

ANN SPRINGMAN

JOSEPH LANCASTER

STOCKWELL COLLEGE OF EDUCATION - BROMLEY - KENT

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# STOCKWELL COLLEGE OF EDUCATION

## BROMLEY, KENT

### Joint Education Committee

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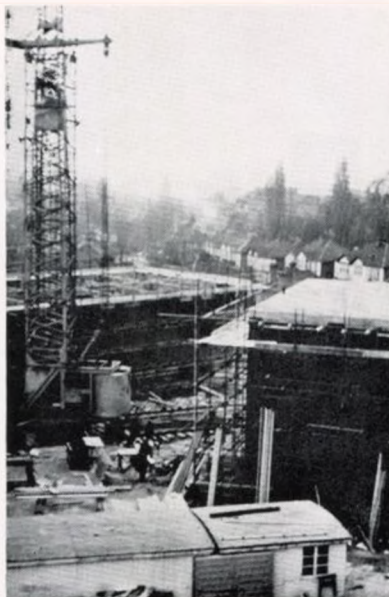
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## BUILDING AND DEVELOPMENT

Stockwell College was founded when the women students of the Borough Road Normal College in Southwark were transferred to a separate building in Stockwell, S.W. London, in April, 1861. At Borough Road, men and women had been trained as teachers since the beginning of the nineteenth century, when Joseph Lancaster and the British and Foreign School Society began their work of establishing schools on a religious but non-sectarian basis. The college has thus a long and interesting tradition of teacher training.

In 1935 the college moved to The Old Palace, Bromley, Kent, a former residence of the Bishops of Rochester. The bishops have been associated with the site for nearly a thousand years. The present palace was erected in 1775, and the grounds still retain many features of the Georgian period, for example, the folly, the ice-house and the ha-ha wall. The front porch and the colonnade were added during the nineteenth century. New wings were added in 1935, the buildings then being designed to accommodate 114 women students. Subsequent additions in the late 1940's, together with the purchase of three houses in Wanstead Road, increased the size of the college to about 200.



## 1966

On the 1st August, 1960, Kent County Council assumed responsibility for the college. There is a plaque in the entrance hall of the Old Palace which recalls this. From that date the college entered upon a new and challenging phase in its long history. Against the background of an urgent national need for more teachers, the college first prepared plans to increase numbers to 400 women students by 1964. These plans were soon overtaken by further demands. In 1963 new plans were drawn up to increase numbers to nearly 1,000 men and women students by 1969. Now in 1966 the college is thinking towards a new target of 1,200 students by the same date.

As the planning of construction of new buildings has progressed, together with adaptations of the old, student numbers have already increased to well over 600. Emergency accommodation has been used in Bromley (part of the former College of Art in Tweedy Road) and at St. Paul's Wood Hill Primary School, as well as the temporary pre-fabricated huts on the Old Palace site.

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Since the 1st April, 1965, in consequence of the London Government Act, 1963, the college has been administered by a Joint Education Committee with representatives from Kent and the London Borough of Bromley.

The new buildings have been designed by the Kent County Architect, Mr. E. T. Ashley Smith, F.R.I.B.A., and his staff and are phased for completion:—

|                                                                                                                                                                 |           |                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|
| Joseph Lancaster Hall and Ann Springman Hall, providing single study-bedrooms for 150 men and women students; resident tutor's flat; two flats for housekeepers | - - -     | —August, 1966   |
| Music House and Art Studio                                                                                                                                      | - - - - - | —December, 1966 |
| Kent Halls for 75 men students (Wanstead Road)                                                                                                                  | - - - - - | —August, 1967   |
| North Wing, Old Palace—new teaching block to accommodate Divinity, English, French, Geography, Mathematics and Education Departments                            | - - - - - | —February, 1968 |
| Library                                                                                                                                                         | - - - - - | —February, 1968 |
| Rochester Wing: Great Hall, Dining Hall, Kitchen, two Gymnasias, Union Society Centre                                                                           | - - - - - | —February, 1968 |

The Halls of Residence and South Wing have bored pile foundations due to the variable water table which has created construction problems. The Halls of Residence and the Music House are of load bearing brick construction; the South Wing and Library are reinforced concrete framed, and the Rochester Wing is steel framed. The main facing brick is Allbrook Brown obtained from the Allbrook Brickyard at Southampton.

The General Contractors are: Messrs. Hawkins Contractors (London), Ltd.

The Consultant Structural Engineers are: Messrs. Hunter & Dunn.

The Quantity Surveyors are: Messrs. D. R. Nolans & Co.

The Clerk of Works is: Mr. W. Foster.

## ORIGINS OF TEACHER TRAINING

The Movement towards a national system of education was aided by the monitorial system as practised in their different ways by Joseph Lancaster and Andrew Bell. Both systems held promise of achieving much with little money and in a short space of time. By setting the older and brighter child to teach the younger, the monitorial system circumvented the shortage of teachers. The promise of a thousand children being taught by one Master using “the system” brought education before the public. The system itself was in many ways more important than the Master. Meticulous instructions were drawn up for the organisation of schools on monitorial lines, and much was done by the National Society and the British and Foreign School Society in the second and third decades of the Nineteenth Century.

However, the system required a number of certain minimum standards, and with the absence of secondary education and lack of funds, Lancaster was led to train apprentices chosen from the best monitors. Thus teacher training began. Students were given as sufficient instruction as was necessary for them to learn the system. Of course the monitorial system could never be what its founders hoped. In the first place the monitor was no more than an instructor, and education “can only arise from the interaction between immature and mature minds.” Secondly, education has to mean more than the mere importing of literacy. Teachers were sought who had high principles and strong religious character. They were to be missionaries among the poor, seeking their social and religious elevation. Both the main voluntary societies pursued this same aim—the National Society through denominational teaching, whilst the British and F.S.S. describes itself as “unsectarian, but not secular; religious, but not denominational.” Thus teacher training came to be seen as necessary.



STOCKWELL COLLEGE  
c 1873

## JOSEPH LANCASTER

### 1778-1838

Lancaster was born in Kent Street, Southwark. His father, who had served in the American War of Independence, was a cane-sieve Maker and Lancaster's education was sparse. At the age of fourteen he ran away from home inspired by an anti-slavery tract. He aimed to go to the West Indies "to teach the poor blacks the word of God", but after one voyage he was "bought out" and by 1794 he was back in London again attending Quaker meetings.

During the next few years Lancaster took up teaching, and by the age of twenty has established his own school. The chronology of this period is uncertain for Lancaster was careless of dates and there are several discrepancies in his writings. It does appear that by 1803 he had taken a large room in the Borough Road where he was to achieve great success as a teacher. He was kind, earnest and willing to experiment. Though supported by Quaker subscriptions he was unable to pay assistant teachers, and so put into practice the monitorial methods advocated by Dr. Bell. Lancaster freely acknowledged his debt to Bell and the two became friendly. Their later quarrels were largely precipitated by the non-sectarian basis of Lancaster teachings which brought him into conflict with many members of the Established Church.

By 1805 Lancaster was a national figure, and the school was frequently visited by those seeking to observe the system at work. In the same year Lancaster attended George III at Weymouth to explain the system to His Majesty, who gave his patronage and a £100 per annum.

Wherein lay his appeal? Lancaster had perfected a system which was both cheap and efficient and which could be easily duplicated. He was a natural organiser—"a place for everything, and everything in its place." His writings contain many aids to efficiency. For example, around the walls of a large schoolroom were to be numbers . . . children on entering stood against their number, the monitors noted the empty spaces and checked the absentees. The Master's task was to organise, reward and punish the children. The monitors were to be instructed and the children inspired by the demeanour of the Master. Rewards were given in abundance. In fact one of the largest items of

expenditure in a monitorial school were the prizes. In the accounts for the year ending mid-summer, 1803, when there were 217 children on roll at Borough Road the following items were listed:—

|                                                                  | £  | s. | d. |
|------------------------------------------------------------------|----|----|----|
| Five thousand toys                                               | 16 | 16 | 0  |
| Seven dozen (old) children's books                               | 1  | 9  | 0  |
| Twenty-five old French half-crowns engraved "A reward for merit" | 4  | 17 | 6  |
| Three star medals                                                |    | 18 | 0  |
| Eight silver pens, 3s. each                                      | 1  | 4  | 0  |
| Thirty-six purses                                                | 12 | 6  |    |

The allocation of prizes was determined by the ticket system whereby the teacher was empowered to issue up to 1,000 tickets per month as a reward for certain deeds. Conversely tickets were forfeited for misconduct: e.g. staring at persons who may come into the room—4 tickets. Each month the boys holding a balance of tickets were rewarded with prizes according to the number held. Corporal punishment was never resorted to, though many may have preferred it. Shame was the main deterrent. Paper caps proclaiming misdeeds were worn, girls washed boys' dirty faces in front of the whole school, whilst children who were repeatedly idle had wooden blocks hung around their necks and were hoisted to the ceiling in cages.

However, Lancaster was his own worst enemy. Everything was to be done on a grand scale with little regard for money. In 1804 the subscriptions amounted to £600, but his undertakings were far in excess of this figure. He enlarged the boys' school, opened one for girls on the same site in 1805, established a College for teachers from amongst the oldest monitors, and another for country teachers in Somerset. In addition he toured the country lecturing on the system and finding new schools. He lived well and worked hard, but on his return to London he was arrested for debt. He was finally released after Joseph Fox, an eminent surgeon and Nonconformist philanthropist agreed to find the sum of £4,000 necessary to pay Lancaster's debts.



BOROUGH ROAD 1842

In January, 1808, a meeting was held between Joseph Fox, William Corston and Joseph Lancaster. The intention was to give financial backing to a man whose work was much appreciated. The result was the formation of The Royal Lancastrian Society, out of which was later to emerge the British and Foreign School Society. The next few years saw the enlargement of the Committee until in 1810 it consisted of 47 members, 9 of whom were Members of Parliament.

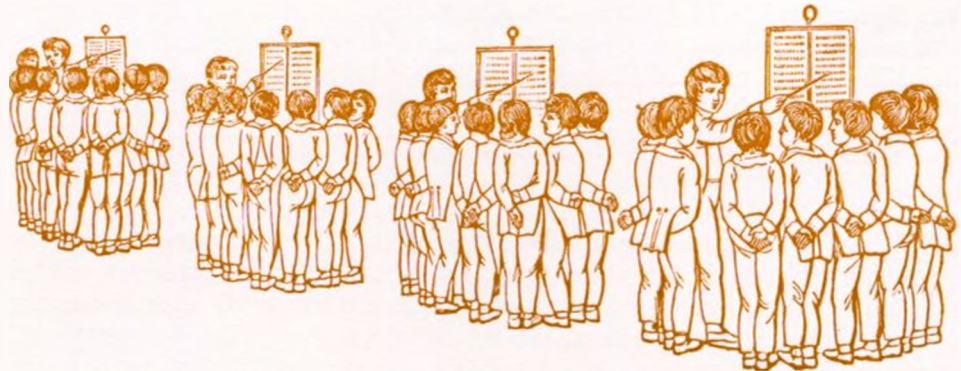
Lancaster's final break with the Society came in 1812-1813. He had never been able to work within the Committee, constantly feeling they were trying to usurp him. On his return to London in July, 1812, he bought a house in Tooting, without consulting the Committee. There he began to train teachers and drew many of the better apprentices from Borough Road to his new school. His last chance came the following year when he was offered the post of superintendent of Borough Road at a sum of £1 per day. In addition, a constitution was drawn up for the Society by Francis Place, and in May, 1814, it was given the title of British and Foreign School Society. Lancaster was incensed by the change in title, but by this time, whilst his achievements were respected, the man could no longer be tolerated, and the new name reflects the broadening of the Society beyond the reaches of one man, however able.

Lancaster resigned his post after a few months. It is likely that he would have been asked to resign anyway, for he was a declared bankrupt, and in June, 1814, his name had been removed from the lists of the Society of Friends, though until his death he remained a deeply religious man.

The last twenty years of his life were spent in the United States. The monitorial system had spread before him, and on his arrival he was well received. His future seemed promising, but he was unable to settle to one task and after much useful work and visits to South America and Canada, he was finally to die after an accident in the streets of New York, a poor and disillusioned man.

Samuel Whitbread had said after the break with Lancaster in 1814, that his name was "indelibly engraved upon the system, and would be handed down to posterity together with it, when the errors of him who bore it had long been forgotten."





## **ANN SPRINGMAN**

### **1787-1870**

Whilst the quarrel between Lancaster and the B. & F.S.S. was at its height, a girls' school and also an institution for women teachers was established at Borough Road in 1812, and placed under the management of a Ladies' Committee. In addition the Society continued to promote new schools in various parts of the country. The task of forming new schools was entrusted to Ann Springman, who had joined Lancaster as his Monitor General in 1806.

Her work for the College was to continue through until the women students were moved from Borough Road to their new buildings in Stockwell in 1861. During this period she saw the training of teachers grow from its very small beginnings at Borough Road, where it was supported entirely out of voluntary funds, to a system which was inspected and aided by the State.

The women's section moved to the Kings Road, Chelsea, in 1814, and the Minutes of the Ladies' Committee on 14th July, 1814, give us an insight into what was thought suitable for women students.

"That it be expedient that the young women about to be removed to the King's Road, Chelsea, should be habited in Cotton or queen stuffs—plain muslin handkerchiefs—plain caps without work or lace and plain straw bonnets at a low price. That the clothes (sic) they have at present should be made neat and suitable to appear in the schoolroom. That under the new arrangement no white petticoats should be allowed."

In 1817, however, the women's section returned to a new building in Borough Road. The first real boost to teacher training came in 1833, when the first Government grants towards education were made. New schools were opened and more teachers were required. By 1834 approximately 100 students per year were being trained, but one must note that the average period of training was still only three months. This training consisted of both studying the system and working in the model school attached to the college.

By 1838 the existing building was considered inadequate, and with the equalizing of the grant between the two Societies, the B. & F.S.S. was able to extend the College buildings. The new building

was opened in 1842 by Lord John Russell, and 63 men and 27 women were to be trained. The women were resident nearby and were under the supervision of Ann Springman, now Mrs. MacRae. In 1827 she had married Kenneth MacRate, who had held a similar post to her own in being responsible for the formation of new boys' schools in the provinces.

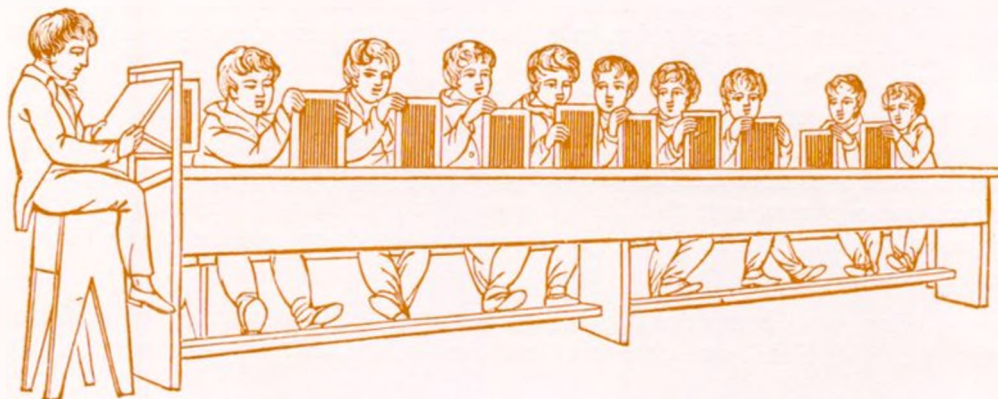
It appears that in 1843 she left Borough Road and did not return until ten years later when, on the death of her husband, she resumed her old post as head and matron of the girls' side and mistress of the school. During her absence great changes had taken place in teacher-training. The Monitorial system was breaking down, and during the 1840's Borough Road was to modify the system incorporating with it the simultaneous of methods propounded by David Stow in Glasgow. In addition, the College accepted Government assistance for pupil teacher-training in 1847, and there was Government pressure to extend the period of training. The acceptance of Queen's Scholars resulted in a much younger student. Previously the students had tended to be older, and there were many at this time who expressed doubts as to the value of a two-year course for women who would probably marry soon after their training.

The combination of apprenticeship with a residential College was an attempt to preserve what had been considered best in the training of the Monitorial period with the education of the teacher as a person in a residential community.

Thus Mrs. MacRae was involved not only with the running of the school, but also with the newly extended course. She appears to have taught the students School Management for one hour on a Saturday morning. Her subjects included the organisation of new schools and relations with parents.

In 1858 the Committee of the B. & F.S.S. felt that considerable extension of the College accommodation was "absolutely necessary." An appeal was made to the friends of the Society for funds in order to build a new College for one hundred women students, leaving Borough Road entirely to the men. A site was purchased in Stockwell for £1,400, and on Wednesday, June 26th, 1861, the "new Training Institute for Mistresses" was opened by Lord John Russell.

Mrs. MacRae took this opportunity to retire, going to Monkwearmouth in Durham to join her daughter. She was granted a pension of £50 per annum by Lord Palmerston "for her service to the cause of popular education", and an equal annuity was given to her by the B. & F.S.S.



# **REGULATIONS FOR STUDENTS IN RESIDENCE AT BOROUGH ROAD IN 1839**

The teachers in training are expected :

To rise every morning not later than six o'clock.

To meet in the class-room by half-past six in the summer and seven o'clock in the winter, to commence the morning studies.

To avoid entering the bedrooms, without special permission, after leaving them in the morning; never to go upstairs with shoes worn during the day.

To attend punctually to the daily studies at the times prescribed, viz. from half-past six to eight in the morning, from March to September; and from seven to eight, from October to March; and from five to seven o'clock in the evening, except Saturday, on which day the class meets from nine until one o'clock in the forenoon.

To attend in the school from nine till twelve, and from two till five daily (Saturdays excepted).

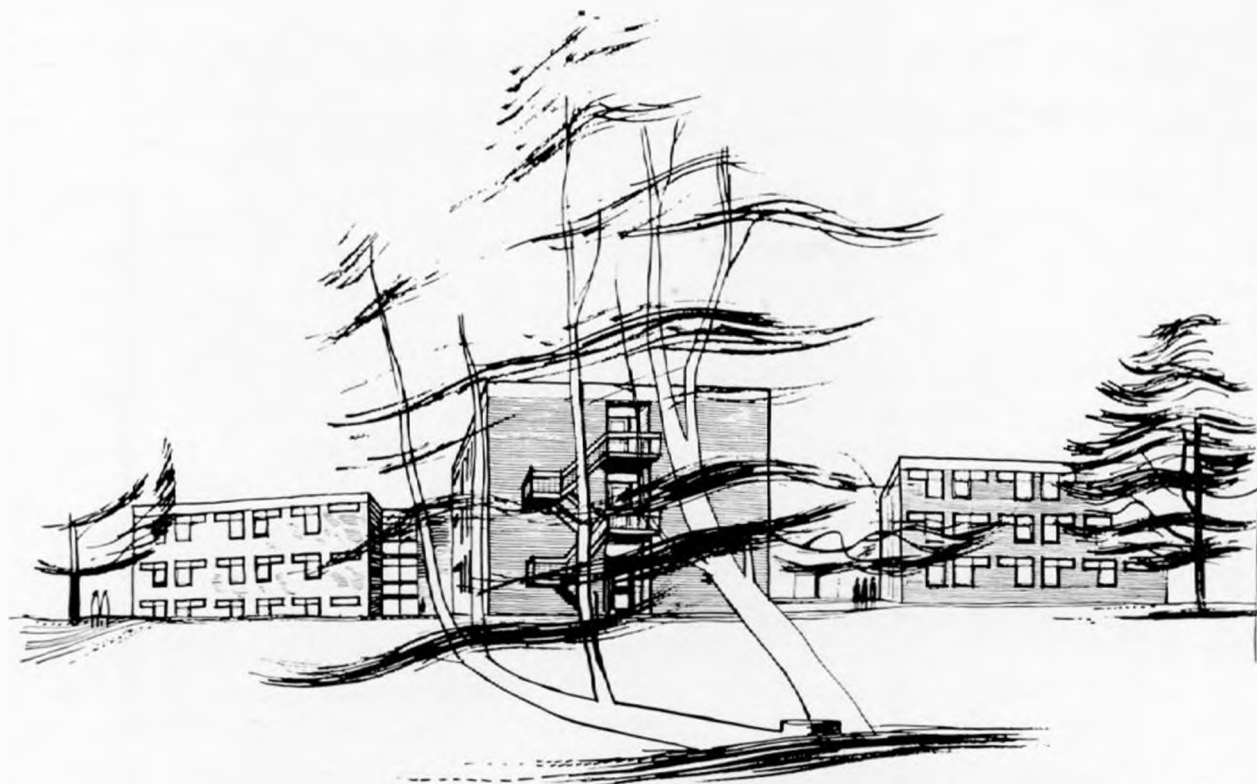
To confine themselves to their own apartment, having no communications with any other, nor holding any conversation with the servants; and being ready at all times to perform the duties assigned to them with alacrity and cheerfulness.

On no occasion to be absent from the premises without permission; and never to be out later than nine o'clock at night.

To attend their accustomed place of worship twice every Sabbath, and to spend the remainder of the day in a suitable manner.

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It will be seen that the students had a dual function—to study the system and also to work in the model school which was attached to the College.



*County Architect's Impression*

We gratefully acknowledge  
the illustrations taken from the records of The British and Foreign School Society.

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