



1808 to 1980

A THANKSGIVING AND A COMMEMORATION

7th June 1980

STOCKWELL COLLEGE

whose origins and history
span the years between
1808 and 1980

A THANKSGIVING

and

A COMMEMORATION

SATURDAY, 7 JUNE, 1980

at 12 noon

**in the GREAT HALL, ROCHESTER WING,
THE OLD PALACE, ROCHESTER AVENUE, BROMLEY**

PREFACE

The history of the college goes back to the early days of the 19th century, when the Quaker, Joseph Lancaster, began to train the boys and girls of his school in Borough Road in Southwark as teachers. In 1808 the British & Foreign School Society was formed to carry on Lancaster's work of providing elementary education on a Christian, non-sectarian, basis, for the poorer children of the country. In 1814 a separate Women's Department was formed under the direction of Ann Springman, who herself had been trained by Joseph Lancaster. In 1860 the Society bought a new site at Stockwell in S.W. London, and in 1861 the women students of Borough Road College (or Normal School, as it was called), were transferred to new buildings. From this time the college was known as Stockwell College. During the 19th century the college was making a most distinguished contribution to the education of teachers, both from home and abroad. Degree courses and postgraduate courses were available in addition to the normal course of training, and a significant number of students attended as day students. Attached to the college was the Stockwell Practising School.

In 1935 another move was made. The Society acquired the former Palace of the Bishops of Rochester at Bromley in Kent—a historic site, as the Bishops had had a manor there since before the Norman Conquest. The 18th century house was adapted and extended to provide accommodation for the 114 women students, which was then the number approved by the Board of Education.

In 1940 the college found its own excellent evacuation quarters in Devon—a fine mansion built by Brunel, midway between Torquay and Teignmouth, together with two large nearby houses. In 1945 it returned to Bromley, to a scene of destruction. Several buildings had been destroyed in 1941 by high explosive bombs, public air raid shelters had been built on the east and west of the building, an underground shelter had been built on a site intended for tennis courts, high blast walls obscured windows, the grounds had been let out in allotments, and the fabric of the Old Palace itself had been badly damaged.

During the following years reconstruction took place, and three large houses were purchased in Wanstead Road, a mile away from the Old Palace site, to provide for additional student residential accommodation. The college increased in size, and in 1960 there were approximately 200 women students following one or two year courses of training leading to the Teacher's Certificate, plus a small group of men and women following a one-year supplementary course in Mathematics.

On the 1st August 1960 there was another major change in the history of the college which changed its status from that of a voluntary training college to that of a local education authority college and, at the Society's wish, it passed from the care of the British and Foreign School Society to that of the Kent Education Committee. The following extract from the Kent Education Gazette, March 1961, records the change:

In the case of Stockwell—as in the case of so many British social institutions—the voluntary has merged imperceptibly into the statutory, enriching and informing the latter with its traditions and experience. It is the Committee's hope that in the years ahead the College will continue to live up to its fine voluntary tradition, linked as it has been with some of the best pioneering and reforming traditions of the nineteenth century.

A new Governing Body was appointed by the Kent Education Committee, including a number of members of the previous Governing Body of the British and Foreign School Society.

In April 1965 following the re-organisation of the Greater London Council and London Boroughs, the college buildings, being within the boundaries of the new London Borough of Bromley, became the property of that Borough. By order of the Secretary of State for Education on 19th May 1965, the college became administered by a Joint Education Committee of the Kent County Council and of the London Borough of Bromley. Following the Education Act (No. 2) of 1968, the Joint Education Committee established a new Governing Body.

During the period from 1961-1972 the college saw rapid expansion of buildings, and progress towards the target of 1,200 students set by the Department of Education & Science, as illustrated by the following details:—

1961	210	students	
1962	381	"	
1963	483	"	
1964	557	"	Men students admitted. Building programme begins.
1965	608	"	
1966	639	"	Completion of Ann Springman and Joseph Lancaster Halls of Residence (each 72 students)—Old Palace site.
1967	738	"	Completion of Music House and West Lodge extension.
1968	916	"	Completion of Thanet Hall of Residence (75 students)—Wanstead Road.
			Completion of North Wing, Rochester Wing and Library.
1969	1,036	"	Completion of adaptations in the Old Palace.
1970	1,038	"	Completion of St. Blaise Building.
1971	1,055	"	
1972	1,143	"	

In November 1976 a major extension to the Library was completed.

Since the introduction in 1960 of the three-year initial teacher training course leading to the Certificate in Education of the University of London, the majority of students were admitted to this course, and in 1968 a fourth year course leading to a Bachelor of Honours degree was instituted. In 1969 the college began to admit postgraduate students to a one year full-time course leading to the University's Graduate Certificate in Education. Options were available for training for infant, junior and secondary age-ranges, in a full range of subjects. In addition, the college has offered a wide range of courses approved by the Department of Education & Science for serving teachers.

In December 1972 the publication of H.M. Government's White Paper, "Education—a Framework for Expansion", stopped this work of development at the point of full achievement. Immediately following the publication of the White Paper, H.M. Government imposed a policy of regression with a progressively severe programme for the reduction of teacher training places, and the allocation to this college was reduced from a target of 400 in 1972 to one of 95 in 1977. Finally, in June 1977 the Secretary of State directed that there should be no further intake for initial teacher training courses.

In accordance with the policy stated in the 1973 White Paper, the college, while continuing its main and historic task of teacher education, actively moved into the broader spectrum of higher education as envisaged by that document. As the result of much intensive preparation and consultation, courses were developed, validated by the University of London, and initiated in 1975; since that year the college has offered courses leading to B.Ed. Ordinary and Honours Degrees (New Regulations), which have progressively replaced the Certificate in Education, the B.Ed. Degree (Old Regulations), B.A. and B. Humanities Honours Degrees and Diplomas in Higher Education, and by 1977 these courses were firmly established. Students have been admitted to all of these courses from all parts of the British Isles, from Europe and—perpetuating the tradition of the British & Foreign School Society—from many countries overseas. The academic achievement in the whole range of new degree courses has fully maintained the high standard achieved over many years in the Certificate of Education, and this has been exemplified by the number of first-class and upper second-class honours gained in degrees during the 1970's. As an example, in 1979 the college gained four first class honours in the B.H. and B.A. Combined Studies degrees.

Following the publication of the White Paper, and in accordance with the stated policy of consolidation in higher and further education, the London Borough of Bromley established a committee representative of Stockwell College, Bromley College of Technology and Ravensbourne College of Art & Design, and under the leadership of Sir James Tait, formerly Vice-Chancellor of the City University, to consider proposals and to submit plans for the creation and establishment of a Bromley Institute of Higher Education, within which the degree and diploma courses and in-service teacher education at this college would have been developed and expanded. By 1977 the academic and administrative planning for the Institute had reached an advanced stage, a Director had been appointed, an Instrument of Government had been submitted to the Secretary of State and the establishment would have been effective in 1977-78. At this point of fulfilment after four years of preparation, the Secretary of State issued the direction concerning initial teacher training courses and as a consequence, the London Borough of Bromley decided that the Institute could not be established.

Since 1977 the college, while maintaining its high standard of academic achievement, has been proceeding with a progressive reduction in student numbers and with the sad task of dispersing the teaching and non-teaching staff and the physical resources that have been carefully and painstakingly assembled over many years to create a college that has contributed much to the training of teachers, to the development of higher education, and to the local community in the fields of education and of the arts. Two degree programmes, Education with Educational Broadcasting and Music with Film and Television Studies, which have been pioneered so successfully at this college are to be transferred to Christ Church College, Canterbury, for a September 1980 entry.

On 31st August, 1980, the College will close and its history as part of the original foundation for the professional training of teachers in England and Wales, together with its distinguished contribution to teaching and to higher education over the past 170 years, will cease.
T.J.R.B.

STOCKWELL COLLEGE OLD STUDENTS' ASSOCIATION

On 9th June, 1892, the members of the College staff and thirty ex-students attended a meeting in the Criticism Room of the College. It was unanimously agreed to form an Old Students' Association *"by means of which it was hoped that provision would be made for regular meetings to be held, so that former students might have the opportunity of renewing old friendships amidst surroundings, calculated by their very nature, to stimulate and strengthen the ties which had been woven during College residence"*.

The Association was inaugurated on 1st October, 1892, and was addressed by Mr. C. D. Du Port (H.M.I.). There were then 396 members. Much of the initial and subsequent energy and enthusiasm came from Martha A. Birkin (1883-1885). The following tribute to her was written by Rosa E. J. Dawson (1890-1892) soon after Martha's death in 1947:

"It is with much regret that I am unable to attend today's gathering—for 58 years since College days I have usually been present at Reunion made possible by the many years' work of Miss Birkin. I feel it a privilege to give my personal tribute to her life-long work for Stockwell College.

My sister was a student with her at Stockwell 1883-4, and I well remember when a girl of 14, hearing her tell of Miss Birkin's brilliance as a student. Six years later, I entered College as a student—met Miss Birkin and kept up my friendship with her both at College and in private life. During my College life she was Head of the Senior Department of Stockwell Practising School—but to us she was part of the College—she knew each one of us. What a source of help she was during our school practice—always so sympathetic and ready with sensible advice—we found her a tower of strength, so dependable, so sensible and practical—a woman of strong character and ability.

In 1890-1 Miss Manley was our able Principal. It was during my College years that the idea of an "Old Students' Association" was born. Many talks were held, but to Miss Birkin fell the tremendous task of organising it—to her we really owe the inception of the O.S.A.

It, as you may imagine, meant prodigious clerical work, hunting up and communicating with all **old** students (if addresses could be found)—but no better, if as good, a Secretary could have undertaken the work than Miss Birkin—and she and her helpers carried on the work until the big Bromley Reunion in 1937.

Her wonderfully clear brain, calm efficiency, method and power of organisation, made a success of the venture. All who knew her and worked with her were amazed at her wonderful memory of names and faces. Her welcome and friendly reception of each of us at the reunions extending over 45 years added to the pleasure of our gatherings. No matter how busy we were, chatting with our friends, attention was always given when she started her concise, clear business address, interspersed with dry humour.

All students felt she was a real part of the College, the soul and spirit of our Association. What a wonderful woman she was, and what a debt of gratitude past, present and future students owe her. We thank her for her great work!"

Martha Birkin was Head of the Stockwell Practising School from 1884 to 1927. Martha died in 1947. There is a memorial plaque in the College Chapel in the Old Palace, placed there by the O.S.A

By June 1903 the Association had 800 members, and there were branches at Manchester (29 members) and Liverpool (23 members). Since inauguration more than thirty main meetings had been held, which number included triennial, residential reunions at Whitsuntide in College. Two financial accounts were kept, the General Account and the Benevolent Fund (N.U.T.).

By 1930 the Association had 8 branches, in Manchester, Sheffield, Birmingham, Leicester, Newport (Mon.), Plymouth, Coventry, Liverpool, plus the parent branch in London, of which Martha Birkin continued as Secretary. In 1931 a branch at Norwich was planned, but records do not tell whether this ever functioned.

On 19th May, 1934, the last Triennial Reunion was held in the College at Stockwell, SW9. A Thanksgiving Service was held in Lambeth Parish Church, with an address by the Rev. A. C. Don, D.D., Chaplain to the Archbishop of Canterbury. 250 former students attended the luncheon and 400 were present at the tea. A meeting was held in the afternoon in the Day Room, Chairman Miss S. Richards (Principal), when members were told about the purchase of the new buildings at Bromley and given the date of the laying of the foundation stone by Lord Gorrell, for the two new wings, 7th June, 1934 (West 27, Old Palace—under this stone is a bottle containing a current copy of The Times, coins and a copy of the programme of 7th June, 1934).

On Saturday, 15th June, 1935, the last meeting of the Association at Stockwell, SW9, was held. Members were informed that the O.S.A. was to furnish the new dining hall at Bromley with refectory tables and chairs. A bronze and silver-plated plaque was also presented (at present with the College archives). The first General Recorder was appointed in 1934 (Mrs. Benson (nee Stidwill) 1907-1909) to make a complete list of members, with the help of a recorder for each year. (These year recorders were replaced in 1963 by recorders for groups of years.) The records are kept in the Old Students' Chest in the Old Palace Entrance Hall.

On Saturday, 30th May, 1936, the first Reunion at Bromley was held. There was a service in Bromley Parish Church, with an address by the Vicar of Bromley. After luncheon in College there was, at 3 p.m., the formal presentation of the O.S.A. gifts to the dining-hall, of a Record Box (replica of an old Bible box), a table and chair for the Assembly Hall and four electric clocks.

Miss O. Lambert, Principal, attended her first O.S.A. Reunion in 1939.

In 1942 (during the evacuation of the College to Watcombe Park, Devon) Nellie Tracey (1928-1930), then teaching at Swansea, took over the Secretaryship from Miss Birkin (who had

served in that capacity for 46 years, with the help of Miss Hardwick in the later years). On 5th September, 1942, there was a Reunion at Bromley (then occupied by Bishop Otter College), at which 160 members were present representing most years between 1883 and 1942. At that meeting the Old Students resolved to "adopt" a child through the Save the Children Fund, a practice they still continue to follow.

After the College returned to Bromley at the end of World War II, a Victory Reunion was held on 13th July, 1946, with lunch at Medhurst's and the Gaumont Cinema. Generous gifts were given to the College of a grand piano in 1948 and the Mackay Collection started at the same time. In 1947 the first Committee meeting since 1939 was held. At that time the O.S.A. had 6 branches (London, Liverpool, Sheffield, Birmingham, Leicester, Derby and in 1948, Luton). By 1950 there were 11 branches, and in that year 259 former students attended the September Reunion. In 1954 the O.S.A. collected a memorial for Miss Richards in the form of annual divinity prizes.

At Whitsuntide 1961 there was a Centenary Reunion, with a presentation to the Principal, Miss O. Lambert, on her retirement. In September 1962 Miss R. F. Carr attended her first O.S.A. Reunion.

In 1964 Miss N. L. Tracey retired as Secretary, a post she had held for 22 years. In the Secretary's Report, issued in November 1965, the following Open Letter from Ruth Rivett was printed:

An open letter to Miss N. L. Tracey

Dear Miss Tracey,

I have been asked to thank you for all your work on behalf of the Old Students' Association.

Very few of us can really know how much we have to thank you for. Your term of office began when many of us were still at school and some were not even born.

We can say thank you for compiling the news-letters and the Reports, for organising the dispatch of notices and collating the replies, for ensuring that every Reunion has been a great success.

But there are many more important yet less tangible things for which we are grateful. Thank you for always being so pleased to see us, for being really truly interested in our lives and careers. Thank you for your deep sympathy with those of us who have fallen on hard times or have suffered bereavement. I have known you to travel many miles to visit a sick or lonely member.

You have set us an example of loyal and devoted service which will be difficult to emulate, yet I know that your last service has been to choose for us a worthy successor.

Yours sincerely,

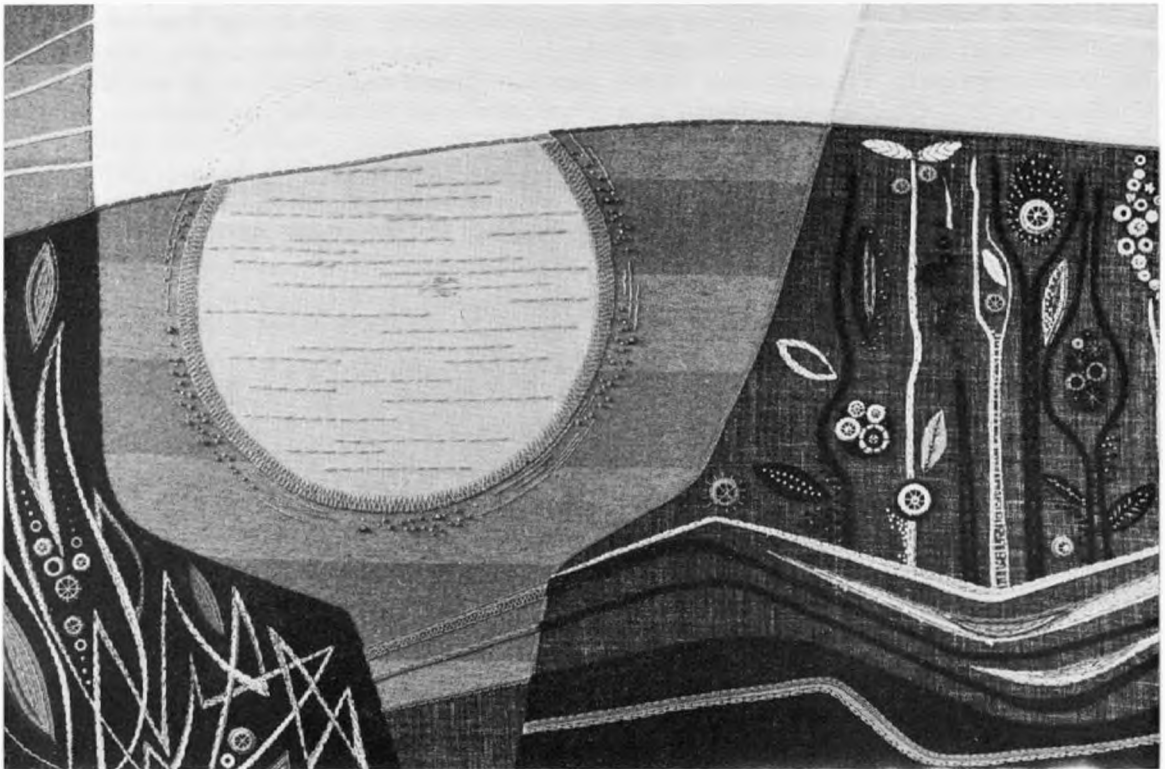
Ruth Rivett.

Following changes in the constitution of the Association, Miss Tracey became the first Chairman, with the Principal continuing as President. In November 1966 Mrs. Benson retired as General Recorder, a post she had held for 32 years. Miss Tracey took over this role. By that date, the Association had only 2 branches (London, Leicester), these two branches continuing until the present time (1980).

In 1971 the Association changed its style of annual reporting and issued a News Letter in place of the former Secretary's Report (the latter had varied in printing style according to available funds! Some were cyclostyled, others printed professionally.) A new cover for the News Letter, designed by Paul Priestley (1969-1972) has been used since the 1972 issue, and the News Letter continues under the vigorous editorship of Audrey Farrel.

Audrey Kite (1953-1955) succeeded Miss Tracey as Secretary serving for 7 years until 1971 when she became Chairman. She was succeeded as Secretary by Mrs. Joyce Taylor (1966-1968) who served until 1975 and then for a period during 1976 Audrey Kite acted in a dual capacity as Chairman and Secretary. Mrs. Jo Wearn (1964-1967) took over as Secretary in 1977.

The Association has been served by a succession of capable and hard-working Treasurers and a lively, hard-working committee. In 1980 it is strong and forward-looking, with some 500 paid-up members and 3 branches (London, Leicester and Birmingham) with the possibility of new branches growing up in other centres. It is an organisation concerned to sustain and renew College friendships, to serve those in need, especially former students, as well as children in distress anywhere in the world, especially through the Save the Children Fund. "Noblesse oblige—privilege entails responsibility" is indeed the charge to those who are its members.
R.F.C.



The wall hanging given by the Stockwell community and friends to the Chapel in 1977, was designed by Sister Regina, and worked by the sisters of the Benedictine Priory at Cockfosters. The following notes have been extracted from her letter.

"You that live in the shelter of the Most High and lodge under the shadow of the Almighty."

The top part of the design represents this shelter, a banner. It is, however, light, for God is Light. It is we who (often) walk in darkness. But in this darkness we have nothing to fear—"for He has charged His angels to guard you wherever you go, to lift you on their hands". We are upheld, surrounded, carried by love. Love lifts us up into the light. So the orange globe stands for "me", the community, the world; the chalice-shaped lines are two protecting, uplifting hands. We may be plunged in darkness, but the apex of the soul perceives the Light and rests in it.

Jesus baptises with the Holy Spirit (water) and with fire. Fire burns the chaff and purifies. Water, so rich in symbolism, death-dealing and life-giving. In the college chapel are "the waters of peace, where the Lord leads us to renew life within us". This new life is symbolised by the plants growing on the right. We must never leave the "source of living waters", but remain firmly rooted beside the watercourse.

In the top part also the wind is shown, the Spirit that blows where it wills, the principle of life."

Order of Service

All to be seated.

A WELCOME - - - - - The Principal

A BIDDING - - - - - The Chairman, College Council for Christian Worship

We are gathered here as a great company of members and friends of a college founded on the Christian faith one hundred and seventy-two years ago, to offer to God thanksgiving and praise for the life and work of that college.

Let us first be still, and use the design of the hanging in the college chapel as a focus for reflection and recollection.

The circle symbolises the community of which we are all members. It is partly in the shadow, but the tip is in the light. The circle is upheld by firm and loving hands. The growing plants symbolise life and renewal.

MUSIC:

'Fiddler on the Roof' - - - - - Music by J. Bock

READING - - - - - The Vicar of Bromley
Ecclesiastes (Jerusalem Bible) 3, vv. 1-11.

For everything its season, and for every activity under heaven its time:

a time to be born and a time to die;
a time to plant and a time to uproot;
a time to kill and a time to heal;
a time to pull down and a time to build up;
a time to weep and a time to laugh;
a time for mourning and a time for dancing;
a time to scatter stones and a time to gather them;
a time to embrace and a time to refrain from embracing;
a time to seek and a time to lose;
a time to keep and a time to throw away;
a time to tear and a time to mend;
a time for silence and a time for speech;
a time to love and a time to hate;
a time for war and a time for peace.

What profit does one who works get from all his labour? I have seen the business that God has given men to keep them busy. He has made everything to suit its time; moreover He has given men a sense of time past and future, but no comprehension of God's work from beginning to end.

All stand.

HYMN: *Choir and Congregation* - - - - - Tune: *Crimond*

THE Lord's my Shepherd, I'll not want.
He makes me down to lie
In pastures green: He leadeth me
The quiet waters by.
My soul He doth restore again,
And me to walk doth make
Within the paths of righteousness,
E'en for His own name's sake.
Yea, though I walk in death's dark vale,
Yet will I fear none ill:
For thou art with me, and thy rod
And staff me comfort still.
My table Thou has furnished
In presence of my foes;
My head Thou dost with oil anoint,
And my cup overflows.
Goodness and mercy all my life
Shall surely follow me:
And in God's house for evermore
My dwelling place shall be.

Scottish Psalter (1650)

All sit.

ANTHEM: O come let us sing unto the Lord - - - - - Music by *Donald Swann*
Sung by the College Choir.

THANKSGIVING

It is our duty and our joy at all times and in all places to give thanks and praise to God, and especially on this day for the remembrance of God's goodness to us and to all who have been members of this College.

We offer a Thanksgiving—for founders, benefactors and governors.

for the young Quaker, Joseph Lancaster, and those with him in the first decade of the nineteenth century, who saw the need to educate the children of the poor, both at home and abroad:

for William Corston and Joseph Fox, King George III and members of his family and the many others who helped Lancaster with money to run the Free Schools:

for those groups of men who in 1808 formed a committee to continue and to develop the ideas of Lancaster—later to become the British and Foreign School Society:

for the members of the Ladies' Committee who governed the work of the Female Departments of the Society:

for members of governing bodies who, through decades of change, have given of their wisdom and experience, of their time and of their good will, to advance the purpose of the college.

Using phrases contained in the 56th Report of the British and Foreign School Society of 1861,

All say:

For their steadfast, long-continued interest; the wisdom of their counsels; the amenity of their manners and spirit; the liberality of their contributions

WE GIVE THANKS

We offer a Thanksgiving—for buildings and grounds

for those who were instrumental in obtaining rural land at Stockwell, where a new college for the women was opened in 1861, and for those who acquired the Old Palace at Bromley in 1935:

for the architects, surveyors, engineers, designers and craftsmen, who constructed the new college at Stockwell in 1860; the new buildings at Bromley in the 1960's and 1970's, and who preserved the fine buildings and grounds of the Old Palace, adapting them for changing uses:

for gardeners who have planted and tended; for members and friends of the college who have contributed to the beauty of the garden by gifts of trees, plants and seats; by the gift of the Old Students whose Association gave the Olive Lambert Memorial Garden, and especially for the daily care and respect by members of the community in every generation.

All say:

For their skill in creating an environment of grace, giving joy in form and colour

WE GIVE THANKS

We offer a Thanksgiving—for those who have served

for all those who have contributed to the good order and day to day manning of the college in Borough Road, in Stockwell, in Bromley and in Devon, so that the essential functions of learning and teaching have gone forward with excellence:

for maintenance staff who have used their skills and ingenuity to construct and to contrive, to repair and to restore, to provide warmth and physical comfort:

for porters who have fetched and carried, kept security by day and night, driven college vehicles, and given ready help:

for housekeepers and their staff who have cared and cleaned with diligence and with love to produce shining good order:

for administrative officers, secretaries and clerks, stewards and technicians, librarians and library assistants, whose efficient service and friendliness have provided generous support.

All say:

For their combined loyalty, patience, co-operation, cheerfulness and ready identification with the spirit and purpose of the college

WE GIVE THANKS

for those whose main concern has been for the well-being and social life of members of the college:

for the catering staff who, from early morning to late evening, have striven to provide regular and nourishing meals:

for wardens, senior students, accommodation officers and billet hostesses who have looked after the needs of resident students:

for medical staff and for counsellors who have cared for the sick and distressed:

for staff and student groups who have organised social activities and college functions; for student leaders and Union Presidents:

for neighbours and friends in the local communities wherever the college has been located, as well as those in the wider community, especially in the University of London Institute of Education.

All say:

For their constancy, their care and concern, their skill, their enthusiasm and their friendship

WE GIVE THANKS

All stand

HYMN

Tune: *Richmond*

WHEN all thy mercies, O my God,
My rising soul surveys,
Transported with the view, I'm lost
In wonder, love, and praise.
Unnumbered comforts to my soul
Thy tender care bestowed,
Before my infant heart conceived
From whom those comforts flowed.
When in the slippery paths of youth
With heedless steps I ran,
Thine arm unseen conveyed me safe,
And led me up to man.
Ten thousand thousand precious gifts
My daily thanks employ;
Nor is the least a cheerful heart,
That tastes those gifts with joy.
Through every period of my life
Thy goodness I'll pursue,
And after death in distant worlds
The glorious theme renew.
Through all eternity to thee
A joyful song I'll raise;
But O! eternity's too short
To utter all thy praise.

Joseph Addison (1672-1719)

THANKSGIVING

We offer a Thanksgiving—for the Principals and members of the teaching staff:

for Joseph Lancaster himself, for Ann Springman, and for all the early educators:

for the first woman superintendent, Ann MacRae (1817-1861):

for the Principals—Louisa Scott (1861-1866), Frances Steele (1866-1883), Rev. Alfred Bourne (1883-1892):

Lydia Manley (1892-1911), Sarah Richards (1911-1938), Olive Lambert (1939-1961) and Rosemary Carr (1961-1980):

for the able and distinguished tutors who have taught and given academic leadership, many of whom have served faithfully over many years:

for the headmistresses and staff of the Stockwell Practising School and of the kindergarten:

All say:

For the Principals and teaching staff, outstanding in ability and in their concern for the college. They are remembered with affection and esteem by thousands of students who found inspiration in their wisdom, their professional skills, their encouragement and support, their patience and their friendship.

WE GIVE THANKS

THANKSGIVING

We offer a Thanksgiving for the students who have attended the college from home and overseas

This Thanksgiving is presented as a tableau of 'people and place' with students representing different generations against a background of the buildings which they came to know and which hold many memories.

The people represented will include:—

Joseph Lancaster	Ann Springman	Everywoman of 1920
Ellen J. Hiscox	(1862-1864)	Everywoman of 1935
Martha Birkin	(1883-1885)	Students of World War II
Eglantyne Jebb	(1898-1899)	Everyman and Everywoman of 1950
Hilda Gamble	(1910-1912)	Students of the 1970's

All say:

We remember with gladness the generations of students who have gone out from this college to serve humanity in this country and in many parts of the world.

For their scholarship, their enthusiasm and their energy

WE GIVE THANKS

and for the opportunities provided by the college for learning and the discovery of truth, leadership, friendship, fellowship and fun.

THANKSGIVING

We offer a Thanksgiving—for the spirit of Stockwell

The following is an extract from the Jubilee address at the college at Stockwell on 3rd June, 1911, by Professor Michael E. Sadler, M.A., LL.D.:

"We have been drawn together today by one of the strongest of all ties, the bond of comradeship—some sensitive with long experience, others eager for the new chapter of life which lies before them, but all thankful for what the college and the Society which founded it have stood for in English national life, for the spirit which has inspired its work, for the courage with which its leaders have undertaken great responsibilities, and for the wisdom and patience with which a great trust has been carried on from generation to generation." and this is an extract from an address delivered at the college in Bromley on 26th February, 1980, by Dudley Fiske, M.A., Chief Education Officer, Manchester:

"If you assume that the students who are still with you will be teaching twenty years into the next century and that people are going to live in the next century 70 or 80 years, there is a chance that some of them will be influencing young people yet unborn who will still be alive towards the year 2100. And that is in fact as far ahead as we have travelled since the women students of Borough Road moved to the site of Stockwell in 1861. So you may close the doors of an institution, you may say it no longer exists, but the fact is that its influence and its spirit will be there for a very long time."

And so in this year of 1980 we gather up in a final thanksgiving the words of Sadler and of Fiske. Stockwell College was born in the voluntary tradition and throughout its history has maintained a pioneering spirit, seeking to serve and to reform:

All stand and say:

For all that each of us has enjoyed through association with the college, our friendships, our opportunities to give and to receive, for learning and for growing:

For the long and distinguished contribution of the college to education at home and overseas:

And for the spirit of love and of service which has characterised this community from generation to generation

WE GIVE THANKS

And we pray that this spirit will be carried forward and never be quenched.

AMEN

HYMN - - - - - Tune: *Slane*

LORD of all hopefulness, Lord of all joy,
Whose trust, ever childlike, no cares could destroy,
Be there at our waking, and give us, we pray,
Your bliss in our hearts, Lord, at the break of the day.
Lord of all eagerness, Lord of all faith,
Whose strong hands were skilled at the plane and the lathe,
Be there at our labours, and give us, we pray,
Your strength in our hearts, Lord, at the noon of the day.
Lord of all kindliness, Lord of all grace,
Your hands swift to welcome, your arms to embrace,
Be there at our homing, and give us, we pray,
Your love in our hearts, Lord, at the eve of the day.
Lord of all gentleness, Lord of all calm,
Whose voice is contentment, whose presence is balm,
Be there at our sleeping, and give us, we pray,
Your peace in our hearts, Lord, at the end of the day.

All to be seated. Jan Struther (1901-53)

ADDRESS: The Rt. Reverend DAVID SAY, D.D., Lord Bishop of Rochester

PRAYERS: Our Father, who art in Heaven,
Hallowed be thy Name.
Thy kingdom come.
Thy will be done, on earth as it is in heaven.
Give us this day our daily bread.
And forgive us our trespasses.
As we forgive those who trespass against us.
And lead us not into temptation, but deliver us from evil:
For thine is the kingdom, the power, and the glory,
For ever and ever,

AMEN.

Let us pray for all parents, that they may guide, encourage and care for their children as they might: for all teachers, that they may do their work with wisdom, vigour and devotion: and that parents and teachers may find in Thee power and inspiration according to their need:

Let us pray for all students, especially those who are preparing to be teachers or communicators, that they may fitly prepare themselves for their work and for all places of learning, that Thy blessing may rest upon them: that all who work in them may be knit together in friendship and a common sincerity: that all may be done for Thy glory and the true benefit of Thy children:

AMEN.

Let us dedicate ourselves to work for peace—in our homes, in our own country and among the nations—saying together a prayer of St. Francis of Assisi:

All stand

Lord, make us instruments of Thy peace.
Where there is hatred, let us sow love,
Where there is injury, pardon,
Where there is discord, union,
Where there is doubt, faith,
Where there is despair, hope,
Where there is darkness, light,
Where there is sadness, joy,
For Thy mercy and Thy truth's sake.

All stand.

THE BLESSING:

All sing.

God be in my head, and in mine understanding;
God be in mine eyes, and in my looking;
God be in my mouth, and in my speaking;
God be in my heart, and in my thinking;
God be at mine end, and my departing.

Horae B.V.M. (Sarum) 1514

HYMN - - - - - Tune: *Lobe den Herren* arr. *Arthur Warrell*

PRAISE to the Lord, the Almighty, the King of creation;
O my soul, praise him, for He is thy health and salvation;
All: All ye who hear,
Brothers and sisters, draw near,
Praise him in glad adoration.

Praise to the Lord, who o'er all things so wondrously reigneth,
Shelters thee under his wings, yea, so gently sustaineth:
Choir: Hast thou not seen?
How thy entreaties have been
Granted in what He ordaineth.

Praise to the Lord, who doth prosper thy work and defend thee;
Surely his goodness and mercy here daily attend thee:
Choir: Ponder anew
What the Almighty can do,
If with his love He befriend thee.

Praise to the Lord, O let all that is in me adore him!
All that hath life and breath come now with praises before him!
All: Let the amen
Sound from his people again:
Gladly for aye we adore him!

Joachim Neander (1650-80)

Tr. *Catherine Winkworth (1827-78)* & Compilers Based on Psalms 103 and 150

The Bishop, the Principal, the President of the Students' Union and the Chairman of the Old Students' Association will together say

'The peace of the Lord be always with you'

These words and a handclasp will be repeated through the congregation and all will respond

AND ALSO WITH YOU

THE ART OF THE TEACHER

An Address given on 26th February, 1980, by Mr. Dudley Fiske, M.A., Chief Education Officer of Manchester, in the Great Hall, Rochester Wing, on an occasion arranged by the Academic Board in appreciation of the contributions of the schools to the initial training and in-service education of teachers.

Introduction by the Principal, Miss Rosemary F. Carr

It is with the greatest of pleasure that I welcome you here at Stockwell as guests of the Academic Board. This academic session marks the end of the life of a distinguished academic community which for 172 years has contributed richly to the schools of the British islands and to the schools of many countries overseas, and in very recent time to the influential media of radio, film and television. In June of this year the final group of 3rd and 4th year students complete their courses and take the degree and Certificate examinations of the University of London. On 31st August, 1980, the buildings on this site, both academic and residential, and all the educational resources contained therein, provided for 1200 higher education students from the national purse, become the property of the London Borough of Bromley for their disposal.

From 1808, when Ann Springman became the first woman monitor to Joseph Lancaster at his school in Borough Road, the main purpose of the college has been to educate and to train teachers for primary and secondary schools. Early in the nineteenth century the training of a teacher was only for 3 months with students well drilled in the basic essentials of Reading, Writing and Arithmetic and Religious Instruction, plus Needlework for the girls. By 1900 at Stockwell there were one year postgraduate courses with most students taking 2 year courses examined by the Board of Education, and by 1970 the 2 year courses had become 3 years and many students now take a four year course to honours degree. From the 1920's the examinations were conducted by the University of London, first through the King's College Delegacy, and then through the Institute of Education, an association which when it ends for all teacher training colleges in London from 1983 will be the end of the University connection. We at Stockwell have highly valued the relationship with the University of London and we warmly welcome here today Mrs. R. Donaghy and Mr. A. Howard as representatives of the Institute.

Training for teaching during the nineteenth century was very practical. Demonstration lessons were held in the college Criticism Room under the stern eye of the Mistress of Method. Much practice was taken in the Stockwell Practising School and in the neighbouring schools in Southwark and Clapham and from 1935 onwards in Bromley and for a short period during the war in Devon. But in 1960 came the great expansion of teachers in training and the college, requiring practice places for teaching blocks in every term, as well as for weekly practical work, found places in the county of Kent, I.L.E.A., the county of Essex and in the London Boroughs of Bromley, Bexley and Croydon. We welcome today Mr. C. A. Rugman as a representative from Kent, Mr. G. Ellerby from Bromley, Mr. R. Brook from Bexley, and, although unable to be with us, greetings from Mr. Revell, Croydon, Mr. Springett, Essex, and Mr. Newsom, I.L.E.A. We thank these officers and their assistants for all their help and support often through difficult periods, as in 1973 when students were sharing classrooms! To Mr. Howard and to his predecessors and his successors at the Institute fell the complex and large task of coordinating the needs of all the colleges in London and the liaison with neighbouring institutes. Mr. Howard, we thank you for your forbearance and good will, and we thank the Institute for professional support and administrative help. Mrs. Donaghy, we ask you to accept our most sincere and warmest thanks both for yourself and for your colleagues.

Since 1973 when the peak of student numbers was reached, 1197 in training, the college has used more than 300 primary and secondary schools in South East England, including the Greater London area. Of those schools to whom we sent invitations more than half have sent members to join with us today. The Academic Board is glad of this response and grateful, too, for the many letters of regret received. Without the schools we could not do our job (we are **still** working in schools) and we record a most profound thankyou. You have welcomed staff and students, have given generously of your professional expertise, of your time and energy, and of your friendship. Like all human relationships there have been some ups and downs, but our memory is more of the ups, in the potential shown by a young teacher, in the progress made by a diffident starter and by the exchange of ideas and knowledge between teacher and college tutor. Not least we thank you for the welcome into your staff rooms and for the welcome cups of tea, especially on the long runs into Essex or into the rural schools of Kent.

Since 1950 the college has had an active programme in inservice education, particularly initially in the area of mathematics, and from 1960 a wider and varied programme. We thank the Wardens of the Teachers' Centres throughout the region for their help and cooperation and we ask Mr. E. Gale, Warden of the L.B.B. Stockwell Centre to accept our thanks on behalf of all those Centres and for related agencies working in the field.

And so, professional friends, we invite you to share a welcome to Mr. Dudley Fiske, who since 1968 has been the Chief Education Officer of Manchester. The Academic Board has invited him to speak and to use this occasion of thanksgiving to brace you for the years of the Eighties and to cheer your spirits.

Mr. Fiske, you are warmly welcomed to this college at Bromley. I hope you will feel it a mark of distinction that we have chosen you in this our final year to meet the teachers who have worked with us so well. You are not the first to come to us from Manchester. In 1910 Professor Michael Sadler from the University School of Education delivered an address in the Old Stockwell; Miss Manley, the first woman Principal, was conferred an Honour by the University in 1911 as Master of Arts, and Professor Lester Smith, well known to generations of students through his Pelican Original, delivered an address in November 1950 to the Annual Meeting of the British and Foreign School Society. He was Director of Education for the City of Manchester from 1931-1949. Historically you are in good company and I hope that in this year of 1980 you feel comfortable to be with us. From your immediate experience and thinking on the serious problems facing the education service and from your long experience in the service of education I invite you to speak to us on:—

THE ART OF THE TEACHER

The occasion of this public lecture is the impending closure of Stockwell College. You have decided that this is a matter for pride in work done well for over 100 years and I am honoured that you have invited me to play a small part. I have no previous contact with the College but have been much helped by being sent various documents about the early years on other sites and the story of expansion here. In reading these I have been particularly struck by the fact that the history of Stockwell College well illustrates the extent to which over the years we have depended on voluntary effort and voluntary organisations, rather than the State, nationally or locally, for the development of education. So often it has been the voluntary effort that has led the way and the public funding that has come later filling the gaps and following the example that has been set. Today in all the anxious discussion about public expenditure and management we must not forget the need in moving forward in education to support and encourage voluntary effort. At times of budget cutting and the kind of exercise that many of us are conducting at the moment, it is very important not to withdraw the funding that one offers to stimulate and support voluntary organisations. That is one lesson that I learn from the history of the college and from its chequered career, if I may call it that, of moving its location including war-time evacuation. Indeed the history of this one institution, an institution previously unknown to me personally, does serve to epitomise the whole history of the development of education in this country.

I should also like to refer at the outset to the address which Michael Sadler gave on the occasion of the college Jubilee in 1911. He at the time was Professor of History and Administration of Education in the University of Manchester—a chair that seems to have disappeared in the intervening years. Michael Sadler paid tribute with words that I would like to quote to the distinguished work done earlier by Joseph Lancaster. "He saw that there must be a close relation between home and school. He saw that hungry children must be fed, that open air and exercise are necessary for the health of the mind as well as the body, that reforms in the conditions of home life are an indispensable part of the educational effort, that a school is not an end in itself but simply a factor in a variety of influences which must work together through the care of individuals for the well being of the whole community". Those words, spoken in 1911, about the work of Lancaster nearly a century earlier, are as relevant today to us as they

were at the time. Indeed this confirms one of my own prejudices, that to some extent in the educational debate there is nothing new. Rather are there a series of well-established problems and well-established issues which come round regularly as if on a carousel, though in a different setting.

Take just one example. The other day I was involved in a group anxiously discussing one of the currently fashionable topics—"the core curriculum". You would think from some of the things that you read that the idea of a core curriculum is new and that we have just discovered it. Now it happened quite recently that the family of someone who died sent me from among her effects her Leaving Certificate, issued when she left school just about the time that Michael Sadler spoke at the Jubilee of this college. This certificate showed that on leaving school in 1913 after six years at school, the compulsory subjects had been: English, French, German, Mathematics, Science and Business Course. Today's pundits may not mirror the language that was used sixty or seventy years ago. They may not spell out the elements of English quite like this: "English, Handwriting, Composition, Grammar, Recitation and Study of English Texts", but they will use ideas that are not far removed. Moreover when they come to the Mathematics part and define what is needed they will define the same kind of things as you find here on certificates issued in 1913. My view is there are no tremendously new issues in education; there are, however, some familiar truths and at times they need firmly restating.

I have chosen as my title today "The Art of the Teacher" because I judge it appropriate that the central point of my lecture should be concerned with teachers and their work in our schools. Though this college itself is shortly to close, its work and its spirit will live on in the work carried out by serving teachers who received their initial training here or whose needs for in-service education have been met by the associated Teachers' Centre. Those who have been students in the final years will still be teaching 20 years into the next century and we should not forget that they in turn will influence young people yet unborn who could still be alive in the year 2100—as far ahead indeed as we have come since the women students of Borough Road moved to the site at Stockwell in 1861.

Michael Sadler in his Jubilee address in 1911 said: "England as never before is awake to the significance of education". I am not sure that he or we would express it today quite in those terms though there is certainly a great deal of public discussion on educational issues at all levels—from Parliament to pub. Sadly much of this discussion seems to me and to many others to be at best ill-informed and at worst positively ill-intentioned. Nowhere is this more true than in some of the views that are expressed about teachers and their work. It is on this topic, on the nature of the task carried out by our teachers today, that I propose to concentrate.

Firstly there is the constant cry that schools should more aptly meet the "needs of society". Often this is accompanied by demands that teachers should be more accountable for their work, more open in their contacts with parents and employers, and required to define in writing their aims and objectives.

Much of this is unexceptional and I know few teachers who are not very willing to go along with the general approach and anxious to co-operate. But what are the "needs of society" and who in turn will help our teachers to identify these needs that they may direct their work to satisfy them?

It is here that the debate rapidly becomes confused. "Society" itself is a pretty vague term and many of the well-meaning attempts that have been made to create a dialogue locally between a school and its community leave the teachers more confused than they were before they began. Indeed I have every sympathy with teachers who say in frustration that they feel that whatever they do will be wrong. Is school to be a place of positive standards and well defined values even though many of these are in retreat outside its walls or is it more nearly to reflect the norms of everywhere else? Do we indeed expect and allow teachers to conform broadly to the norms of our society in dress, in speech and in pattern of life or are we still expecting that they as a profession should set the rest of us an example in their conduct even when that

means following paths that most other citizens have deserted? These are questions that I believe teachers are entitled to ask and to which it seems to me the rest of us have so far failed to give a very helpful answer.

As for the pupils who leave our schools it is currently the voices of the employers and industrialists that lead the chorus of dissatisfaction. Much of this I believe to be seriously misguided, owing something to a failure to recognise that when about 14% of the age group go on into higher education and another 35% continue beyond the age of 16 in some form of education it is no good harking back to an earlier period when school-leavers available for work at the age of 16 came from among the ranks of the more academic. It would above all be tragic if this chorus of complaints undermined the confidence of teachers so that the curriculum in our secondary school was made too vocational. Indeed most of the employers with whom I have contact emphasise the merits of a broad general education with good basic skills and a proper attitude to life and work—they do not at 16 or even at 18 lay much stress on specific vocational skills.

It may indeed be reasonable to suggest that teachers who have much experience and understanding of young people may actually have a better vision of society's needs, however defined, than some of their currently vocal critics. Most of the teacher/employer discussions that I have heard seem to me to have the advantage of educating the employers and dispelling their ignorance and misunderstanding of the educational system.

Next I should like once again to try to refute the widely held belief that teaching is a soft option that offers short hours of work and long holidays. Careful research studies such as those of the National Foundation have established that the average teacher is involved in the work of a school for at least as many hours as the average working week in the national workforce. It really should not be necessary to argue on that particular point any more.

The truth surely is that few people who have successful first-hand experience as a teacher of any age group subscribe to the view that this is easy work. Teaching may not have the physical demands of the coal-miner or the uncertainty of tenure of the politician in a marginal constituency but it has its own peculiar and relentless call on human resources. The pressures of a time-table and the bell that calls to the classroom can be fully understood only by those who have experienced them. In a way teaching is a bit like the task of the actor who must go on stage and perform for the audience even when feeling off-colour and ready only for a quiet rest. It is no occupation for those who are less than 100% fit.

It doesn't really surprise me in an age that seeks to quantify and measure all human activity that the loudest critics of teachers seem today to be those at the greatest distance from their work. There are few visitors to our schools who come back to talk with me other than with praise for what they have seen. Nor do I find among parents any great tendency to be critical of teachers as a group even though it is they who are often most vulnerable through their off-spring to the candid assessment of prospect voiced by the teachers. Rather is it a case of parental pressure for more support and more resources to be made available to assist teachers in their work.

How then can one explain the views sometimes expressed that seem to be dismissive of what is involved in teaching. I incline to believe that it is a perhaps inevitable reaction to the fact that education is now very big business indeed. Thanks to the massive efforts over the past twenty years of colleges like Stockwell we have nearly half a million teachers working in our schools. If you add all the ancillary and support staff you can calculate that in what is clearly a labour-intensive business some 10% of all the people in employment are either directly or indirectly dependent on education. It is therefore hardly surprising that at times of a constant and almost desperate search for financial savings there should be some hard questions about value for money.

What does sadden me is the extent to which this discussion so often and so quickly becomes expressed in such terms as: "What can we do about all these bad teachers?" assuming both that

they are there and that they exist in large numbers. The first thing to be said, and said with some force, is that I simply do not believe that the teaching profession is over-loaded with bad teachers. Like any other large and diverse group of people, teaching has members of all levels of ability and standard of performance and the average level of competence and dedication remains at a very good level—indeed I often think at a higher level than the rest of us deserve. Even in a nation and at a time when it seems fashionable to knock the contribution made to our society by people in public service we should stop the constant sniping at teachers that has disfigured much of the public debate of the past five years.

There are of course a number of teachers who at any moment are not making a full or even an adequate contribution. Having spent some time looking at this problem within one particular service that employs about 8,000 teachers I can identify in particular three categories of what for this purpose I would call 'lame-ducks'.

The first group are those whose competence and level of performance is not in doubt but who for a variety of reasons are out of sorts on a temporary basis. It may be a matter of their own health, or anxiety about that of a close relative; it may be a bereavement or a recent accident or other stroke of misfortune; it may be some sudden financial burden. Whatever the reason, and these are but examples, that good teacher is not at the moment performing up to scratch and knows it. This is the kind of situation that calls for sympathetic support from Head, colleagues and local authority and is often best dealt with by a bit of extra staffing or a term or so of leave. For we should recognise that teaching is no occupation for somebody unable to give full attention to its demands—it is the children who are the losers if effective action is not swiftly taken and it is my experience that most of those in this category if given appropriate relief are soon back to normal.

The second group are less easily helped. These are teachers who have given years of valuable service but who because of changed circumstances often not of their making or indeed of their choosing are no longer able to function effectively. Sometimes a sympathetic Authority can remedy this by a transfer to a more congenial position or by an offer of re-training for new work, but these approaches will not always do the trick. In the past we have sometimes been able to resolve the personal dilemma by what has in effect been the creation of a supernumerary post so that such a teacher is in effect surplus to establishment. I cannot pretend that anyone is particularly happy about such a response and it is less tenable today in times of financial difficulty. The best answer lies with the schemes for premature retirement "in the interests of the service" for there is no particular merit apart from an actuarial one in the rigid adherence to 40 years of service before you draw a pension. The scale of this kind of difficulty does however seem likely to grow, not least because of the strains now felt in teaching by many people in their fifties, who bore the brunt of teaching very large classes in their early years of service.

The third group are those who should never have gained entry to the profession and who are ill-suited for it. It is no reflection on the work of this and other colleges to comment that sometimes in the 1960s and early 1970s when we were desperately short of teachers the almost automatic passing of the probationary year was a cause of some concern. Many of those who perhaps should not have qualified have by now taken themselves off to other employment. The total number who remain is probably not large, but even one unsuitable member of the profession is one too many. My view is that when such a teacher is identified and confronted with the assessment of unsuitability, however painful that may be, we should not shirk the issue. It is initially a matter for the local education authority—there are proper and fair procedures, and I have never found lack of support either from the rest of the staff or from the teacher unions. It is after all not in their best interests to protect and defend performance which fails to match up to the high standards of the profession and they do not seek to do so. It is certainly not in the children's interest to shirk this issue—but I repeat the total number of cases in a profession of some half a million is few and far fewer than some ill-informed comment might suggest.

A few years ago a National Opinion Poll asked people about their views on a variety of professions—Teaching, Law, Journalism, Advertising and Industrial Relations being among those mentioned. The findings showed that about 38% of those questioned (about 2,250 adults) regarded Teaching as the most worthwhile career of those mentioned and it was the largest percentage of the list. On the other hand only 10% said they would recommend it as a career for an intelligent person and I have often wondered about this comparatively low rating. Even more interesting is the fact that while a mere 13% commended teaching as a career for an ambitious man the number who saw it as suitable for an ambitious woman was 39%. Anyone faced with the current problem of persuading good women teachers to go for headships can only wonder where all the ambitious women have gone!

Leaders of the teacher unions and others are often to be heard bemoaning the fact that teaching has a low status in our society and is low in public esteem. Personally I doubt if there is much to be done about this in national terms and am not even sure that at the local level of school and community it is true anyway. We live in a much less deferential society than that of the time when Michael Sadler spoke at the College Jubilee in 1911 and are not necessarily the worse for that. Experts of all kinds—whether planners of tower blocks or designers of Concorde—are not exactly in good repute and it is unlikely that the teaching profession would be exempt from this attitude.

More fundamentally we should perhaps look at those professions which teachers sometimes aspire to equal—the law and medicine are the most often quoted examples. In both cases we turn to their exponents for help when we are in trouble and anxious. We defer to their knowledge and experience in the hope that after a period we shall not need this help again. In the case of the medical profession we are all well aware that as we get older we are likely to be more, not less, dependent on their skills. Above all we look to them to relieve pain.

Contrast the teacher. We are in his or her hands when very young and dependent. The best teachers as we get older actually encourage independence of thought and action so that in the end as an educated person we believe ourselves no longer to need teaching at all. Moreover lack of education does not cause physical pain—I sometimes think that if it did the status of teaching would be at once much enhanced!

It is indeed in this skilled development of independence and the ability to stand on one's own feet that the true art of the teacher is lodged. That is why I have deliberately called this lecture the Art of the Teacher to emphasise that its essence is a balance of delicate skills in human relationships that in no sense can be precisely defined as a science. My final main point is in the development of that argument.

The scientist is careful to assemble all the evidence, to eliminate anything that may lead to bias or distortion in the result, and to proceed carefully and in the light of established facts. At the end of the day he will have his findings and it may well be possible to measure with accuracy that which he sought to investigate. The artist is altogether more pragmatic and will depend much more on flair and inspiration, sometimes indeed relying on instinct and even on proceeding when some of the available facts may suggest another course of action. There will not be much room for argument about the merits of what the scientist has done but debate will rage when we see the fruits of the work of the artist.

The teacher is an artist in this sense. He does not have clinical control over the materials with which he works and it will never be possible accurately to weigh and measure the results of his techniques. I sometimes fear that all the current enthusiasm for assessment, monitoring and testing is blinding us to this so obvious yet neglected truth. However much we ponder the available output measures of schooling, the 'A' levels and 'O' levels, the CSE grades and the City and Guilds certificates, they tell us no more about the essence of the teaching that has gone on in that school than do the headlines in a newspaper about the article beneath—indeed they may be as positively mis-leading as the headlines often are. Those who judge the

work of a teacher only by the measurable externals will be as misled as are those who read only the headlines.

Is the artist then to rely on his flair? Am I saying that you cannot from outside help the teacher to improve performance? On the contrary while it is my experience that some are natural good teachers who break all the rules but succeed, the majority of our teachers are helped greatly by the proper use of available and often external measures. We certainly have successful evidence of this approach to in-service work, based on the individual school and fortified by work through a variety of groups working in the Teachers' Centres. The fact that teaching is an art form is not to deny the possibility of significant steps to support and improve performance from outside the classroom.

Indeed one watches with sadness and concern the actions of Authorities who are unable to sustain in-service provision in their hard-pressed budgets. While understanding the priority they wish to give to preserving jobs for teachers and others the blunt truth is that a slightly smaller teaching force with proper in-service support is to be preferred to a larger one denied it. Reports that in some parts of the country Teachers' Centres are to be closed and opportunities for in-service work curtailed indicate to me both failure to understand the nature of this work and a sense of some desperation in making financial savings.

We should not forget that in the early 1970's the James Committee very clearly indicated that of all their recommendations those that gave priority to the development of in-service work had first claim on resources. This is as true today as it was then at a time when money may have been a little easier. If denied regular and planned access to opportunities for up-dating and mental refreshment even the best teacher becomes stale and repetitive. It is surely within the spirit of those who founded this college and have cherished it for over 100 years that in its final months of life this is above all the message that needs to be delivered to those who will continue to fight for the best possible opportunities for our children.

I have said earlier in this address that until invited here today I had no first-hand knowledge of Stockwell College. Since then in reading the papers that were sent to me and in conversation with Miss Carr since my arrival earlier today I have been struck by the cruel contrast between 100 years of steady evolution to produce a stable College of 200 students and the breathless events of the past 20 years with numbers rising to 1200 and now going down to nothing. To me this typifies the sometimes senseless pace at which we have tried to move in the past two decades and the very real danger of losing sight of certain fundamental truths. Consider, for example, the fact that from 1958 to 1978 we were given over 20 major national reports on aspects of the education system and expected to digest and act on them—Robbins, Newsom, Plowden, James, Russell, Taylor and all the rest. To me it is significant that most of these reports and indeed much of our effort in this period have been concerned with matters of organisation and structure and quantity of education.

I look forward now to a decade or more in which despite the acknowledged problems of contraction we can turn our attention to matters of quality—to curriculum, to content, to methods of teaching and of learning. We have had one helpful report in this area from the Bullock Committee on the teaching of English. We shall shortly receive another, from Cockcroft on the teaching of Mathematics and to this can be added parts of the recent Finniston study of Engineering. In the years ahead sadly this college will not be with us to help with all that needs to be studied and done to focus our minds on matters of quality. Even so I am confident that there are many people in this audience today and many more elsewhere who owe much to the college and who will play significant parts in the exercise, both those who received their initial training here and those who have derived in-service refreshment from the associated Teachers' Centre. Guided by the spirit and ethos that have made this a college of quality they can all help us to ensure that we grasp the opportunities that lie ahead to consolidate and spread that which has already been richly achieved throughout the education service.

