorrect starting or final positions.

The disfigurement of a movement is a sure sign that the sixth principle is being violated.
EXPLANATION OF SCHEME.

The mental effects represent the aim of attaining "Control," the functional effects "Health," the structural effects, "Beauty, grace, and strength."

If the scheme is analysed in the light of the foregoing arguments, it will be seen

1. That the effect is on the organism as a whole.

2. That since every exercise is taught by command and under discipline, every movement has its mental aspect, and that six movements have definite and special mental aims in addition.

3. That five movements are devoted primarily to the functional, nutritive, or general effects of exercise, while four others embrace the same end in a less marked manner.

4. That all the movements (except the Respiratory) aim at producing a beautiful, graceful, or muscularly strong body - two of them (Shoulder Exercises and Marching) in a marked degree.

In accordance with the Government Syllabus of Physical Exercise, the word "nutritive" may be substituted for "functional" and "educational" for "mental". Structural effects include the "corrective" effects of the same Syllabus, but are not restricted to the latter.
<table>
<thead>
<tr>
<th>ORDER.</th>
<th>CHIEF EFFECTS AND AIMS.</th>
<th>SECONDARY EFFECTS AND AIMS.</th>
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</thead>
<tbody>
<tr>
<td>Introductory.</td>
<td>Mental - Order, Attention, Memory.</td>
<td>Functional - Respiratory, circulatory. Structural (corrective) - for shoulders, head, feet.</td>
</tr>
<tr>
<td>Arch-Flexion</td>
<td>Functional - Respiratory, by expanding lower part of chest.</td>
<td>Structural - Straighten dorsal spine, flatten abdomen. Structural (muscular) - for the muscles of the back.</td>
</tr>
<tr>
<td>Heaving.</td>
<td>Functional - Respiratory-expanding upper part of chest, increasing power of inspiratory muscles.</td>
<td>Structural (muscular) - Muscles of arms.</td>
</tr>
<tr>
<td>Shoulder.</td>
<td>Structural (corrective) - Corrective for chest and back; Skill of hand - Ambidexterity.</td>
<td>Functional - Respiratory - widening upper part of chest. Mental - Voluntary co-ordination</td>
</tr>
<tr>
<td>Lateral (rotations) and side (flexions)</td>
<td>Functional - Digestive - Excretory. Respiratory. (Spreading apart ribs on one side.)</td>
<td>Structural - Making, and maintaining a firm contour in the waist region.</td>
</tr>
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For explanations see next page.
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<tr>
<th>TABLE 1.</th>
<th>MOVEMENTS.</th>
<th>COMMAND.</th>
<th>COMMENT.</th>
</tr>
</thead>
</table>
| **R.**   | (Sitting, hands on lower ribs.)  
Slow in-breath (nose).  
Slow out-breath (mouth) | Take in a deep breath—one! Breathe out slowly—two! Repeat—one! Two! (Open mouth at two.) | Fault: To leave mouth open while breathing in. |
| **H.**   | St. H.bending f. and raising. | H.forward-bend! Raise! &c. | Let the head fall forward without effort. Chin must be well drawn in while raising the head. |
| **Heaving.** | St. 2 A. stretching u. and s. | As. upward-bend! As. sideways-stretch! Bend! Upward-stretch! Bend! Repeat sideways and upward, counting to four—One! Two! Three! Four! As. downward-stretch! | Faults: As. upward bend—To let the hands lie in front of the shoulders instead of touching the top part of the arm. To let elbows stand out from the side of the body. As. upward stretch—To let the arms slope forward instead of being vertical; to poke the head as the arms are stretched up; and to fall back from the waist. |
| **Balance.** | Wing stride toe st. | Hips-firm! F. astride-place! 1, 2. F. together-place! 1, 2. | Weight must be kept well forward and the heels fully raised. |
| **Shoulder.** | St. 2 A. turning. | A. turning outward—one! two! &c. | Faults: To poke head and fall back from the waist as the arms rotate outward. |
| **Marching.** | i. Marking time.  
ii. Marching from marking time; marking time from marching.  
iii. Marching and halting.  
iv. Toe marching and change to march. | i. and ii. Mark-time! Left, right! &c. Forward-march! Left, right, &c. Mark-time! Left, right, &c. Attention-halt! 1, 2.  
iii. Forward-march! Left, right, &c. Attention-halt! 1, 2.  
v. Forward on the toes—march! Left, right, &c. Change-march! Attention-halt! 1, 2. | The first and last steps of marching should be marked; also the first step after the command, Change-march! when the class marches on the whole foot instead of on the toes. |

Continued . .
<table>
<thead>
<tr>
<th>Lateral.</th>
<th>Wing Stride turn st.</th>
<th>Hips-firm! F.astride-place! 1,2. To the left-turn! Forward-turn! To the right-turn! Forward-turn! F.together-place! 1,2. Attention!</th>
<th>Faults: To turn the head more than the body, and to fall back from the waist. To bend one knee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping.</td>
<td>Stride-jump.</td>
<td>Heels-raise! Stride jump-begin! 1,2, &amp;c. Attention-hlt! 1,2,3.</td>
<td>Jump with feet apart on 1, and feet together on 2, keeping on the toes the whole time. On the third count for the halt, the heels are lowered.</td>
</tr>
<tr>
<td>Respiratory.</td>
<td>St.2 A, raising s.</td>
<td>With a deep breath As.sideways-raise! With breathing out As.-lower! &amp;c.</td>
<td>Faults: To raise arms above shoulder level, and to raise them a little forward instead of sideways.</td>
</tr>
<tr>
<td>TABLE 12.</td>
<td>MOVEMENTS.</td>
<td>COMMANDS.</td>
<td>COMMENTS.</td>
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<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Introductory.</td>
<td>Standing (hands on lower ribs).</td>
<td>Breathe in through the nose—one!</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Slow in-breath (nose)</td>
<td>Breathe out, saying &quot;H'sh&quot; — two! One! Two!</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>Stretching u., s. and d.</td>
<td>As. upward-bend! Upward-stretch! Bend! Sideways-stretch! Bend! &amp;c. Attention!</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Steps sideways.</td>
<td>A step to the left—march! 1, 2.</td>
<td>Fault: To take the step a little outward and not straight to the side.</td>
</tr>
<tr>
<td>Arch-Flexion.</td>
<td>i. Bend close arch st.</td>
<td>i. F. close and As. upward-bend! Keeping the chest well up. T. back-ward-bend! Raise! &amp;c., &amp;c. Attention!</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Stretch stride point</td>
<td>i1. As. upward stretch and F. astride -place! 1, 2. T. forward and downward-bend! Raise! &amp;c., &amp;c. Attention! 1, 2.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>&quot;Punching&quot; exercise.</td>
<td>As. upward-bend! Fingers-close! Keeping the fist clenched, left A. forward-stretch! As. —change! Change! Change! As. —bend! &amp;c., &amp;c. Attention!</td>
<td></td>
</tr>
<tr>
<td>Heaving.</td>
<td>Bend st. alternate A. stretching f. with closed fist.</td>
<td>The movement takes place entirely in the hip joint. Fault. To let the T. sway forward as the leg goes backward and vice versa, instead of remaining erect.</td>
<td></td>
</tr>
<tr>
<td>Yard toe support st. f., L. circling to toe support b.</td>
<td>As. sideways lift and left F. forward on the toe-place! L. circling to backward on the toe and forward again—one! Two! Repeat—two! Two! As. and F. —change! 1, 2. L. circling—one! Two! &amp;c. Attention!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TABLE 12. Cont'd.</td>
<td>MOVEMENTS.</td>
<td>COMMANDS.</td>
<td>COMMENTS.</td>
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<tr>
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</tr>
<tr>
<td><strong>Marching.</strong></td>
<td>Wing polka march with first step high.</td>
<td>Hips firm and heels-raise! Polka march with first step high - begin! Left, 2, 3; right, 2, 3, &amp;c. Halt! 2, 3, 4.</td>
<td>To be executed as polka march except that during the hop off the right foot the left leg is raised forward with a straight knee as in &quot;Spring-march.&quot;</td>
</tr>
</tbody>
</table>
| **Lateral.**      | Half-wing half-rest close st. T. bending s. | Feet close, right hand neck-rest, and left hand hips-firm! T. to the left-bend! Raise! Bend! Raise! As. - change! To the right-bend! Raise! Bend! Raise! Attention! | |}
<p>| <strong>Jumping.</strong>      | Wing stride jump (moving forward 4 steps and backward 4 steps). | Hips-firm! Stride jump, moving forward 4 steps and back 4 steps. Heels-raise! Be-gin! 1, 2, 3, 4, 5, 6, 7, Back! 1, 2, 3, 4, 5, 6, 7, Halt! (N.B. - Say the work &quot;back&quot; as the feet come together from the last forward jump.) | Fault: To lose the proper relative distances between the scholars and ranks. |
| <strong>Respiratory.</strong>  | Reach st. 2 A. parting. | As. forward to the shoulder line - lift! A. parting with deep breathing - one! Two! One! Two! &amp;c. One! Lowering the arms - two! | |</p>
<table>
<thead>
<tr>
<th>TABLE. 25.</th>
<th>MOVEMENTS.</th>
<th>COMMANDS.</th>
<th>COMMENTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.</td>
<td>i. Wing F. closing and opening.</td>
<td>i. Hips-firm! Feet-close! Open! Close! Open! Close! Opening and closing in one time—begin! Repeat! Repeat!</td>
<td>i. N.B.—The feet are opened and closed again very quickly after &quot;begin!&quot; and opened and closed again after &quot;repeat!&quot; similarly. Fault: To sway the body.</td>
</tr>
<tr>
<td></td>
<td>ii. Steps sideways.</td>
<td>ii. A step to the left—march! 1, 2. To the right—march! 1, 2. &amp;c.</td>
<td></td>
</tr>
<tr>
<td>R.</td>
<td>* Sitting or standing.</td>
<td>Breathe-in! Out! (oo! oh! ah!) In! Out!</td>
<td></td>
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<tr>
<td></td>
<td>Slow in-breath (nose)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slow out-breath, singing oo! oh! ah!</td>
<td></td>
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</tr>
<tr>
<td>Archflexion.</td>
<td>Half-wing, half-rest, walk f., stoop st. Change to arch and stoop st.</td>
<td>Right hand neck rest, left hand hip firm, and the left F. forward-place! T. forward-bend! Slowly backward-bend! Slowly forward-bend! T. raise! As. and F. change! 1, 2. T. forward-bend! &amp;c.</td>
<td>N.B.—The lower A. is on the side of the advanced F. Class comes to &quot;attention&quot; for the change.</td>
</tr>
<tr>
<td>Heaving.</td>
<td>&quot;Punching.&quot; Bend (close fists) st. alternate A. stretching f., with reverse T. turn.</td>
<td>with closed fists, As. upward-bend! With T. turning to the right left A. forward-stretch! With T. turning, As. can be! Change! Change! &amp;c. Attention!</td>
<td>N.B.—The H. is kept turned to the front throughout the exercise.</td>
</tr>
<tr>
<td>Balance.</td>
<td>Wing crook, half-st. F. placing b. on toe, and stepping b.</td>
<td>Hips firm and left knee upward-bend! Backward on the toe-place? Change the weight on to the back F. and right knee upward-bend.&quot; Again—change! Left! Change! Right! &amp;c. Attention!</td>
<td>Fault: Not to keep the T. upright, and not to change the leg smoothly backward. Each position must be maintained until a new command is given.</td>
</tr>
<tr>
<td>Shoulder.</td>
<td>Combined A. flinging. 1. As. bend. 4. As. across bend. 2. As. fling b. 5. As. fling s. 3. As. swing f.—u. 6. As. sink.</td>
<td>Combined A. flinging—one! Two! Three! Four! Five! Six! Repeat—one! &amp;c. (Variations: Repeat with heel raising at 3 and sinking at 4—one! &amp;c.)</td>
<td>N.B.—Each position to be maintained until the next number is given. Later: Repeat movement in even rhythm, without counting, keeping time with the leaders.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>TABLE 25.</th>
<th>MOVEMENTS.</th>
<th>COMMANDS.</th>
<th>COMMENTS.</th>
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<tbody>
<tr>
<td>Cont'd.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marching.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sideways march on the toes.</td>
<td>Forward-march! Left, right! &amp;c. March-time! To the left—face! Single distance with the right A-place! Attention—halt! 1,2. Heels raise and hips—firm! Sideways on the toes to the right—march! 1,2, 1,2, &amp;c. Attention—halt! 1,2,3. Heels—raise! To the left—march! 1,2, &amp;c. Attention—halt! 1,2,3.</td>
<td>N.B.—Marching sideways is done like stepping sideways except that the heels are well raised from the ground throughout the movements. N.B.—For the halt, 3 is for the lowering of the heels.</td>
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</tr>
<tr>
<td>Lateral.</td>
<td></td>
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<tr>
<td></td>
<td>Half-stretch stride at T. bending s.</td>
<td>Right A-upward stretch, left A-downward, and F.astride-place! 1,2, T.to the left—bend! Raise! &amp;c. As.—change! 1,2, T.to the right—bend! Raise! &amp;c. Attention! 1,2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jumping.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. Wing double jump on the spot.</td>
<td>1. Hips firm! Double jump on the spot—spring! 1,2,3!—4! 5,6. Repeat! &amp;c.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Leap on the spot with facing.</td>
<td>11. Hips—firm! Jump on the spot, facing to the left—spring! 1,2,3!—4,5. Facing to the right—repeat! &amp;c. Attention!</td>
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<tr>
<td>Respiratory</td>
<td>2 A. lifting s, with heel raising.</td>
<td>A. lifting sideways to the shoulder line, with heel raising and deep breathing—One! Two! One! Two!</td>
<td></td>
</tr>
<tr>
<td>TABLE 37.</td>
<td>MOVEMENTS.</td>
<td>COMMANDS.</td>
<td>COMMAND S.</td>
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</tr>
<tr>
<td>F.</td>
<td>Bend 2 A. stretching u., with F. placing f. and heel raising.</td>
<td>As. upward-bend! As. stretching upward with F. placing forward and heel raising left F. - begin! 1, 2, 3, 4; 1, 2, 3, 4. Repeat! 1, 2, 3, 4; 1, 2, 3, 4.</td>
<td>N.B. - The arms are stretched upward at 1, and bend again at 4.</td>
</tr>
<tr>
<td>R.</td>
<td>Slow in-breath (nose) Slow out-breath, saying a e i o u</td>
<td>Breathe-in! Out! &amp;c.</td>
<td>Explain the exercise before giving the command.</td>
</tr>
<tr>
<td>Heaving.</td>
<td>Yard st. slow 2 A. bending.</td>
<td>As. sideways-stretch! Slowly, As. - bend! 1, 2, 3, 4. Stretch! 1, 2, 3, 4, &amp;c.,&amp;c.</td>
<td></td>
</tr>
<tr>
<td>Balance.</td>
<td>Reach crook half-st. 2 A. parting s., and L. stretching s.</td>
<td>As. forward lift and left knee upward-bend! A. parting and L. stretching sideways-one! Two! Repeat-one! Two! As. and F. - change! Right! The same movement-one! Two! &amp;c. Attention!</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>TABLE 37 cont'd</th>
<th>MOVEMENTS.</th>
<th>COMMANDS.</th>
<th>COMMENTS.</th>
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</thead>
<tbody>
<tr>
<td><strong>Marching.</strong></td>
<td>Marching s. on the toes.</td>
<td>When marching, command, Mark-time! To the left-face! Single distance with the right arm-take! Attention-halt! Hips firm and heels-raise! Sideways to the right on the toes-march! 1, 2, 1, 2, 1, 2. &amp;c. Attention-halt! 1, 2, 3.</td>
<td>N.B. For the halt, the heels are lowered gently at 3.</td>
</tr>
<tr>
<td></td>
<td>1. Rest close turn st.</td>
<td>1. F. close and neck-rest! T. to the left-turn! In one movement. As. upward-stretch! Neck-rest! As. sideways-stretch! Neck-rest! Forward and to the right-turn! &amp;c., &amp;c. Forward-turn! Attention! ii. Hips-firm! T. bending sideways with deep breathing, to the left-bend! Raise! To the right-bend! Raise! Attention!</td>
<td>ii. Breathe in as the trunk bends; out, as it is raised.</td>
</tr>
<tr>
<td></td>
<td>2 A. flinging s. or u.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lateral.</strong></td>
<td>ii. Wing at. T. bending s., with breathing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Horapipe step.</td>
<td>Hips firm and the left F. crosswise-place! Jumping, changing the F., 2 slow changes and 3 quick, heels-raise! Start! 1-2- 1, 2, 3; 1, 2, 3; &amp;c. 1-2-Halt! 2, 3; Heels-sink! Attention!</td>
<td>The quick changes are done without any intermediate knee bending.</td>
</tr>
<tr>
<td><strong>Jumping.</strong></td>
<td>Wing crosswise jump (2 slow and 3 quick changes.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respiratory.</strong></td>
<td>Three deep breaths (pupils’ own time).</td>
<td>Breathe in deeply 3 times-start!</td>
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CONSTITUTION
of the
Scottish League of Organisers and Teachers
of Swedish Gymnastics.

1. That this League be called "THE SCOTTISH LEAGUE
OF ORGANISERS AND TEACHERS OF SWEDISH GYMNASICS."

2. That the following be eligible for Membership:
(a) All Teachers trained at one of the recognised
Colleges. (See below.)
(b) Any other Woman Teacher recognised by the Scottish
Education Department on Form 86 T. as a Specialist
Teacher of Physical Exercises.

3. That the objects of the League be (a) to
further the interests of Scientific Physical Training in
all its branches; (b) to promote the professional status
of Gymnastic Teachers in Scotland; (c) to publish a

4. (a) That the Office-Bearers be a President,
Vice-President, a Secretary and Treasurer, and a
Committee consisting of the Office-Bearers and seven
Ordinary Members; (b) that the Office-Bearers be ex-officio
Members of all Sub-Committees.

5. That the Office-Bearers serve for three years,
and be eligible for re-election; that the other Members
of Committee retire after serving for three years.

6. That in the event of Committee Members retiring
before their three years are up, their places be filled
by the Committee, the new Members to hold office for
the unexpired time of their predecessors.

7. That the Committee have power to elect
Honorary Members.

8. That the Annual Subscription be 10/-, covering
the subscription to the Journal, except in case of
Members who receive the Journal from other sources, when
it shall be 8/6. Both these amounts may fluctuate with
changes in the price of the Journal.

This subscription shall cover the period of the
financial year, which is 1st January to 31st December,
and shall be payable on or before 1st June. Any Member
failing to pay her subscription by 1st June shall receive a reminder from the Secretary, and if her subscription is still unpaid at 31st December, her name shall be struck off the list of Members. Thereafter she shall not be eligible for Membership until all monies due by her to the League are paid.

IX. That there be an Annual General Meeting, and, in addition, Special Meetings if required, the arrangements for all Meetings to be made by the Committee, proper and sufficient notice being given in writing.

X. That no alteration be made in this constitution except by a General Meeting, and that notice of any proposed alterations, signed by at least three members, be sent to the Secretary a full month before the General Meeting.

Colleges at present recognised by the League.

Anstey Physical Training College.
Bedford Physical Training College.
Dunfermline College of Hygiene and Physical Education.
Physical Training College, Dartford.
Chelsea College of Physical Education, from July, 1904.
Arvedson's Institute, Stockholm.
Royal Central Institute, Stockholm.
State Gymnasium, Copenhagen.
Boston Normal School, U.S.A.
The Education (Physical Training) Bill, introduced into the House of Lords by Viscount Hill in 1909, had for its object "the securing of continuous physical training for the youth of both sexes up to the age of sixteen years in order, as far as possible, to ensure for each young person the possession of sound and healthy vital organs, a deep mobile chest, and the development of an evenly balanced muscular and nervous system, and thus to arrest the deplorable physical degeneration disclosed by the Report of the Inter-Departmental Committee on Physical Deterioration."

The same bill was reintroduced into the House of Commons by Lord Charles Beresford last year, and, in view of the immensely increased interest taken in physical training during the last year, and the movement to secure compulsory military training in schools, the provisions of the bill should be clear in the mind of every gymnastic teacher. The principal provisions are as follows:-

1. The local education authority shall provide -
   (1) That in all elementary, secondary, intermediate, or other schools situate within their area and under their control a certain time each day shall be devoted to physical training for both sexes;
   (2) The time to be devoted to such training in each school shall be determined by the local education authority with the approval of the Board of Education, but in no case shall the time devoted to physical training be less than two hours each week but such hours shall be exclusive of the time during school hours usually devoted to recreation.

2. (1) The Board of Education shall appoint such number of competent persons as they shall deem necessary as an examination board to examine candidates for appointment as specialists in physical culture.
   (2) Such candidates must satisfy the examining board of their general educational fitness, and the examination shall include the subjects of physiology, anatomy, hygiene, and scientific physical training.
(3) Teachers in schools under the control of the local education authority, and any teachers in any school under the inspection of the Board of Education, shall be eligible to sit for the examination provided for by this section.

(4) Teachers who obtain a certificate of efficiency in such examination shall be eligible to conduct the physical training in any school in addition to their other duties therein, and in such cases they shall be paid such additional salary as the local authority, with the approval of the Board of Education, shall determine.

(5) Persons who satisfy the board of examiners shall be qualified for appointment as specialists in physical training and may give such training in any school under the inspection of the Board of Education.

(6) The salary paid to such physical training specialists shall be fixed by the authority responsible for each school and approved by the Board of Education.

(7) The board of examiners shall have power, with the approval of the Board of Education, to make arrangements with the universities and training colleges in relation to examinations for specialists in physical training in university centres and training colleges, and the board of examiners may, as part of any such arrangement, provide qualified persons to conduct such examinations.

3.(1) Every local education authority shall appoint a special committee whose duty it shall be to ensure that the physical training in each school is efficiently carried out. The medical inspection officer provided for by seven Edward VII., section thirteen (b), shall be ex-officio a member of such committee, and such committee shall provide any necessary apparatus.

(2) The medical inspection officer shall arrange with the specialists in physical training for a yearly examination of the children in each elementary school, and the records of the measurements of the children and the condition of heart, lungs, and other vital organs shall be kept during the school life of each child.

(3) In giving physical training the teacher must have regard to any children or young persons who may not be able to perform the exercises through illness or otherwise, and adapt the training in such cases to the particular need.

(4) The physical training herein provided should, as far as may be possible, be given in the open air, or in the room on the school premises which is most suitable for the purpose as regards size and sanitation.
(5) No person shall be qualified to give such training in any school other than an elementary school who has not passed the examination as a physical training specialist.

4.(1) The local education authority shall have power where necessary, by reason of their school premises being inadequate, to arrange for the use of drill halls, or other premises within their area, for physical training.

(2) Provided always that no child or young person shall, in the course of any physical training by this Act provided, be allowed to use, or be taught the use of, any war weapon of any kind whatsoever.

5.(1) Every child or young person on leaving an elementary school, unless he or she is being instructed in physical training in some other school where such training is provided under section one sub-section (1) of this Act until he or she reaches the age of sixteen years, shall attend continuation classes for physical training at least two evenings each week until reaching the age aforesaid and the local education authority shall provide such classes for physical training and shall employ such qualified teachers therefore as in their opinion shall be necessary.

(2) Any young person absenting himself, or herself, from any such continuation school for physical training twice within a period of four weeks without reasonable cause, shall be summoned to appear before the physical training committee of the local education authority, and, if the said committee are satisfied that such absence was wilful, they shall warn such young person, and if he, or she, is again absent twice during any period of four weeks without reasonable cause within the next six months, the said committee may cause such young person to be summoned before the court of summary jurisdiction for juvenile offenders, and such young person shall be liable to a fine not exceeding five shillings for the first offence and not exceeding twenty shillings for any subsequent offence.

(3) In any case where such young person is summoned, the parents or guardians of such young person may also be summoned to attend the court, and, if the court is satisfied that any parent or guardian has conducted to or aided and abetted such young person in being absent without reasonable cause, the court may order any penalty imposed to be paid wholly or in part by such parent or guardian.

(4) Any employer of any young person wilfully detaining or preventing such young person from attending such physical training continuation school may be summoned to attend the court, and shall be liable to a like penalty.
6. Every young person of the age of sixteen years or upwards who passes a final examination by an examiner appointed by the Board of Education shall receive a certificate of proficiency in physical culture from the Board of Education.

7.(1) Every local education authority shall lay before the Board of Education each year an account of the expenditure incurred by them in administering this Act.
    (2) The Board of Education shall lay before Parliament each year a statement of expenditure made by them and by the local education authorities in carrying out this Act.
    (3) Any expenditure incurred by local authorities in carrying out the provisions of this Act shall be refunded to them out of a grant voted by Parliament for the purpose.

8.(1) This Act may be cited as the Education (Physical Training) Act, 1909, and shall be construed as one with the Education Acts, 1870 to 1909.
    (2) This Act shall come into operation on the first day of January, nineteen hundred and ten.
Appendix L.

THE JOINT BOARD
OF
GYMNASTIC TEACHERS.

Representing:
Anstey Physical Training College, Warwickshire.
Bedford Physical Training College, Bedford.
Bournemouth Physical Training College, Bournemouth.
Women's Physical Training College, Chelsea Polytechnic.
Men's Physical Training College, Chelsea Polytechnic.
Anstey College Old Students' Association.
Bedford Physical Training College Old Students' Association.
Women's Physical Training College Chelsea Old Students' Association.
Men's Physical Training College Chelsea Old Students' Association.
The Ling Association of Trained Teachers of Swedish Gymnastics.
The Scottish League of Organisers and Teachers of Swedish Gymnastics.

For conditions of examination, entrance forms, etc., apply to the Hon. Secretary:

Mrs. E. Adair Impey,
King's Norton,
Birmingham.
SYLLABUS

of the requirements for the
JOINT BOARD'S PHYSICAL TRAINING CERTIFICATE
for
TEACHERS IN ELEMENTARY SCHOOLS
AND KINDERGARTENS.

ELIGIBILITY OF CANDIDATES.
Candidates must be bona-fide Elementary or
Kindergarten Teachers, or qualifying as such.
They must have attended 35 hours out of a
40 hours' course of Physical Training (exclusive
of Physiology and Hygiene), extending over a
period of not less than 6 months. Until October
1912, a lower maximum of hours will be accepted,
i.e., not less than 22 hours' attendance out of
a 25 hours' course (each lesson to be of at least
one hour's duration).

The examination will consist of:-
Part 1. Physiology and Hygiene.
Part II. Physical Training.
  (a) Candidates' personal work.
  (b) Teaching.
  (c) Theory of Physical Exercises (written paper).

SYLLABUS OF WORK.

PART 1. PHYSIOLOGY AND HYGIENE.
Candidates must have passed the Examinations
of the Board of Education in Physiology and Hygiene
Stage 1, or approved equivalents. (As the Board of
Education has now discontinued these examinations
in these subjects.

PART II. (a) PERSONAL WORK.
The candidates will be expected to know the
exercises, including games and dancing steps, in
the Official Syllabus of Physical Training for
Public Elementary Schools issued by the Board
of Education 1909.
PART 11. (c) PAPER ON THEORY OF PHYSICAL EXERCISES.

Theory of Movements as given in the Board of Education Syllabus 1909, and following the lines laid down therein, Candidates should be able to construct tables from the movements in the Syllabus; to classify any of these movements, and to give examples of movements from the different groups if desired.

They must understand, the effect of Exercise on the Circulation and Respiration (including breathlessness), the Digestive, Excretory, Muscular and Nervous Systems, Fatigue and its causes, and the necessity for rest.

Order of movements, with special effects of each group.

Progression of exercises.

Explanation of movements to a class.

Corrections - general and individual.

Commands - method and delivery. (See ch.11.).

Posture - effects of school postures on growing children, and their correction by Physical Exercise.

THE ENTRANCE FEE IS 5/-

Certificates will be granted to successful candidates. Unsuccessful candidates will be examined a second time for half fees within a period of two years of the first examination.

An examination will be held in London in June. Names of candidates must be sent to the Secretary before the first day of May. The Board will send Examiners to any centre on receiving applications from ten or more candidates, if 21 days notice is given.
APPENDIX LI

(UNIVERSITY OF LONDON INSTITUTE OF EDUCATION)

PHYSICAL EDUCATION

Art of Movement

The Experience and Understanding of Movement
as a Means of Expression and Communication

MAIN

Section I is common to all Colleges.
Other Sections are individual to each College.

Section I

The study of the principles of movement (based on Laban's principles).

a) The Body in action. Understanding of the variety, range and extension of the movement of the body in gestures, body attitudes and steps.

b) Effort Study. The relationships between effort actions, the transitions from one action to another, and the analysis of effort actions in terms of weight, time, space and flow.

c) Space Orientation. A study is made of the directions in which the body can move and of the shapes and patterns which arise from gestures, actions and steps.

d) Relationships between people. The study of solo, duo, trio and group movement in dramatic, mimetic and dance situations.

COLOMA COLLEGE

Section II

a) The relationship between movement and sound, both percussive and melodic:
   i) as an inspiration for movement
   ii) as an accompaniment to movement
   iii) as background atmosphere or mood

b) Composition:
   Choice of theme: Ritual
   Working Actions
   Pure Dance Themes
   Studies of special aspects of movement
   Dance-Drama and Mime
APPENDIX LI (Cont'd.)

c) An introduction to Historical Dance and National Dance.
d) Movement in relation to other subjects and its place in the general scheme of education.

FROEBEL INSTITUTE

Section II
Movement Invention and Dance Composition.

a) Improvisation and formulation of Dance (lyrical, abstract, grotesque), Dance-drama and Dance-mime.
b) The study of elements of movement compositions: the variation and development of motif and theme.
c) The study of stimuli (visual, aural, tactile and conceptual) for composition.
d) The study of sound (voice, percussion, music) as accompaniment.
e) The study of Kinetography.

Section III
Dance Styles.
A brief study of regional and historical dance-styles in relation to Laban's analysis of movement.

Section IV
Music.
A study of rudiments, form and style.

FURZEDOWN COLLEGE

Section II
The composition and presentation of dances and studies arising from the choice of certain themes, e.g.: the study of special aspects of movement, working actions, dramatic ideas, pure dance themes.

Section III
The relationship between movement and other arts, e.g.:
APPENDIX LI  (Cont’d.)

music, including the use of voice and percussion, literature, art and craft.

Section IV
The study of some traditional dance forms.

SIDNEY WEBB COLLEGE

Section II
The relationship between movement and personality. A study of children through movement observation.

Section III
a) The general relationship between the art of movement and the other arts: music, painting, sculpture, architecture, etc.
b) Movement explorations combined with poetry, costume and decor.
c) The special relationship between music and movement. A study will be made of sound, percussive and melodic, and its relationship with particular movement:
   i) as exact accompaniment composed for the movement
   ii) as background atmosphere or mood
   iii) as the inspiration for movement in rhythm and form.
   Opportunity for making percussion instruments.

Section IV
Composition
a) Choice of themes - dramatic and dance - ritual, working actions, pure dance themes; character mimes, imaginative ideas.
b) Exploration and choice of motifs.
c) Forms of composition i.e. closed and open forms.
APPENDIX LI (Cont'd.)

TRENT PARK COLLEGE

Section II

a) Movement observation.

b) Expressive qualities.
   Invention, composition and presentation of
dance studies and sequences.

c) Dance-drama.

d) Relationship between movement and sound. Use of
   voice, percussion, music and consideration of pitch,
tone, accent, rhythmical patterns, phrasing, climax, etc.

e) Characteristic rhythms and qualities of various
   European national dances.

f) Group Movement.
   Educational presentation of the Art of Movement as an
   aid towards the harmonious development of the individual
   and of relationships within a group.

The aim of the course is to give experience and understanding
of the Art of Movement and its relation to other subjects.
APPENDIX LI  (Cont'd.)

PHYSICAL EDUCATION

Women

A common syllabus may be offered as follows:

MAIN

The basis of the course will be the study of the principles of movement as defined by Rudolf Laban - the development of the kinesthetic sense, the use of effort and spatial orientation, as applied to the body in action; and the adaptations which arise through working with others.

1. The study of movement will include observation and analysis, and will be supported by work in theory and practice of the following:

   a) Educational Gymnastics - The development of skill in body management, leading to work on a variety of apparatus.
   b) Dance - Movement as a medium of expression and communication through dance, dance drama, and selected dance styles. An outline of the History of Dance.
   c) Games - General understanding of the underlying principles of games, in particular Netball, Hockey, Tennis and Rounders.
   d) Swimming - The fundamentals of swimming through breast stroke, back crawl, front crawl, dolphin-butterfly stroke and diving. Elementary life-saving and survival swimming.
   e) Athletics - Elementary study of field and track events.

2. Elementary Anatomy and Physiology to further the understanding of movement.

3. A brief History of Physical Education.

4. A knowledge of the provision of facilities for Recreational activities with reference to the work of the C.C.P.R. and other organizations, and with opportunities to attend extra curricular courses.

ADVANCED.

1. The study of movement will be continued through specialization in two aspects of Physical Education, selected from Dance, Gymnastics and Swimming, one of which must be
APPENDIX LI (Cont'd.)

either Gymnastics or Dance.

2. Group investigations and an individual special exercise of the student's choice will support the study of movement.

3. Experience of outdoor activities will be gained through participation in a recognized course.
APPENDIX LIII

DETAILS OF THE TWO-YEAR COURSE AT
THE ART OF MOVEMENT STUDIO

The aim of the course is to develop the student's appreciation and mastery of Movement and Dance. The training is based upon the principles and practice developed by Rudolf Laban.

Curriculum

The course is as follows:

A. Principles and Practice of Movement and Dance.
   1. Fundamentals of Movement Study
      Training of the body as the instrument of action and expression.
      Development of effort capacity.
      Rhythm and phrasing of effort expression.
      Orientation in space and spatial structure of movement.
   2. Technical Aspects of Movement Study
      Acquisition of skill in movement and dance technique.
      Disciplined performance of original movement compositions and of set compositions.
      Observation of movement.
   3. Scientific Basis of Movement Study
      Theory of movement harmony based on choreutic and eukinetic aspects.
      Analysis and classification of bodily actions in terms of weight, time, space, flow.
      Method of recording movement by kinetic symbols (Laban Kinetography and Effort notation)
   4. Personal Development and Social Implications
      Expression and communication through movement.
      Practical and symbolic significance of movement.
      Study of group relationships.

B. Aspects of Dance as an Art.
   1. Contemporary Dance
      Movement improvisation and the development of motifs.
      Male and female forms of movement expression.
      Themes for dance play, dance mime, dance drama, dance.
      Principles of composition and choreographic forms.
      Accompaniment.
B. Aspects of Dance as an Art (cont'd)

2. Dance Styles.
   Study of movement expression through
   (a) historical dance forms of the 13th
to 19th century.
   (b) folk dances of the different parts
   of the world.
   Styles and history of movement and dance
   include consideration of anthropological,
   ethnological and sociological aspects.

3. Dance Production and Presentation

C. Dance in Education.
The place of the art of movement including creative
dance in the general scheme of education.
Movement education as applied to the specific needs
of children in the Primary and Secondary age ranges.
Study of the 16 basic movement themes of modern
educational dance.
Method of teaching.
School visits and teaching practice.

D. Subsidiary Subjects.

1. Fine Arts
   Painting, drawing, sculpture (modelling,
carving, etc.)
   Constructional work in various media.
   Approach to these studies through:
   - Experimentation in all materials
   - Exploration of colour and form
   - Free and formal composition
   - Rhythmic comprehension

2. Music
   Improvisation and composition in sound.
   History of music, from 500 A.D. to the
   present day.
   Appreciation of rhythm, style and tonality
   Rudiments of music, sight-reading and aural
   training.
   Arrangements can be made for students to
   take piano and other instrumental tuition
   privately.

3. Drama
   Dramatic improvisation
   Speech - mime
   Period style
   Aspects of play production

E. Principles and Practice of Education

F. English Language and Literature.
G. Anatomy, Physiology and Health Education
Emphasis is laid on the particular requirements of a student of movement.

H. Tutorial Studies
Discussions concerned with the broadening of the students general and cultural background.
(Time is allowed during the course for students to benefit from outstanding London productions by attendance at dance and theatre performances, concerts, and exhibitions of various kinds).
ART OF OVE LIT STUDIO

(Incorporated in the Laban Art of Movement Centre)

Woburn Hill,
Addlestone, Surrey.
Principal: Miss Lisa Ullmann, Laban Dipl.

SPECIAL COURSE OF ADVANCED STUDY.

This one-year course for experienced men and women teachers extends over three terms of approximately twelve weeks each from the end of September to mid July, with holidays at Christmas and Easter. It provides advanced work in Movement Study and Modern Educational Dance, and is intended to equip selected teachers, lecturers in training colleges, organisers and others for the more responsible posts.

Curriculum:

Modern Educational Dance requires interest in, and capacity for, creative work.

The aim of the Special Course is to widen the teachers' experience and understanding of the art of movement as a means of education. The course includes both practical experience and theoretical study of the fundamentals of human movement. The main areas of study are:

(a) Basic principles and harmony of movement. Shape and rhythm of bodily actions. Principles of group work. Dance and dance drama including invention, composition and historical styles of movement.

(b) Educational presentation of movement and dance as an aid towards the harmonious development of the individual and of his relationship in a group. This includes movement observation and assessment of the essential differences in the mental and physical capacities of people as well as practical work with groups of children or adults. Consideration is given to the technique of training students and to the knowledge and experience necessary for organising and supervising their work.
(c) Research study: each course member will be expected to make a special study of a chosen topic and present the results in the form of an extended essay.

(d) Supplementary studies: rudiments and history of music, elementary techniques of painting, modelling, sculpturing and exploration of the relationships between dance, music, drama and the fine arts.

N.B. Gardening is included as a recreative activity.

Details of further study in preparation for the Art of Movement Studio Diploma are available in the full prospectus.

Eligibility:

Applicants should have not less than five years' teaching experience as qualified teachers.

Applicants who have less than five years teaching experience may be admitted exceptionally where the employer and the Studio agree this would be justified.

Candidates are required to attend for a practical test and interview at the Art of Movement Studio. Selection will be made according to teaching ability and capacity to benefit from the Course.
ART OF MOVEMENT STUDIO
(Incorporated in the Laban Art of Movement Centre)
Woburn Hill,
Addlestone, Surrey.
Principal: Miss Lisa Ullmann, Laban Dipl.

SUPPLEMENTARY COURSE FOR QUALIFIED TEACHERS

A one year Supplementary Course in Modern Educational Dance for men and women teachers extends over three terms from the end of September to mid-July, with the usual holidays at Christmas and Easter.

It is designed to enable serving teachers who have completed courses of teacher training for not more than 2 years, to specialise in this subject to meet the needs of schools.

Curriculum:
Modern Educational Dance requires of the teacher interest in and capacity for creative work.

The aim of the Supplementary Course is to give teachers practical experience in the art of movement and a sound knowledge of the basic principles underlying it and to develop their powers of applying these to the education of children. The main subjects are:

(a) Dance and dramatic movement, including basic movement training, movement invention and composition, relationship of music and movement, historical dance styles, group work.

(b) Educational presentation of the art of movement, including the study of the child's personality through movement observation and of the relationship between children and teacher.

Experience is given in sound and musical accompaniment, in the use of movement in the visual arts, such as drawing, painting, modelling, and in gardening as a recreational activity.

Students are given opportunities for practising the teaching of Modern Educational Dance with children of all age groups in local schools.

Eligibility
The course is normally available to any men or women teachers trained for not more than two years in a recognised two-year College or under the Emergency Training Scheme. Three-year trained teachers may be admitted exceptionally on special recommendation of the employer.
Candidates are required to attend for a practical test and interview at the Art of Movement Studio. Selection will be made according to teaching ability and capacity to benefit from the Course.
APPENDIX LV

OUTLINE OF ONE-YEAR COURSE AT
TRENT PARK TRAINING COLLEGE

After the two-year course at the Art of Movement Studio, the aim of the third year at Trent Park College is to complete the work for the Teacher's Certificate of the University of London Institute of Education which gives recognition as a qualified trained teacher.

In this year the work is mainly concerned with the Principles and Practice of Education; the curriculum therefore consists of:-

A. History of Education Ideas
   Psychology and Child Development
   Sociology and Health Education

B. English

C. Instruction in the use of visual and other teaching aids

D. Art of Movement

E. Teaching Practice in Secondary Schools.
   Emphasis is placed on methods of teaching secondary children with particular reference to the teaching of movement and dance. There is, in the Certificate Examination, a special paper on this aspect of the work.

F. A Second "Teaching" Subject.
   There is opportunity for students who wish to have instruction in a second subject. This subject may be selected from the varied courses offered by Trent Park College.

Throughout the three years of study there is close co-operation between the Art of Movement Studio and Trent Park College, facilitated by the interchange of lecturers for English and Education during the first two years, and for Art of Movement during the third year.
Outline of the Syllabus for the Certificate in Education of the University of Sheffield Institute of Education for 1954 — Principles and Practice of Education.

1. Aims of Education — general survey of the problems and province of education.

2. The English educational system and its recent history.

3. Characteristics of the developing child as an individual and as a member of a group.
   Mental, physical, emotional and social development (with special reference to the part played by movement).
   The child in school — the process of learning, individual differences, testing.


5. Practical teaching.

Physical Education

1. Basic Movement Training and its application to Agility Work in fully equipped gymnasia.

2. Dance
   (a) The development of basic movement into the Art of Dance.
      (i) Creative dance composition.
      (ii) Dramatic movement and the development into acting.
      (iii) Study of the contribution of dance and dramatic movement to the development of the child's personality.
   (b) Traditional European dances.
   (c) Modern ballroom dancing.
   (d) The study of the relationship of music and dance.
   (e) Historical dance forms.
   (f) Ritual, customs and costume.
   (g) History of dance.

3. Games.

4. Athletics.

5. Swimming.

6. Personal Hygiene.
7. First Aid.

In all branches the work will be closely related to
the observation, teaching and coaching of children, and
will include (a) the planning of schemes of work and
(b) the planning and maintenance of gymnasia and
playing fields and the choice and care of equipment.
(No Health Education syllabus appears because the
subject is implicit in the College course as a whole.)

Anatomy.
1. Structure and muscular attachment of the bones.
   Differences in development at different ages and
   in the two sexes.
2. Structure and movement of joints.
4. General knowledge of nervous co-ordination: the
central nervous system, including the sense organs:
   the autonomic system.
5. General knowledge of the viscera, including the
   organs of reproduction, respiration and circulation:
   the ductless glands: the larynx.
6. Recognition of subcutaneous structures and
   movement in the living.

Physiology.
1. Properties of muscle in relation to muscular
   contraction in the body.
2. The nervous system and neuromuscular co-ordination.
   Posture and muscle tone. Functions of cerebrum,
   cerebellum, spinal cord and Autonomic nervous system.
3. Circulation of the blood including the heart, blood
   pressure and pulse beat.
4. Mechanics and regulation of respiration. Gaseous
   exchange and the blood.
5. The effects of exercise on circulation and respiration.
6. Temperature regulation of the body.
7. General knowledge of the functions of the viscera
   with some nutrition and dietetics.
1. Kinesiology necessary for the understanding and treatment of muscle imbalance.

2. Elementary pathology of the conditions affecting school children, i.e. the causes, signs and symptoms of (a) preventable conditions of ill-health, (b) diseases with disabling after-effects, (c) congenital and acquired deformities.

3. The study of the treatment given to these conditions in hospitals and clinics, and the after-care required in schools.

4. The study and practice of the treatment of postural imbalance and defect, with special reference to its prevention.

**Art and Crafts.**

Basic Course.
Practical experience in Art and Crafts showing the application of basic principles. Experimental work with a wide variety of materials and tools and a study of the influence they exert. Creation of an awareness of standards of excellence.

Ordinary Course.
Development of the basic course, stressing the value of Art as a co-ordinating factor in school-life and offering an opportunity for acquiring greater proficiency in Art or the chosen Craft. Exploration of the means whereby Art could serve to amplify the specialist study of physical movement.

**Biology**
(Including Social Biology)

Basic Course.

2. Embryology and evolution. Succession in time and taxonomy. Evolution, with particular reference to functional development, of the vertebrate skeleton; of the vascular system; of the reproductive system; of the brain.


Ordinary Course
The content of the Basic Course and, in addition, management of aquaria and vivaria; the study of further animal types and some botany.

English Language
The course will include exercises in formal grammar, syntax, vocabulary, precis writing and paraphrasing; the study and appreciation of prose and verse passages; and practice in composition.

Basic Course
Poetry: A selection of poetry will be read from representative anthologies, including contemporary anthologies.
Drama: Three plays chosen from Greek, Elizabethan and modern drama to be studied in some detail, together with an outline of the development of the theatre.
Prose: Selected novels, essays and other prose works. Myth, legend, fairy lore and ballads. Speech training and dramatic work.

Ordinary Course
Specialists in English will take the basic course, and in addition will study:
1. Works selected from a period of English Literature, against the social and cultural background of the period.
2. The history and development of the language.

Music
Basic Course
Appreciation of rhythm, phrasing, melodic line, form and history as exemplified in national and folk songs, classical and modern songs, and orchestral works, with particular emphasis on aural training and rhythm.

Ordinary Course
A continuation and development of the basic course, with addition of: harmony; melody making; music making in class, by means of singing, percussion and recorder playing; conducting, accompanying and harmonising at the keyboard. (Note: The syllabus in each subject of the course may be altered from year to year.)
Ordinary Course (cont'd)

A student's continuance in the College is subject to her satisfactory progress in both physical and academic work.

During the course, and subject to the approval of the Principal, students may also enter for examinations of certain examining bodies, such as the Royal Life Saving Society, the Amateur Swimming Association and the Women's Amateur Athletic Association. All students who do not hold the Bronze Medallion of the Royal Life Saving Society before entering the College are expected to obtain it during their course.
The Curriculum.

i. The Art and Science of Movement is studied in depth in relation to advanced courses in Dance and Gymnastics and the skills of Games, Swimming and Athletics.
Specially gifted students are offered the opportunity to undertake further individual study in selected aspects of the course.
To support the student's study of the moving body there are Applied Science courses and comprehensive courses in Human Anatomy and Physiology, which include remedial work with children in the College Clinic.

ii. General courses in Art, Music, and written and spoken English are an integral part of the Course.
After the first year, students are offered the opportunity to select and pursue, for their own interest, one subject, allied to their advanced course, from Art, Biology, Literature/Drama, or Music. These courses are followed to a high level as an intellectual discipline.

iii. A full course in Education, which includes a study of the growth and development of children, the History of Education, and first-hand experience in all types of primary and secondary schools is followed by all students.
Teaching practice is an important part of the course. Students spend some time in schools in each of the first two years and, in the third year, a substantial amount of time is spent in school practice.
Visits of educational and cultural interest are made throughout the three years.

KENT EDUCATION COMMITTEE
NONINGTON COLLEGE OF PHYSICAL EDUCATION

Course for Students with Special Interest in Dance.

Year I (Course common to all Students of the College)

Basic Movement Training through work in:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Work in graded groups according to practical ability and previous experience.</th>
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</thead>
<tbody>
<tr>
<td>Gymnastics</td>
<td>3 hrs</td>
<td>approximately</td>
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<tr>
<td>Dance</td>
<td>4 hrs</td>
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<tr>
<td>Games</td>
<td>3 hrs</td>
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<tr>
<td>Swimming</td>
<td>1 hr</td>
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</tbody>
</table>
Year I (cont'd)

Theory of Movement and Movement Notation

Introductory Arts Course
Approximately 3 hours.
Art English Music
6 hours.
Anatomy and Physiology
3 hours
Education
3 hours

Years II and III

Selection for the Advanced Dance Course will be based on:
1. Interest
2. Practical Dance Ability
3. Intelligence and Responsibility of the Student in discussion with the Principal and Members of the Staff.

Advanced Dance Course (10 hours plus Individual tutorial work in Performance, Composition).

Academic Studies
a) History and Sociology of Dance
b) Ethnological Dance Studies.
c) Philosophy and Aesthetics of Dance.
d) Analysis and Notation of Dance Works.
e) Dance in Education - including Teaching Practice in different types of schools.

Practical Studies

Dance Technique
a) Flow and Harmony of Movement.
b) Dynamics of Movement.
c) Lyrical and Dramatic Expression in Dance.
d) Specific skills in relation to particular Dance Styles.
Dance Content, Composition and Performance

Works for small and large groups and solo works will be rehearsed and performed throughout the Course.

In common with other Students at the College Advanced Dance Students may take an optional second subject (Art, Music or Drama) leading to a qualification at Main Level.
Courses for Men Students beginning in September 1966

From September 1966 the College will be offering courses for men students leading to the Teachers' Certificate with qualification to teach the junior or junior/secondary age range.

Students will qualify in the Art and Science of Movement at Advanced Level with an Optional Subject at Main Level.

The Course

Practical Movement Studies will include:
1. Gymnastics and Movement Training
2. Dance-Drama or Dance
3. Swimming
4. An appropriate range of Games and Outdoor Activities.

Theoretical Movement Studies
1. Anatomy and Physiology
2. Theory of Movement
3. History and Philosophy of Dance, Gymnastics and Sports.
4. Movement in Education.

Optional Second Subjects.

<table>
<thead>
<tr>
<th>Art</th>
<th>Biology</th>
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<tbody>
<tr>
<td>English/Drama</td>
<td>General Science</td>
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<tr>
<td>Music</td>
<td>Mathematics</td>
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</tbody>
</table>

Education

A full Education Course will be followed in common with all Colleges of Education.

Teaching Practice will be offered in both Primary and Secondary Schools.

The Courses of Study will be in mixed groups with the exception of some sessions of Practical work on the movement side.

Interviews are now in progress for the Course beginning in September 1966.
ULSTER COLLEGE OF PHYSICAL EDUCATION.

CURRICULAR ACTIVITIES

YOUTH WORK - YEAR III

September - December

Theory

Study of the History and Development of Youth Work - Recreative work in the present century, with reference to - Albermarle Report, Wolfenden Committee Report - Sport and the Community, Youth & Sports Development Council, N.I. ETC.

Project work by each student

Activities - amenities in own home Town or City area, with reference to present situation for 15 - 20 age groups.

Suggestions for development in collaboration with ...

December - April

Practical Participation by students

(a) One evening per week girls' Clubs/Church Organisations

OR

Keep Fit Class open to neighbourhood run by College Lecturer in College Gymnasium. Refreshments provided by Students.

(b) Weekly Practical Lecture in Youth Work.

(c) Recreative and educational activities for handicapped children, e.g. E.S.N., Blind and Deaf, Training School for Girls, Renard Approved School, Age 11 - 17.

Periodic Lectures organised in College for III Year students and given by -

* Youth Employment Officer
* Probation Officer
* D.I. Women Police

C.C.P.R. technical representative

Former students in their posts, i.e.

Training College Lecturer
Lecturer in Department of P.E., Queen's University.
Lecturer in Technical College.
April - June

Visit to Plas-y-Brenin, C.C.P.R. Centre.
Introduction to Canoeing
Visit planned to Rupert Stanley Further Educational College, Belfast.
Visit to P.E. Department, Queen's University.
All C.C.P.R. publications exhibited on Students' Notice Board.

Collage Open Days

(a) Yearly Diploma Ceremony.
(b) Triennial demonstrations of work, Youth Work included.

Invitations sent by Ministry of Education to all Governing Bodies of Sport.

Representation by Lecturing Staff on -

C.C.P.R., N.I. Section
Keep Fit Association
N.I. Netball Association
N.I. Women's Amateur Athletic Association
N.I. Physical Education Association
Ulster Lawn Tennis Association

Courses taken by Lecturers at the request of Governing bodies

- Keep Fit Association
- Extension Course
- Pianists' Course held in College Premises
- N.I. Netball Association
- Leaders' Course in conjunction with C.C.P.R. and N.I. held in College premises.
- U.W.H.A.
- Umpires' Course.

Attendance at Annual General Meetings

All above-mentioned Governing Bodies
Students and/or Staff representative

Attendance by Staff, Students
Keep Fit Demonstrations, Belfast, 1964.

Periodic Co-operation by College students in displays, by request, e.g.

i) * Keep Fit Association, Ballymena
ii) Further Education Centre, Antrim
iii) * N.I.P.E.A., Belfast
iv) Belfast Education Authority, Belfast.
Periodic attendance at C.C.P.R. Further Education Courses, Staff and Students

* Judo
  Basket-ball
  Trampolining
  * Olympic Gymnastics

Periodic help to L.E.A. in coaching schemes in summer holidays

Tennis

June - Year III Post examination course includes

  Comments and Questions  }  O.M.P.
  }  M.McL.
  General Summing up  }  A.R.
### APPENDIX LVIII. Ulster College Physical Education.

<table>
<thead>
<tr>
<th>S.R.E.</th>
<th>GYMNASTICS</th>
<th>ENGLISH</th>
<th>VICTORIA COLLEGE</th>
<th>BIOLOGY</th>
<th>K. McMM.</th>
<th>SWIMMING</th>
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<td>PHYSICAL EDUCATION</td>
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<td>Dem. Netball - 20th &amp; 27th</td>
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**Note:** The table represents the weekly schedule of activities at Victoria College, including various subjects and sports. The schedule is divided into days with specific activities listed for each. For example, on Monday, GYMNASTICS is scheduled in the morning, followed by PHYSIOLOGY, MODERN DANCE, and other activities. Similar patterns are observed throughout the week, with a variety of subjects and physical activities indicated.

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**Additional Details:**
- **Swimming:** M.D. M.L.
- **Music:** I.B.
- **Teaching Practice:** (d) McP.
- **Ballroom Dance:** A.R.
- **Physical Education:** M.C.
- **Gymnastics:** A.R. M.C.
- **Anatomy:** A.R. M.C.
- **National Dance:** M.C.
- **Health Education:** M.C.
- **Athletics:** A.R. M.C.
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<th>Time</th>
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<td>9.0 a.m.</td>
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</table>
Physical Education and Recreation for all Students

Courses are offered to students in the following activities:

- Archery
- Athletics
- Badminton
- Ballroom Dancing
- Basket Ball
- Circuit Training
- Cricket Nets
- Dance Production
- Fencing
- Folk Dancing
- Golf Training
- Ice Skating
- Judo
- Lawn Tennis
- Olympic Gymnastics
- Outdoor Pursuits
- Riding
- Squash Rackets
- Swimming
- Table Tennis
- Trampolining
- Underwater Swimming
- Weight Training

Arrangements are also made for participation in Netball, Lacrosse, Hockey, Association Football, Rugby Football, Cross Country Running, Cycle Racing, Rowing, Sailing and Weight Lifting.

In addition to these courses in or near the University, the Department organizes a course in skiing every Easter vacation in Scotland and courses in camping, canoeing, sailing, mountaineering and underwater swimming at Coniston every summer.

The Department helps the students' clubs in games and sports with coaching, officiating and advice whenever these services are asked for by the Captains or Officers.

Physical Education as a Degree Subject

The degree of B.A. in Combined Honours consists of the study of two subjects concurrently in all three years. Physical Education may be chosen as one of these subjects and the other must be one of the following:

- Ancient Greek
- Modern Greek
- Latin
- Archaeology
- History
- English
- French
- German
- Italian
- Russian
- Spanish
- Geography
- Philosophy
- Psychology
- Music
- Theology
- Mathematics
- Social Study
- Drama and Theatre Arts
All subjects will be chosen on the advice of the Senior Tutor. The combinations of Physical Education and Psychology and of Physical Education and Social Study are specially co-ordinated ones.

The Honours list is issued in three classes, the second class being in two divisions (Division I and Division II). Candidates whose names appear in this list will be entitled to the degree of B.A. with Honours in Combined Subjects. Candidates who do not attain the standard required for Honours may, of the examiners so recommend, be awarded the degree of B.A. in Combined Subjects.

Physical Education touches a number of academic disciplines not all of which fall within the Faculty of Arts and the co-operation of other departments has been generously given in conducting the course so that students may gain the fullest advantage from studying the subject at University level.

Courses of Study

Anatomy - Dr. W.P. Dallas Ross.
A general introduction to the anatomy of the human body followed by a vocational course on the locomotor system.

Physiology - H.M.F. Asher.
A general outline of the physiology of the normal human, with a short study of special aspects of muscle movement and respiration.

The development of physical education in various eras is studied against the relevant social and political background. The later part of the course includes a critical examination of the objectives of physical education.

A general study of the factors underlying the acquisition of physical skills and an examination of the mechanical principles involved in their performance.

Pure and Applied Gymnastics - W. Tuxworth
A study of the effects of training on the muscular and circulo-respiratory systems of the body and a consideration of the relationship of exercise to health. A further study of exercise related to age, sex, particular activities, particular physiques and to the problems of rehabilitation and remedial work. The course also includes a consideration of the effects of certain current methods of gymnastics.
History of Dance - Mrs. H.I. Munrow

A survey of the development of dance forms from their ritual origins in primitive society. The evolution of folk, social, educational and spectacular forms, is studied with particular reference to Europe.

History of Sport - D.D. Molyneux

An introduction to the history of games and sports with a particular study of the development of organised sport in Britain during the nineteenth century.

Administration of Physical Education - Miss B.N. Knapp.

An elementary course on the administration of physical education and a more detailed study of the methods by which objective data in physical education may be observed and analysed.

Through essay work and practical movement analysis there are opportunities for students to work on their own and in the final year, by arrangement with tutors, students are required to undertake independent study of a selected topic. They are encouraged to make good use of the University's extensive library facilities and the Department's apparatus for detailed analysis of movement and skilled performance; an extensive library of film-loops together with special projectors and cinescopic tracing apparatus is available for this purpose. Tutorial work and seminars figure prominently in many of the courses and students are encouraged to formulate and express their views on vital issues in physical education and recreation at home and abroad.

PRACTICAL WORK

In addition to lecture courses, tutorials and seminars, students are required to gain experience in a number of practical activities. All students attend courses in athletics, modern dance, gymnastics, lawn tennis or badminton, and a winter team game (rugby football or association football for men, netball or hockey for women). Students choose other practical work in consultation with their tutors. There is considerable flexibility in the arrangements so that individuals may broaden or deepen their study of physical skills by appropriate choice. It is possible, for example, to emphasise the study of dance and keep the study of games and sports minimal or vice-versa.
All practical work is either formally examined or assessed and the results are reported in each student's testimonial.

VACATION COURSES

Two vacation courses are held in conjunction with the programme for the general recreation of students. In their first summer vacation, students of physical education are required to attend a course in camp-craft, dinghy sailing, canoeing and mountaineering at Coniston. In a subsequent year these students are encouraged to attend one of the Department's ski-ing courses which are held every Easter in Scotland.

PHYSICAL EDUCATION DEPARTMENT

General Degree Course - Outline syllabus and regulations.

Lecture Course and Examinations

<table>
<thead>
<tr>
<th>Lecture Courses</th>
<th>Weekly Requirements</th>
<th>Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy</td>
<td>2 hrs.</td>
<td>One 3 hr. paper</td>
</tr>
<tr>
<td>Physiology</td>
<td>2 hrs.</td>
<td>One 3 hr. paper</td>
</tr>
<tr>
<td>2nd Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Skills &amp; Tech.</td>
<td>2 hrs.</td>
<td></td>
</tr>
<tr>
<td>Administration of P.E.</td>
<td>1 hr.</td>
<td></td>
</tr>
<tr>
<td>Hist. and Principles</td>
<td>1 hr.</td>
<td></td>
</tr>
<tr>
<td>Pure &amp; Applied Gym.</td>
<td>1 hr.</td>
<td></td>
</tr>
<tr>
<td>History of Sport</td>
<td>1 hr.</td>
<td>An extended essay completed and handed in early in the first term of the 3rd year.</td>
</tr>
<tr>
<td>History of Dance</td>
<td>1 hr.</td>
<td></td>
</tr>
<tr>
<td>3rd Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History &amp; Principles</td>
<td>2 hrs.</td>
<td>One 3 hr. paper</td>
</tr>
<tr>
<td>Pure &amp; Applied Gym.</td>
<td>1 hr.</td>
<td>One 3 hr. paper</td>
</tr>
<tr>
<td>Administration of P.E.</td>
<td>1 hr.</td>
<td>One 3 hr. paper</td>
</tr>
<tr>
<td>Physical Skills &amp; Tech.</td>
<td>1 hr.</td>
<td>One 3 hr. paper</td>
</tr>
</tbody>
</table>
## PRACTICAL COURSES AND EXAMINATIONS (WOMEN)

### AUTUMN TERM

**FIRST YEAR**
- Dance Training 1 hr. p.w.
- Lawn Tennis or Badminton 1 hr. p.w. (5)
- Hockey or Netball 2 hrs. p.w. (1)
- "The School Child" 1 hr. p.w.
- Swimming Test (2)

**SECOND YEAR**
- "The School Child" 1 hr. p.w.
- Lawn Tennis or Badminton 1 hr. p.w. (Exam.)
- Training Study (6)
- Personal Schedule 3 hr. p.w. (7)

**THIRD YEAR**
- Pure & Applied Gymnastics Practical 1 hr. p.w.
- Training Study 1 hr. p.w.
- Personal Schedule 2 hr. p.w.

### SPRING TERM

**FIRST YEAR**
- Athletics 1 hr. p.w.
- Dance Training 1 hr. p.w.
- Netball or Hockey (3) (Exam)
- "The School Child" (4) 1 hr. p.w.

**SECOND YEAR**
- "The School Child" 1 hr. p.w.
- Training Study 1 hr. p.w.
- Personal Schedule 3 hr. p.w.

**FIRST YEAR**
- SUMMER TERM
  - PRE-EXAM - Dance Training 2 hr. p.w.
  - Lawn Tennis or Badminton 3 hrs. p.w.
  - POST-EXAM Dance Training (15 hrs.)
  - Athletics (10 hrs.) (Exam.)
  - SECOND YEAR Personal Schedule 3 hr. p.w.

### NOTES

1. Students must choose their better winter game.
2. The test in survival swimming will be held during the first week of the first term. Students who fail the test will be required to attend a swimming class for one hour p.w. and will be tested again at the end of the spring term.
3. The netball and hockey courses will commence in the second week of the first term and will finish by the sixth week of the Spring Term.
4. There will be some school visits during the last five weeks of term.
5. A minimal standard of performance will be required for the lawn tennis course and the decision will be taken on this at the first class.
6. This will be a physical activity which will be pursued for 1 hr. p.w. in the winter terms for two years for the purpose of experiencing the discipline of continued application and training. The training study will be chosen in consultation with tutors from those activities in which the student already has a satisfactory standard.
7. Activities to make up each individual's personal schedule may be selected from a considerable list of alternatives, details of which will be available by the end of the Spring Term of the first year.
8. There will be a compulsory Outdoor Pursuits Camp during the first summer vacation.
9. In the third year an assignment of a theoretical nature involving 3 hrs. p.w. will be carried out by each student.
### PRACTICAL COURSES AND EXAMINATIONS (MEN)

#### AUTUMN TERM

<table>
<thead>
<tr>
<th>First Year</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics 1 hr.p.w.</td>
<td>Athletics 1 hr.p.w.</td>
</tr>
<tr>
<td>Lawn Tennis or Badminton</td>
<td>Dance Training 1 hr.p.w.</td>
</tr>
<tr>
<td>1 hr.p.w. (5)</td>
<td>Football (3) (Exam.)</td>
</tr>
<tr>
<td>Association Football</td>
<td>&quot;The School Child&quot; (4)</td>
</tr>
<tr>
<td>or Rugby Football</td>
<td>1 hr.p.w.</td>
</tr>
<tr>
<td>2 hrs.p.w. (1)</td>
<td>Swimming Test (2)</td>
</tr>
<tr>
<td>&quot;The School Child&quot;</td>
<td></td>
</tr>
<tr>
<td>1 hr.p.w.</td>
<td></td>
</tr>
</tbody>
</table>

#### SECOND YEAR

| "The School Child" 1 hr.p.w. | "The School Child" 1 hr.p.w. |
| Lawn Tennis or Badminton | Training Study 1 hr.p.w. |
| 1 hr.p.w. (Exam.) | Personal Schedule 3 hrs.p.w. |
| Training Study (6) 1 hr.p.w. | |
| Personal Schedule | 3 hrs.p.w. (7) |

#### THIRD YEAR

| Pure & Applied Gymnastics | Pure and Applied Gymnastics |
| Practical 1 hr.p.w. | Practical 1 hr.p.w. |
| Training Study 1 hr.p.w. | Training Study 1 hr.p.w. |
| Personal Schedule 2 hr.p.w. | Personal Schedule 2 hr.p.w. |

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### SUMMER TERM

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Pre-exam</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics 2 hr.p.w.</td>
<td>Athletics (15 hrs.) Exam.</td>
</tr>
<tr>
<td>Lawn Tennis or Badminton</td>
<td>Dance Training (10 hrs.) (Exam.)</td>
</tr>
<tr>
<td>3 hrs.p.w.</td>
<td></td>
</tr>
</tbody>
</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Personal Schedule 5 hrs.p.w.</th>
</tr>
</thead>
</table>

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### NOTES

1. Students must choose their better winter game
2. The test in survival swimming will be held during the first week of the first term. Students who fail the test will be required to attend a swimming class for one hour p.w. and will be tested again at the end of the spring term.
3. The football course will commence in the second week of the first term and will finish by the sixth week of the Spring Term.
4. There will be some school visits during the last five weeks of term.

5. A minimal standard of performance will be required for the lawn tennis course and the decision will be taken on this at the first class.

6. This will be a physical activity which will be pursued for 1 hr.p.w. in the winter terms for two years for the purpose of experiencing the discipline of continued application and training. The training study will be chosen in consultation with tutors from those activities in which the student already has a satisfactory standard.

7. Activities to make up each individual's personal schedule may be selected from a considerable list of alternatives, details of which will be available by the end of the Spring Term of the first year.

8. There will be a compulsory Outdoor Pursuits Camp during the first summer vacation.

9. In the third year an assignment of theoretical nature involving 3 hrs.p.w. will be carried out by each student.
Higher Degrees

Appropriately qualified graduate students may read for the degree of M.A. which may be obtained either by submitting a thesis on an approved subject or, from October 1966, by examination. The principal research interests of the staff lie in the following fields:

In physical performance: factors affecting the acquisition of skill, the mechanical bases of performance. In history: the growth of games and sports and of their organisation in selected areas.

Physical Education

The course provides training in research methods and enables graduates to study particular aspects of Physical Education to an advanced level. It is designed for graduates who have either studied Physical Education as a substantial constituent of their degree course or have read other subjects for their degree and have, in addition, taken an approved course in Physical Education.

Courses

I Research Methods in Physical Education:

The historical method. Descriptive methods - case studies, developmental studies, the survey. The experimental method in the laboratory and in the classroom. Tools for obtaining data in physical education - the interview, the questionnaire, tests, anthropometry, electromyography, cinematographic analysis.

II Physical Education in Contemporary Society:

The course pursues the fuller study of the subject within two areas particularly:

1. Current developments within the programme developed in the educational curriculum.

2. Implications of modern living conditions on public provision for sport and recreation.

Some of the detailed topics are determined in the light of the experience and interests of students following the course.
III  Skill in Athletic Performance:

An advanced study of the subject with particular attention being given to those results from recent work in psychology, ergonomics, and physical education, which can be applied to athletic skill.

Each of these courses are examined in May. Students also attend a course in either Statistics or Mechanics of Physical Skills and may, in addition, be required to attend selected undergraduate lecture courses. Seminars are held regularly, and participants are required to contribute papers for discussion. The subject for a short dissertation or individual project is decided in consultation with the Head of the Department. All students must submit the dissertation or report on the project before the end of September.
APPENDIX LX

UNIVERSITY OF EDINBURGH

A` ARD IN PHYSICAL EDUCATION

Syllabus

In the two years of the course each candidate will complete a minimum total of 240 hours study and practice of its FIVE sections. These sections require at least 48 instructional hours on each of the following:

(A) ONE winter sport (selected from EIGHT offered)
(B) ONE summer sport (selected from SEVEN offered)
(C) ONE indoor sport (selected from ELEVEN offered)
(D) ONE field course (selected from SIX offered) and (obligatory for all candidates.

(E) The administration of sport course.

<table>
<thead>
<tr>
<th>A WINTER GROUP</th>
<th>B SUMMER GROUP</th>
<th>C INDOOR GROUP</th>
<th>D FIELD GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basketball</td>
<td>Archery</td>
<td>Badminton</td>
<td>Canoeing</td>
</tr>
<tr>
<td>2. Hockey</td>
<td>Athletics</td>
<td>Boxing</td>
<td>Cycling</td>
</tr>
<tr>
<td>3. Lacrosse</td>
<td>Cricket</td>
<td>Circuit Trg.</td>
<td>Mountain-craft</td>
</tr>
<tr>
<td>4. Netball</td>
<td>Golf</td>
<td>Court games</td>
<td>Orienteering</td>
</tr>
<tr>
<td>5. Rugby</td>
<td>Rowing</td>
<td>Dancing</td>
<td>Pony Riding</td>
</tr>
<tr>
<td>6. Soccer</td>
<td>Swimming</td>
<td>Fencing</td>
<td>Sailing</td>
</tr>
<tr>
<td>7. Skating</td>
<td>Tennis</td>
<td>Gymnastics</td>
<td></td>
</tr>
<tr>
<td>8. Ski-ing</td>
<td></td>
<td>Judo</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Recreational</td>
<td>All candidates</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>P.T.</td>
<td>are required to</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Squash</td>
<td>attend one</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trampoline</td>
<td>7-10 day camp</td>
</tr>
</tbody>
</table>

E Administration of Sport Course includes safety training, principles of exercise, training and coaching techniques and general organisation of sport.
Concessions

Time concessions counting towards Award requirements are granted to candidates who play regularly in the University teams or take part in activities at equivalent standard. (Thus Former Pupil Club players or skilled mountaineers, skiers or riders are eligible for time concessions counting towards requirements in their special skills.)

Examination

This course will be examined as follows:

(a) Paper I  Optional Courses.
(b) Paper II  The Administration of Sport.
(c) The external examiner will assess the practical work of some candidates. The examination will be held in June of the second and final year of the candidate's course.
Two courses are offered to Graduate Certificate students in the Department of Education. They are open to both men and women, and are designed to enable students to teach some of the aspects of physical education.

(a) **Games Course** - Mondays and Thursday 2 - 4 p.m.

This course includes, on the theoretical side, a study of principles and administration of the subject. The practical side is largely devoted to games coaching and fitness training, and the opportunity will be afforded for students to take part in a variety of games and activities. On the women's side these will include hockey, netball, tennis, volleyball, basketball, athletics and swimming, and on the men's side soccer, rugby, basketball, volleyball, tennis or golf or athletics. Opportunities are afforded to students to qualify for awards made by certain governing bodies of sports and games.

All students on the course are expected to undertake teaching in the subject during teaching practice periods, and the course will provide training in activities which can be adapted to work in a gymnasium or games hall.

**Clothing.** Students will provide suitable clothing, and special lockers are available in the changing rooms. Towels can be hired at a charge of twopence.

**Timetable.** The classes will take place from 2 - 4 p.m., on Monday and Thursday afternoons either at the McDougall Centre or at the University playing fields, except during periods of school practice. During these periods students will make arrangements with Heads of schools to include practice in games training. For this they will be supervised by members of staff of the Department of Physical Education.

(b) **Outdoor Activities** - Mondays and Fridays 2 - 4 p.m.

This course is designed to give students training and experience in hill-walking, lightweight camping, canoeing, and sailing so that they will be capable of leading parties of school children in these activities.
(b) **Outdoor Activities (cont'd)**

In addition to instruction on the techniques of these activities, considerable time will be devoted to training in safety precautions in the hills and on water, first aid, and water and mountain survival.

The course is recognised as providing exemption from Part I of the training to be taken for the Certificate in Mountain Leadership. In addition to the meetings on Monday and Friday afternoons, students must be prepared to spend one weekend per term and a week at the end of the Summer Term, on extended training.

Although the course is timetabled between 2 - 4 p.m. there are inevitably several occasions on which activities extend after 4 p.m., e.g., when practical work is undertaken away from the University.
APPENDIX LXII

UNIVERSITY OF NEWCASTLE-UPON-TYNE.

Physical Education.

Students who wish to teach Physical Education in addition to their degree subject(s) are offered a course which, when successfully completed, entitles them to an endorsement on the Diploma in Education stating that they are 'qualified to assist in Physical Education'. The essential quality for admission to this course is a keen interest in teaching this type of school work.

The practical course for the Physical Education groups includes:

<table>
<thead>
<tr>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td>Games</td>
</tr>
<tr>
<td>Athletics</td>
<td>Athletics</td>
</tr>
<tr>
<td>Fitness Training</td>
<td>Educational Gymnastics</td>
</tr>
<tr>
<td>Minor Games</td>
<td>National Dancing</td>
</tr>
<tr>
<td>Swimming</td>
<td>Swimming</td>
</tr>
</tbody>
</table>

Students in Physical Education must regard it as ONE of their TWO main teaching method subjects and will spend not less than one-third of their time on school practice in teaching aspects of the subject. A specialist external examiner visits a cross-section of students in the Physical Education groups towards the end of the long teaching practice. The course is also examined by means of a three-hour paper which constitutes part of the Diploma examination for Physical Education students.

Games

(1) A student who is not offering Physical Education as a second teaching subject may enrol as a GAMES STUDENT and offer a selection of the following activities - two from Group A and two from Group B.

Group A - Winter Games. Group B - Summer Games.

<table>
<thead>
<tr>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>Basketball</td>
</tr>
<tr>
<td>Rugby</td>
<td>Badminton</td>
</tr>
<tr>
<td></td>
<td>Hockey</td>
</tr>
<tr>
<td></td>
<td>Netball</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practical work will be taken with the P.E. Group on Tuesday and Thursday afternoons and a short course of tutorials on the organization and theory of games coaching will be held at a time to be arranged. Students will be required to include games in their teaching practice timetable.

Recognition of satisfactory completion of this course will be given in a testimonial from the Department.

(ii) ANY STUDENT may attend one or more of the above individual courses by signing the appropriate lists in the Department.

'Outdoor Living' Course.

In co-operation with the North East Region of the Central Council of Physical Recreation the Department offers a course introducing students to a variety of outdoor pursuits. Sessions will be held in the Small Gymnasium at the Physical Education Centre in College Road on Fridays from 5 to 7 p.m., and instruction will be given in the selection and maintenance of equipment, tentcraft, and map and compass work. Three weekends will be held during the year to give an introduction to elementary rock climbing, ski-ing and canoeing techniques.

Other Activities.

ANY STUDENT may attend the following courses:

- Swimming
- First Aid
- National Dancing
- Ballroom Dancing.
ONE YEAR COURSE IN PHYSICAL TRAINING.

A One Year Course in Physical Training, approved by the Board of Education, is provided for Certificated Teachers (women), and may be taken either as a Third Year Course following a Two Year Course at a Training College for Teachers for Elementary Schools, or after a period of teaching in a Public Elementary School. The Course in Physical Training is not designed for students who seek the expert qualifications necessary for posts in Training Colleges or Departments, but is intended rather for students who propose to undertake the work of physical training in Schools (including Continuation Schools). The number of students admitted is limited to 24. Preference is given to candidates under 25 years of age. The Course includes the subjects set forth in the Regulations for the College Certificate in Physical Training, (see p. 702); students will also have facilities for swimming. Students will have opportunities of teaching classes of pupils of various ages in the schools of the Reading Education Committee.

Students who complete the One Year Course satisfactorily and pass the examinations prescribed in connexion therewith will be granted the College Certificate in Physical Training (see p. 702) by the Academic Board of the College and will also receive recognition of their year's work from the Board of Education.

Residence of Students.

Students following the Course in Physical Training, unless they can reside at home in or near Reading, will reside in Cintra Lodge, Christchurch Road, Reading, which is a Hostel recognized for the residence of women students by the Board of Education. The Warden of Cintra Lodge is Mr. H.S. Cooke, M.A., and the management is in the hands of Mr. and Mrs. Cooke.

The College Session.

The College Session begins in each year on the first Thursday in October, and consists of three Terms, (Autumn, Lent, and Summer) of ten weeks each. The Christmas Vacation occupies four weeks, and the Easter Vacation five weeks. The dates of Terms for the Session 1919-20 are therefore as follows: Autumn Term, Thursday, October 2, 1919, to Wednesday, December 10, 1919, inclusive. Lent Term, Thursday, January 8, 1920, to Wednesday, March 17,
APPENDIX LXIII (Cont'd.)

1920, inclusive. Summer Term, Thursday, April 22, 1920, to Wednesday, June 30, 1920, inclusive.

Fees and Grants.

Each student will pay a tuition fee of £7 to the College for the One Year Course in Physical Training, and the College will in addition receive a tuition grant of £20 from the Board of Education in respect of each student. The student will also pay the College Registration Fee of one shilling.

Each student residing in Cintra Lodge will pay to the College a maintenance fee of £18 for board and lodging for the 30 weeks of the College Session, and the College will also receive a maintenance grant of £28 from the Board of Education in respect of each resident student. For any residence in Vacations (e.g., for additional teaching practice) students will pay for board and lodgings at a rate proportional to the fee plus the grant £46 for 30 weeks. Each student residing in Cintra Lodge will also pay a sanatorium fee of £1.13. for the Session.

Each student residing at home in or near Reading will receive from the Board of Education, through the College, a maintenance grant of £15 for the year.

Admission of Students. Payment of Fees.

Application for admission to the Course must be made on a form which may be obtained from the Tutorial Secretary, University College, Reading, and the applicant must send with the form a fee of 10s. If the applicant is admitted, this fee of 10s. will be credited towards the tuition fee for the Course, and the balance (£6.10s.) of the tuition fee, together with the registration fee of 1s. and (if the applicant is to reside at Cintra Lodge) the maintenance fee of £18 and the sanatorium fee of £1.13. must be paid at the College Office not later than the day before the beginning of the Autumn Term. Cheques should be made payable to Mr. Francis H. Wright and cross "Lloyds Bank Limited, Reading." If the College is eventually unable to offer the applicant a place, or if the applicant withdraws her application before a place has been offered to her, or is prevented from entering the College either through illness or through failure to qualify for recognition as a Certificated Teacher, or through any other cause which she could not foresee at the date of application, the fee will be returned to her. If the applicant is offered a place, but does not avail herself of it for reasons other than those mentioned above, the fee will be retained by the College.
APPENDIX LXIII (Cont'd.)

Applicants will be selected for admission after inquiry or interview at the discretion of the College. They should obtain, if possible, and send to the Tutorial Secretary, letters of recommendation from the authorities of their previous Training College and from the Organizer of Physical Training for their district. Special reference should be made in such letters to applicants' qualifications in physical exercises, games, and dancing.

Applicants when provisionally accepted must be medically examined by a qualified practitioner, who should fill up a form of medical certificate which will be sent by the College to such applicants.

REGULATIONS FOR THE COLLEGE CERTIFICATE IN PHYSICAL TRAINING.

1. The College Certificate in Physical Training is granted by the College to a student who
   (a) has been admitted to the One Year Course in Physical Training,
   (b) has attended the prescribed courses of instruction at the College during one Session, and
   (c) has satisfied the Examiners in the Examinations held at the end of the Session in the following subjects:
      1. Swedish Educational Gymnastics
      2. Games.
      3. Dancing.
      4. Elementary Anatomy.
      5. Physiology.
      6. Hygiene, including First Aid.
      7. Psychology.

2. A candidate is not admitted to the examination at the end of any Session unless she has attended at least two-thirds of the lectures and classes, and has done to the satisfaction of the Lecturer two-thirds of the exercises set in connexion with the courses of study at the College during the Session.

3. An Examination Fee of £1.1s. is payable by each candidate for the Certificate in Physical Training.

SYLLABUSES FOR THE CERTIFICATE IN PHYSICAL TRAINING.

1. Swedish Educational Gymnastics.
   I. History of Swedish Gymnastics.
   II. Gymnastic terminology.
   III. General principles of Swedish Gymnastics; (a) the
physical and educational effects; (b) the choice of exercises; (c) progression.

IV. Mechanism of Movement: (a) Nervous impulse and contraction; (b) Different kinds of muscle work—concentric, excentric, static; (c) Antagonistic muscle work; (d) Mechanical factors which influence movement.

V. Physiological effects of exercise.

VI. Classification of movements of the Swedish System: the anatomical, physiological and psychological effects of each group of movements.

VII. Analysis of Gymnastic Exercises: muscle work, value, faults, progression.

2. Games.

I. Practice. Hockey; net ball; captain-ball; rounders; miscellaneous playground and gymnastic games.


3. Dancing.

I. Practice. (a) Technique: instruction in simple technique of arms and feet. Exercises in technique. (b) Dances: (i) English country dances. (ii) Scandinavian folk dances. (iii) Easy round dances. (iv) National dances: Irish jig, reels, etc. (v) Court dances. (vi) Imaginative and dramatic dances.

APPENDIX LXIII. (Cont'd.)

4. Elementary Anatomy.

The study of the subject will be confined to a consideration of those anatomical structures which are involved in movement.

(a) **The Skeleton.**
   (i) **Bones.** General arrangement and structure; special reference to the spine and its normal curves.
   (ii) **Joints.** Classification according to structure and action; examination of typical joints; factors controlling the amount of movement in joints.

(b) **Muscular System** Position and action of principal muscle groups.

(c) Recognition of deformities and their prevention.

5. **Physiology.** (Its application to physical exercises.)


II. The excretory system. The excretory organs and how they work. Practice and teaching of personal hygiene. Waste products, the result of work and undigested food.

III. The respiratory system. Mechanism and purpose of respiration. Breathlessness and breathing exercises.

IV. The circulatory system and its purpose. The relation of respiration and circulation to the nervous and muscular systems. Heart strain, anaemia, etc. The lymphatic system.

V. The nervous system. The structure and function of the brain. The spinal cord, motor and sensory nerves. Their training and development. Automatic and habitual nerve impulses. Education of the senses and their relation to the nervous system.

B. Functional disorders. Special diseases.

6. **Hygiene, including First Aid.**

II. Exercise and its effects on bodily life and growth and the power of work.
General nutritive effects. Conditions under which exercise is beneficial or harmful.

III. Fatigue. Signs and causes; waste products and their removal; conditions of home and school life tending to fatigue; the prevention of fatigue in school life of child.

IV. Growth. Normal growth of a child and periods of rapid growth; conditions that affect growth; signs of defective growth.

V. Fresh Air. Importance of fresh air; provision of good ventilation; open-air schools and out-of-door pursuits.

VI. School Conditions and Equipment. General arrangement of rooms; lighting, ventilation, sanitation, heating; influence on posture, eyesight, hearing, etc.

VII. Personal Hygiene. Habits, sleep, clothing, meals; cleanliness of air, water, food; care of teeth and skin.

VIII. Diseases and Disabilities of children.
(a) Bacteria.
(b) Bodily defences against disease.
(c) Special consideration of diseases of throat, teeth, tonsils, skin; tuberculosis and other infectious diseases.
(d) After effects and their bearing on the child's health and wage-earning powers.

IX. Medical supervision of School Life.
Examination of school children; school clinics; school closure and disinfection.

X. First Aid.

XI. Agencies and Legislative Measures affecting the Hygiene of School Life such as After-Care Committees, Provision of Meals Act.

XII. Adolescence from the physical and psychological standpoint.

7. Psychology. (The course includes experimental work on the topics treated).

Attention. Varieties, phenomena, conditions.

Action. The reaction experiment, illustrating the effect of various forms of stimuli, reactions to rhythmic stimuli, influence of attention; compound reactions. The simpler forms of behaviour, with special reference to habit.

Practice. Acquisition of muscular precision and co-ordination; the "learning plateau," and economical distribution of practice periods. Judgement of lifted weights, introducing the size-weight illusion. "Tuning."
APPENDIX LXIII. (Cont'd.)

Transfer. The general problem and its bearing upon physical education. How far physical acquirements promote general efficiency.


I. A course of lectures designed to explain and illustrate the governing ideas of education as such, considered apart from its detailed applications to special types of children and schools.

Education as development of individuality.
Education as conditioned by and directed towards the social function of the individual.
The idea of a liberal education, in contrast with vocational training.
The value and limits of the distinctions drawn between intellectual and moral, physical and mental, education.

What really constitutes an educated man or woman; education and personality.
The ideal of education as an overcoming of the distinction between self and the world.
The relation of theory and practice and the value and danger of educational theories.
The importance of unconscious influence on the mind and character.

II. Plato's Republic.

A course of lectures covering the whole of the Republic and including an introductory survey of the development of Greek thought on moral and political problems (with special reference to Socrates). The Republic will be studied in Davies and Vaughan's English translation (Macmillan: Golden Treasury Series), and students are advised to read Nettleship's Lectures on the Republic.


A. Theory of Teaching Gymnastics.

I. General aims of Physical Training. Specific aims of Gymnastics: suppleness, agility, alertness, control. Introduction of subject to untrained classes; uses of natural movements as basis for more formal work.
The type of work to be aimed at: emphasis on movement rather than position; vigour and freedom of movement the first essential.

II. Technique of Gymnastic Teaching: illustration and explanation of exercises, commanding, correction of exercises.

III. Free-standing Exercises and Exercises on Apparatus: characteristics of each. Types of apparatus. Organization of class for apparatus exercises.

IV. Construction of Tables: choice of exercises with reference to type of class, conditions of time and space, previous training of class.

V. Methods of teaching the Exercises in the various Groups.

VI. The Central and Continuation School and its pupil.

B. Demonstration Lessons.

Throughout the course weekly demonstration lessons will be given to classes of boys and girls. The same class will attend for a course of lessons in order that the work may be continuous and progressive.

C. Practice in Teaching.

I. With fellow-students, the aim being the acquirement of good methods in the technique of gymnastic teaching.

II. Students will have charge of classes, under supervision, for courses of lessons in gymnastics, games and dancing. Practice in the teaching of simple exercises on apparatus will be included.
APPENDIX LXIV

UNIVERSITY OF BRISTOL

(From the Physical Education Year Book 1966-67)

Course of Study: P.165

Basic Course: Theory and Practice of Movement (Women)
Physiology of Exercise.
History and Administration of Physical Education.
14 days at a School Camp.
Essay and Special Study.
Observation and Teaching Practice.

Choice of THREE from the following:
(not more than two from any one group)

A. Gymnastics, Swimming, Dance.
B. Camping, Canoeing, Rock-climbing, Rowing,
   Sailing, Ski-ing.
C. Badminton, Basketball, Fencing, Judo,
   Keep Fit, Trampolining.
D. Athletics, Cricket, Golf, Hockey,
   Lacrosse, Netball, Rugby, Soccer, Tennis.
APPENDIX LXV

UNIVERSITY OF LEEDS

Physical Education Department.

(From the Physical Education Year Book 1966-67)

P.164

Courses.

A. The department co-operates with the Leeds University Institute of Education in the following one-year courses, open to qualified teachers of Physical Education:

(1) Advanced Course for Lecturers in Colleges of Education.
(2) Diploma in Curricular Studies.

In both of these courses the student is given opportunity to work in association with students from his own and other disciplines. Within the framework of the regulations courses are designed to suit the needs of individual students.

B. The department co-operates with Leeds University Institute of Education, and Carnegie College of Physical Education in the following one-year course open to qualified Physical Education teachers with normally five, or, exceptionally, three years' teaching experience:

Diploma in Physical Education.

C. Courses run in association with the University Department of Education, open to graduate students during their initial teacher training leading to the Graduate Certificate in Education:

(1) Games and Athletics. This may be offered as a second teaching subject.
(2) Outdoor Activities. This is an optional course, and may lead to the Mountain Leadership Certificate.

D. Suitably qualified students may offer a dissertation on a Physical Education subject for the M.Ed. degree.
APPENDIX LXVI

UNIVERSITY OF HULL

Physical Recreation - Sports Centre - August, 1966

The University has one of the finest multi-purpose sports centres in this country which has now been in use for just twelve months. An average of over 1,000 student and staff attendances were made each week during the two winter terms last year.

Within the Centre you will find facilities and equipment, all provided free of charge, that will enable you to enjoy a very comprehensive range of physical activities. If there is any particular activity that is not available, do not hesitate to consult with the staff about the possibilities of adding that activity to the programme.

The Sports Centre is used for:

1) individual and group participation in recreational activities.
2) the learning of new games and sports irrespective of ability. Instructional classes in many activities are available.
3) the coaching of the more experienced player - and teams (when requested).
4) club practice and training sessions.
5) University club fixtures.
6) Intra-mural sports programme.

THE FACILITIES

The Sports Centre has two main floor levels. On the ground floor in the main sports hall are facilities for Badminton, Basketball, Volleyball, Tennis, Netball, Athletics, Golf, Cricket, and five-a-side Football. At second floor level is the main gymnasium which can be divided into two halves with opportunities for Circuit Training, Weight Lifting, Trampolining, Judo, Gymnastics (Vaulting and Agility and Olympic), Ballet, Folk, Country and Ballroom Dancing and Fencing. In addition there are three Squash Courts and Table Tennis tables are available.
All these facilities are available completely free of charge. A nominal hiring charge is levied on racquets to cover the cost of breakages and repairs. Naturally some of the activities require special supervision and are only available at specified times. These times are posted on the main notice board in the entrance to the building.

During term time the Sports Centre will be available for use between the hours of 9.00 a.m. and 10.00 p.m. Monday - Friday, 9.00 a.m. and 6.00 p.m. on Saturday and on Sundays from 2.00 p.m. - 5.00 p.m. Special times will be announced for the use of the Centre during the vacation period.

Everyone using the Centre must provide their own personal sports clothing and in the interest of social and personal hygiene are required to be appropriately dressed for the activity.

THE PROGRAMME.

In addition to free practice, club and fixture use, a very full programme of instructional groups is available. This programme is designed to help you learn and gain proficiency in a very wide range of activities. This service will provide a wonderful opportunity for you to acquire proficiency in competitive, non-competitive and co-recreational activities. The following list shows which classes will be available:

Badminton, Ballet, Ballroom Dancing, Basketball, Circuit Training, Fencing, Folk Dancing, Golf, Men's and Women's Keep-Fit, Pre-ski Training, Squash, Swimming for non-swimmers and others, Survival Swimming, Table Tennis, Tennis, Trampoline, Vaulting and Agility, Volleyball and Weight Training.

The teaching and coaching will be suited to your standard - beginner or experienced - all will be given every assistance to make your choice of activity interesting and enjoyable. All equipment for instructional groups is provided free of charge.

Full details, times etc., of all the instructional groups are on display on the first floor concourse.

INTRA-MURAL LEAGUES.

It is hoped that additional intra-mural leagues will be in operation this year for a wide range of indoor and outdoor games. Details of the various leagues will be circulated to departments, clubs and societies and information will be displayed on the Sports Centre notice boards.
APPENDIX LXVII

BISHOP LONSDALE COLLEGE OF EDUCATION.

Content of the Course.
Study of three fundamental principles of movement and their practical application in gymnastics, dance, swimming, athletics, and outdoor activities, including some of the following:
Sailing, canoeing, fell-walking, rock-climbing, mobile and static camping.
At least one week is spent under canvas and one additional week in an activity of the student's choice.

Human Biology is a two-year course linked with the study of movement.
The first two years of the course are spent in a comprehensive study of all branches of physical education in order that the student may gain a clear understanding of the subject and the principles which underlie it.
In the third year the student selects one aspect of the subject for deeper study. Through the course time is set aside for discussions in small, tutorial groups.

Special Human Biology.
All Wing Physical Education students follow a two-year Course in Human Biology as an essential part of their Main Course. In the first year, social aspects are covered, including evolution and inheritance, and the basic physics required for the second year work is explained.
The second year is devoted to the study of the physiology of exercise, with considerable emphasis on practical investigation. Fitness testing, nervous control and integration, muscular responses and fatigue, are some important topics covered. Students will be able to go further in this if they select a science option in their fourth year if taking a B.Ed.Course.

Main Course (Men and Women)
The main level course in physical education is open to both men and women students who are training to teach in primary schools. It is designed to improve personal skill through the practical and theoretical study of physical activities and to develop proficiency in the education of children through movement.
Content of the Course.
Study of the fundamental principles of movement and their application in physical education. Activities are selected from gymnastics, dance, games, swimming, athletics and outdoor pursuits. Study of the structure and function of the human body and consideration of factors which affect the development of movement are essential elements of the work in the theory of movement. There will be opportunity throughout the course for the observation and teaching of children in a variety of schools.
APPENDIX LXVIII

BISHOP OTTER COLLEGE OF EDUCATION

Three-Year Physical Education Wing Course for Women.

This three-year course aims to equip women as specialist teachers of Physical Education in Secondary schools.

A. All students follow a course in:

(a) The principles and practice of Education and Psychology. The practice of teaching includes consecutive teaching in schools and also group work with children.

(b) The practice and theory of Movement Education. In the third year students can select either games and outdoor activities or dance.

(c) Human Biology and Health Education (a two-year course).

B. During the first year the students take an integrated course of English, Music, Movement and Religious Studies; the course in Religious Studies is a general course which is continued in the second year by all students other than those exempt on grounds of conscience, and there is a short course in Music in the third year.

C. All students study ONE subsidiary teaching subject for two years. Any one of the following courses is available if at least four students wish to take it:

Art Music
Divinity Science
English

Fourth-Year Degree Course.

Students for the B.Ed. degree take either the general or the specialist course outlined above for the first three years. They are advised to take a two-weeks course in Education in the second Summer vacation and must take a special course in Education in the third Summer vacation. In the fourth year the course consists of:

(1) A further study in the Theory of Education with special emphasis on one aspect (e.g. Educational Philosophy, Psychology, Sociology or the History of Education).

(2) A further study of the selected main subject.

(3) A study, examined probably by dissertation, of the links between Education and the chosen main subject.
APPENDIX LXIX

COVENTRY COLLEGE OF EDUCATION.

Proposed Syllabus, Physical Education B.Ed. degree, Warwick University.

I Scientific.
II Sociological.
III Aesthetic

At subsidiary level all three aspects to be studied plus practical work.

At principal level selection of one aspect for depth of study.

Examination.

Part I
1. Assessment of practical work.
2. Examination of Sections I, II, & III.

Part II
1. Assessment of practical work.
2. Examination of selected section.
3. Individual study.
APPENDIX LXX

ENDSLEIGH COLLEGE OF EDUCATION.

Proposed Syllabus for B.Ed. Degree. Physical Education
University of Hull.

1. Functional Anatomy.
   Osteology, Arthrology, Myology,
   Central and Peripheral Nervous System,
   Blood, Vascular & Respiratory System.

   Function of the Nervous System.
   Eye and Ear, Physiology of Nerves,
   Sensation, Physiology of conscious
   states and voluntary movement,
   Autonomic Nervous System,
   Physiology of Exercise.

2. Science and Art of Human Motion.
   Mechanics
   Kinesiology
   Motor Skills
   Movement Study and Analysis
   Physical Growth
   Measurement and Evaluation
   In conjunction with relevant practical work.

4. Sociological and Cultural Role of Physical Education
   Anthropometry
   Historic and Comparative Development
   Problems of Automation and Leisure
   Administration of Physical Education
   in Great Britain.

Examinations.

Part I
Two - three hour papers.

Part II
Two - three hour papers.
Assessment of Individual Study.
APPENDIX LXXI

ST. MARY'S COLLEGE, CHELTENHAM

Physical Education
Extended Special Course

The College provides a specialist course in Physical Education for women who wish to teach in Grammar, Comprehensive and Secondary Modern schools. Students who take this course will also be able to study another subject for two years of their course in addition to the General course. They will take their training alongside students who are specialising in other subjects.

An interest in the subject as a whole, appreciation of its place and value in the education of children and young people, and teaching ability, will be regarded as of greater importance than highly skilled performance.

The course will include a study of the following:

1. Movement and agility work in fully equipped gymnasium.
2. Dance and Dance Drama in Education.
3. Major games including Hockey, Netball, Lacrosse, Cricket, Tennis, Badminton, and Rounders.
   Competence in coaching and umpiring is emphasised.
4. Swimming and Athletics.
5. Outdoor activities such as canoeing, camping, rock climbing, etc.

Later in the training students may select a course giving:
  either (a) A deeper experience in Dance related to the arts
  or (b) A wider experience of games, athletics, and recreational skills.
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