University of Southampton

TEACHER TRAINING, TEACHER EDUCATION AND EDUCATIONAL STUDIES AT SOUTHAMPTON UNIVERSITY:

A Centenary History

by

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Preface

When I agreed to attempt to write a centenary history of teacher training, teacher education and educational studies at Southampton University I was very conscious that it would scarcely be possible to produce something which could hope to satisfy all those likely to be interested. With a hundred years of history and the growing complexity of developments in recent decades, there is material enough to form the basis of a major research treatise. Because of limitations of space, however, it has been necessary to compress the narrative and the detail and, with especial regret for me, to omit, other than professors', the names of individual staff who have served the Department and School so well, some of them for many years, and have done so much to bring about the achievements described.

Because of the potential quantity of material and the debatable nature of many of the issues, the writing has not been easy and I must, of course, accept responsibility for the selection and treatment of topics at different stages and for the interpretations offered. Yet help has not been lacking. I am indebted to the sources named in the list of references and notably to A Temple Patterson's work for knowledge of the earlier years. Much of the material has, however, been assembled through what is usually called 'personal communication' and it has been a particular pleasure to me to renew contact with old colleagues and friends, serving and retired, in order to gather both information about and views of developments. I gratefully acknowledge the very ready, willing and expert help I have received from: Hazel Paul, who gave valuable secretarial support; Austin Barron, Professor Michael Benton, Brenda Briggs, William Brookes, Professor Peter Kelly, Maurice Meredith, Dr Dudley Plunkett, and Peter Richmond, who offered suggestions and joined in discussions about different aspects; Professor Christopher Brumfit, George Campbell and Dr Robert Emmerson, who drafted parts of the text; and Robert Douch and Muriel Wilkins, who read and commented on the typescript with meticulous skill and care.

Gordon Bloomer

26th April, 1999

Teacher Training, Teacher Education and Educational Studies at Southampton University: a Centenary History

I

The institution which ultimately became in 1902 a university college and in 1952 the University of Southampton was founded in 1862 as the Hartley Institution, under the will of Henry Robinson Hartley, the son of a prosperous local wine merchant. It was not, however, until the 1890s that the Institution, in the lower High Street, began its involvement with educational studies and the training of teachers. At that time pupil teachers were a vital constituent of educational provision in England and Wales: accepted at the age of 14, they were almost the only source of recruits for Elementary school teaching and they made up more than a fifth of the total of 140,000 teachers working in these schools. (Departmental Committee, 1898). Without pupil teachers indeed many elementary schools would have had to close: in the Elementary Schools of 1900 the overall staffing ratio was one certificated teacher to 75 pupils and one trained teacher to 128 (Dent, 1977). Improving the quality of teachers was thus seen to imply improving the education of pupil teachers and the Hartley Institution was ready to play its part. The Principal, Dr R W Stewart, by no means blind to the Institution's need to raise additional revenue at a time of financial crisis, made an offer to the Southampton School Board to provide courses for its pupil teachers; the offer was warmly accepted, since the previous system of teaching them in the schools where they themselves taught was felt to have produced uneven and unsatisfactory results.

From the autumn of 1896, 115 local pupil teachers attended at the Institution on Saturday morning and on one or more afternoons in the week for courses in pedagogy and in curriculum subjects. Voluntary schools joined with the School

Board to share with the Institution both in the appointment of a trained certificated teacher to take charge of these courses and in the payment of the salaries of this teacher and of any assistant staff employed exclusively in this work. As part of the same agreement, courses were also provided for uncertificated teachers in preparation for the certificate examinations. By 1899 more than 130 pupil teachers and over two hundred uncertificated teachers were attending as part time students. The person appointed to take charge of these courses (at a salary of £120) was C R Chapple, a twenty-two year old Cornishman with one year's teaching experience who was a former student of Aberystwyth University College. It is interesting to note that, when Robert Morant was Permanent Secretary to the Board of Education from 1903 to 1911, there was not only an expansion of secondary education (which he saw as providing the teachers of the future), but also an expansion in the number of pupil teacher centres (some of which eventually became secondary schools). Some centres were attached to secondary schools and some to technical colleges, though the majority were free-standing; only at Southampton, Nottingham and Reading were pupil teacher centres attached to university colleges.

It was in the 1896-97 session that the Hartley Institution changed its name to the Hartley College and that regular work for the London University BA and BSc degrees began, though as yet only a minority of students, but an increasing minority, followed full degree programmes. In this session, too, the College applied both to the Treasury for grant as a university college and, with the support of the local inspector of schools, to the Education Department of the Privy Council for recognition as a Day Training College. By the following session only the latter application had been granted and the Day Training Department began to operate in the 1899-1900 session with a maximum of thirty men and thirty women to be admitted yearly for two years' training. It seems reasonable, therefore, to identify 1899 as the date at which work in educational studies at the level of higher education began at the Hartley College.

Chapple was now appointed Master of Method and placed in charge of the Day Training Department. He was supported by two newly appointed staff: an Assistant Normal Master and a teacher of needlework and domestic economy. To be selected for the two-year programmes, candidates needed to pass an

entrance examination and in the first session it proved possible to recruit only three men and twenty seven women. From the beginning the recruiting area was widespread: of the first students, six were from Southampton, nine from Portsmouth and Southsea, three from other areas of Hampshire, five from Wales and the rest from a variety of places, Birmingham being the most remote.

The men students each received an annual grant of £25 and were expected to live in lodgings approved by the College Council; the grant for each of the women students was £20 and they were expected to live either at home or, under the care of a Lady Superintendent, in a hostel provided and managed by the Council. In the session 1899-1900 Bevois Mount House in Lodge Road, the eighteenth century home of the Earl of Peterborough, was taken on lease as a hall of residence for the women day training students and a full-time Lady Superintendent was appointed at a salary of £4 per month with board.

Students of the Day Training Department were expected to work, not only for their certificate examinations, but also, through other College classes, for their London Matriculation examination at the end of their first year and for the London Intermediate BA or BSc at the end of their second. The staff of the Training Department gave classes in reading, recitation, geography and educational theory, while, for women students, there were also classes in needlework and domestic economy. All Training Department students were required to take part in school practice, supervised by Chapple, in schools of the Southampton School Board.

In 1900 Chapple was given the title of Professor of Education at a time when, as part of the preparations for becoming a university college, several other conferments of this title were made, including those to J Eustice in Engineering and DR Boyd in Chemistry. The Hartley College became the Hartley University College in 1902, though for the next fifty years the University of London remained responsible for its degree examinations and awards.

Until the time of the Second World War education students were to make up the bulk of the student body. The College had a total of 171 full-time day students (as distinct from part-time pupil and other teachers) in 1902-3, 195 in 1903-4, and 221 in

1904-5 and the rise was largely due to the increasing numbers of day training students which reached 136 in 1904-5. By 1909 the ninety other full-time day students included some from the Day Training Department who had obtained leave to stay for a third year to take a degree.

From the early days of the University College, staff of the Training Department played an important part in its life beyond their classes, including the Boxing and Athletic Club and the committee of students appointed in 1903 to draw up a constitution for the new Students' Union. After the Boer War some of the men students joined a newly established College unit of Volunteers under the command of the Principal and when the unit became a company of the 5th Territorial Battalion of the Hampshires in 1908 the second-in-command was Lieutenant J J Maxwell, then Professor of Education. G G Dudley, who was appointed lecturer in education and philosophy in 1911 and was eventually to hold the Chair of Education, quickly established a high reputation with the Rugby Club and served as a sergeant with the College territorials.

College societies, including the Choral and the Literary and Debating Societies, met frequently and half a dozen functions known as *soirées,* which often included music, games and dancing and sometimes a short play or charade, took place each session. The freedom of women students was, however, severely restricted: they could attend the *soirées* or outings only if chaperoned by a female member of staff. Women hostel residents were forbidden to talk with men students outside the precincts of the College, except at College functions. They needed to gain permission from their Lady Superintendent before arranging excursions or accepting evening invitations; they must go boating only with an experienced boatman, they needed permission to be out after 6.0 p.m. in winter and 8.30 p.m. in summer and were expected to go to bed by 10.00 p.m.

All students, men and women, needed permission from the professor or lecturer concerned to be absent from a single class and written permission from the Principal to be absent from more than one class. Terms were normally twelve weeks and men students were expected to identify themselves by wearing a College cap, maroon with gold edging and a badge, while the women students of the Bevois Mount hostel were to wear sailor hats with a red band. Student common rooms were strictly

segregated by gender: the women's was better furnished but suffered from serving as a corridor; the men's, known as 'the Den', had broken down settees and smelly coke stoves, especially on St David's Day when Welsh students roasted leeks on them.

As student numbers increased in the early 1900s the College buildings became cramped and in 1904 the Board of Education stipulated that more accommodation must be provided before the Day Training Department could expand further and the last addition to the "Old Hartley" building was made in that year. The Board had also insisted that more hostel accommodation must be provided for women students and in the session 1904-5 Windsor House in Cumberland Place was opened as a College hostel, though it was never large enough to accommodate more than fourteen students.

Pressure for space for Day Training students was also a probable reason for the running down and then ending of the pupil teacher courses. In 1903 arrangements were made for all pupil teachers who taught in Southampton schools to attend courses at a pupil teacher centre in Argyle Street, leaving only those from the county to attend classes at the College. From 1905 it was agreed that the county would send to the College only those pupil teachers who wished to study for the London Matriculation examination and who could therefore join the ordinary day classes, rather than having special provision.

Professor Chapple left in 1904 to become principal of Catamarca Training College in Argentina, a country which his colleagues and students evidently considered full of danger since they bought him a heavy revolver as a leaving present! He and his staff had been much praised by visiting inspectors and he was later to return to become Professor of Education at Aberystwyth University College. Chapple's successor was Professor F Fletcher who had been a lecturer at Bangor and Liverpool.

After Chapple's departure, however, reports of the Board of Education inspectors on the Day Training Department became more critical. In 1906 there was unfavourable comment, firstly on the poor achievement of the students in examinations in English, French and history which was associated with the recruitment of underqualified students (the majority of the Department's students at that time had had no secondary

education but had come from elementary schools and pupil teacher centres), secondly on the limitations of the College's buildings which were considered far too cramped, ill-planned and crowded. The response of the College was a decision by Council that in future no student should be admitted who had not passed an appropriate examination, more stringent supervision of students' work, with an individual tutorial system, private study supervised by staff and monthly tests and the limitation of the number of *soirées* to two per session.

The threat to the Day Training Department, though serious because its work constituted a major part of the College's work, was not the only threat to the College's status as a university college at this time. The University Commissioners in 1907 reduced the grant, since the College itself had been unable to raise sufficient funds, and concurred with the Board of Education in criticising the unsatisfactory buildings and the low level of work of the students, which was attributed largely to the low standards required for admission. In 1909 the threat to the University College became even more severe when the inspectors of the University Commission concluded that, although the College had an able, though overworked, staff and was serving as a centre for the intellectual life of the area, a role as a local municipal college was more appropriate because of the previous criticisms and also because few students were attracted from outside Southampton itself. A deputation from the town and the College obtained a continuation of grant from the Chancellor of the Exchequer, David Lloyd George, in 1910, conditional on substantial funds being raised locally, but the dual threat continued. In the same year the Board of Education gave notice that its recognition of the Day Training Department would be withdrawn unless satisfactory plans for the provision of new premises were submitted to it by March, 1911.

Claude Montefiore, a distinguished theologian and great nephew of Sir Moses Montefiore, the philanthopist, had been a member of College Council since 1907 and Acting President since January, 1910. Under his leadership great efforts were made to raise the necessary funds: appeal committees, public meetings, requests for subscriptions from wealthy local people, canvassing house-to-house by members of staff and the formation of a University Extension Society to raise the profile of the College by courses of public lectures. Large estates on the

outskirts of the town were being broken up to provide building land and in 1909 the College had taken an option on an eleven-acre site on the Highfield Court Estate. The Board of Education accepted the College's plan to build here a first instalment of new premises, with teaching accommodation for 200 students: this acceptance, however, was on condition that £31,000 was raised by the College by 1912. In 1911 the College ceased to have two masters when control of university grants passed from the Treasury to the Board of Education and in the following year the financial target was met with the help of a £10,000 donation and a penny rate from Southampton Borough and further contributions from the Hampshire and Isle of Wight County Councils.

The early professors of education tended, like Chapple, mostly to be appointed young and to hold office for relatively short periods. One who was to have a particularly distinguished career in education was Professor F (later Sir Fred) Clarke, who, in 1906 at the age of 26 succeeded Professor Fletcher. He had himself had an elementary education before gaining a Queen's Scholarship, reading modern history at Oxford and gaining the post of Senior Master of Method at York Diocesan Training College. Under his leadership the inspectors' reports on the Day training Department grew more favourable and his view of education as a process of socialisation through active involvement in cultural activity became apparent in his *School History of Hampshire,* published in 1909 (Lauwerys, 1971). He left Southampton in 1911 and later held chairs at Cape Town and Montreal, the directorship (1936-45) of the London Institute of Education, membership of the McNair Committee (which reported in 1944) on the training of teachers and youth leaders and, from 1945 the first chairmanship of the Central Advisory Council for Education (England), a body established under the 1944 Education Act (Aldrich and Gordon, 1989).

Clarke's successor in the Southampton Chair was Professor J J Maxwell, a lecturer in the Department since 1904, who, however, had to retire through ill-health in 1914. He was, in turn, succeeded by Professor J (later Sir James) Shelley, who was appointed at the age of 29 and held the post, apart from absence on military service, throughout the First World War. Professor Shelley, a graduate of Christ's College, Cambridge, had

previously been a lecturer at Chester Training College and in the University of Manchester.

With the uncertainties over the future of the College and of the Day Training Department, the numbers of students dropped appreciably and in 1912 the Bevois Mount Hostel was closed. Nevertheless, under Montefiore's influence, the importance of residential accommodation for the social and corporate life of the College and for the ability to compete with other colleges was recognised. Early in 1914 the Principal, Dr A Hill, leased Highfield Hall as a hall of residence for a number of staff and students, made it also a home for his family and took on the role of warden.

In early 1914, too, Montefiore (Patterson, 1962) urged to the Court of Governors the necessity of continuing the planned development of the College and showed his vision for its future:

> *There is need for a strong university college in the southern counties, which shall ultimately develop into a local university. . . . A natural seat of such a university or university college is Southampton, and since a university college already exists there, it is eminently desirable that this going concern should be that strong university college, that future university of which the southern counties stand in need . . . .The present hour is not only one of transition, but of crucial importance. To make the College a full success, to enable it to do all that it should do, all that it will truly help the large area it serves by doing, it must now forge rapidly ahead. It must have, on its one big site, its class-rooms and its laboratories and workshops; it must have its hostel and social opportunities, it must have its library and its hall and its playing-fields. All these are needful for the full academic life, and this full academic life is not only necessary for the students whom we already have, but it is essential to draw hither the many more students whom we want to have and ought to have.*

By June, 1914 it had been decided to rename the Hartley University College as the University College of Southampton (though the name of the founder is still used in the 'nineties as the name of the University Library, a room in the Staff Club and in *Hartley News*, the magazine for alumni of the University). The first of the new buildings at Highfield were now ready: an Arts Block, with 28 large and other smaller lecture rooms, and laboratories for biology, chemistry, physics and engineering.

Viscount Haldane, the Lord Chancellor, officially opened the buildings on 20th June. *The Hartley University College Magazine* records that the occasion was marked, not only by some good-natured ragging by the student community, but also by a performance of 'the Bottom scenes from *A Midsummer Night's Dream*', produced, as one of his first services, by Professor Shelley. The new Professor had, on his arrival, been described by the *Magazine* as 'a man of wide and varied interests and activities' and, as a later issue records, he was soon to show this further by giving a series of University Extension lectures under the title *Art in the Nineteenth Century*.

The First World War, however, which began later that year, delayed for five years the move of the University College to Highfield. At the outbreak of war in August the College company of the Fifth (Territorial) Battalion of the Hampshire Regiment was in camp on Salisbury Plain, with Mr G G Dudley of the Education Department as one of its sergeants, and the majority of men students were soon involved in war service. Education students were encouraged to join up by an announcement from the Board of Education that any student joining the forces after one year's training as an elementary school teacher could on demobilisation become a teacher without further examination and could be awarded a certificate after three years' probationary teaching. Professor Shelley set an example by joining up himself in 1915; he was commissioned into the Royal Artillery and later served as Chief Instructor in the War Office School of Education at Newmarket. His place was filled, at first temporarily, by Mr A A Cock, formerly Lecturer in Education and Philosophy at King's College, London, who was appointed as Master of Method and Lecturer in Logic. During the War the College played its part in the rehabilitation of injured servicemen as one of a number of institutions providing vocational training, notably a two-year course for training specialist teachers of handicrafts. By the time the War ended in 1918 about forty students or former students had lost their lives on military service.

Professor Shelley came back to his post at Southampton briefly after the war but soon decided to return to his work in Army education. In 1920 he emigrated to New Zealand where he became Professor of Education at Canterbury College (later to become the University of Canterbury) and afterwards

(1936-49) Director of the New Zealand National Broadcasting Service. In 1920 Mr A A Cock was appointed Professor of Education and Philosophy. The move of the University College from what Professor Cock called the "dear, damp, musty old pile in the High Street" with its "long dark walls and corridors and wretchedly bare and inadequate men's common room" to Highfield had at last been completed the previous year. Students welcomed the "light and airy lecture rooms" and "general impression of freshness and open air", though there was also some sense of loss of a central location and a number of Southampton townspeople particularly regretted the removal of the library and museum.

At the time of the move to Highfield the University College was an institution of very modest proportions. Academic buildings were still very limited: two wings joined by a covered way, three small laboratories, an engineering building and some wooden huts which had previously been used as a military hospital. One of these huts became the staff refectory and kitchen, but still carried for some time over its door the inscription "Dysentery".

The academic staff consisted of ten professors, four readers, twenty lecturers or assistant lecturers and four demonstrators and, because of the small numbers, there was a need for each to be capable of covering a wide field. One professor and one lecturer were together responsible for all the work in both German and Romance languages; a professor and four lecturers coped not only with work in all branches of engineering but also with evening classes for local technical students; the Professor of Education (one of only two professors to have a clerical assistant) was also responsible for work in philosophy and theology.

Of the 350 or so students only a minority were following degree courses and the most numerous group in the arts and science courses were students of the Education Department (the successor of the Day Training Department), following the two-year course for the certificate in education. Residential facilities for students soon expanded. Highfield Hall became a women's hall of residence in 1919 and two further halls of residence, also converted from private houses, were opened in the following year: South Stoneham House for men (with Professor Cock as its first Warden) and South Hill for women. Outside the Halls the common life of the students was limited: many did

not belong to the Students' Union, pitches for games needed to be rented by the clubs, there was no assembly hall and social functions involved the hiring of a parish hall or sometimes the Royal Pier Pavilion.

During the 'twenties the Education Department made a number of significant steps forward. It was recognised for 200 students, a very high proportion of the College's total, and in 1922 was authorised by the Board of Education to run, but not yet to examine, courses of teacher training at the secondary level. In 1924 the Department gained the right to run its own certificate examinations, rather than those of the Board, for two-year certificate students. The policy of the Department was, however, gradually to replace the two-year certificate students with degree students, with the ultimate aim of moving from the existing 'concurrent' course with parallel academic and professional elements to the type of four-year 'consecutive' course, already established in the universities, in which a year's professional training followed three years' academic study for a degree. A first step in this direction was to lay down the rule that only those qualified to matriculate would be admitted. Subsequently the Department gained the agreement of the Board of Education to a system under which students in their first year would read academic subjects only and thus be able to take the University of London Intermediate examinations and so qualify for a three-year course, with professional studies and school practice included in the second year. These changes affected the whole College in that the amount and proportion of degree work increased substantially, while the standard of results also rose: in 1925 thirty-two students gained honours degrees, of whom nine were awarded firsts.

In 1927 the Board of Education granted to the Education Department permission to set up a four-year course, with three years' academic study for a degree, followed by a year of professional studies and practical teaching. The course was actually established in the following year but hope in the Department that this would become its sole type of course was soon dashed by the acceptance of the Hadow Report which proposed the raising of the school leaving age with a consequent need for the training of more elementary school teachers. In 1929 the Board of Education asked the College to admit a hundred two-year certificate students, in addition to those taking the four-year

course, and in 1930 made a further request to take fifty more and to continue the two-year course with an intake of seventy-five students per year until 1934. One result of these increased numbers of students was the building near South Stoneham House of a new hall of residence for men which in 1935 was named Connaught Hall after the College Visitor.

While the Education Department was thus playing a full part in the education and training of school teachers, the College was also doing a good deal to foster adult education in the region. The Southampton Branch of the Workers' Educational Association had been formed in 1907 at a meeting in the Hartley College chaired by the Principal and over the years many College staff had contributed to its classes. In 1928, through the influence of Principal K H Vickers, who had been a university extension lecturer and WEA tutor, the College formed its own Extra-Mural Department which was soon running a variety of classes in Hampshire, the Isle of Wight, Dorset and West Sussex. This new Department co-operated closely with the Southern District of the WEA whose secretary was J H (later Sir James) Matthews, a name still commemorated in an annual series of lectures in the University.

By 1930, largely because of the additional numbers of teachers in training, the College total of students reached 500, of whom the Education Department's quota (usually almost fully recruited) was 375, made up of 200 four-year, 150 two-year and 25 postgraduate students. The economic crisis of the 'thirties, however, soon had a serious impact on the College: reductions in quotas of students (and therefore in income) and reduced grants from local authorities meant years of financial deficits and cuts in both salaries and staff. For the Education Department the crisis produced both a reduction in its student intake and a further shift towards the four-year course. By agreement with the Board of Education in 1932, there were to be no more entrants to the two-year course, though current students could complete their programmes. Under a further part of this agreement, however, the Education Department was to be allowed to recruit 44 additional four-year students, eleven more in each of the next four years.

In 1937, when Professor Boyd retired, Professor Cock, who had by that time been on the College staff for 21 years, 17 of them in the Chair of Education, succeeded him as Vice-

Principal. Professor Cock, as well as his work in education, was also responsible for starting work in theology. For some years he had taught the students taking theology papers in the BA examinations and since 1928 had encouraged academic links with the theological colleges at Chichester, Salisbury and Warminster. In 1936 a Board of Divinity Studies was set up in the College and a lecturer in theology appointed. Professor Cock was himself ordained in 1939 and left Southampton in that year to take up the post of Principal of St John's Training College at York. He was succeeded in the Chair of Education by Professor B A Fletcher.

During the later 'thirties there was a national decline in the number of students in higher education, attributed partly to the improved economic situation and the wish to gain employment while it was available. At this time, however, Southampton differed from most other university institutions in the very high proportion of its students (normally well over half) who were in the Education Department training for teaching; the College was therefore seriously affected by the saturation of the market for teachers, caused partly by the numbers of those entering teaching, having lost other jobs during the recession. At Southampton, even after the end of the two-year certificate course, the number of full-time students in the College decreased considerably from 375 (208 in Education) in 1935 to 269 (156 in Education) in 1939. Before the start of the Second World War the reduced numbers of students, combined with a decline in the standards of their examination results, had caused serious doubts as to whether the College could continue as a university institution.

During the war, despite being classified by the Ministry of Home Security as being in a vulnerable area, the College decided not to evacuate itself to another part of the country and, in fact, experienced very little war damage beyond windows shattered at South Stoneham House and doors blown off their hinges at Highfield Hall. On the contrary, the rewards of staying put were soon being reaped: courses for men and women in the services made possible a more than trebling of student numbers, overflowing halls of residence and greatly strengthened College finances, to the extent that, after the war, a professor whimsically asked why the College was not setting up a statue to Adolf Hitler! Many staff and students, sometimes after

shortened degree courses, left for military service; after 1941 all fit full-time male students of military age had to join either the Senior Training Corps or the University Air Squadron and many students, men and women, helped the emergency services during and after Southampton's frequent air raids. Among the senior staff called away to other duties was Professor Fletcher who served at the Treasury until 1941, the year in which he accepted the Chair of Education at the University of Bristol. His successor at Southampton was Mr G G Dudley, who had already completed thirty years' service in the Education Department. By the end of the war in 1945 the College, through its more robust finances, was in a position to pay staff the national university scales, to recruit more staff, so reducing teaching loads and making more time available for research, and to begin making extensive but realisable plans for a greatly expanded number of students and for additional academic and residential buildings.

II

The McNair Report of 1944 on the training of teachers and youth leaders had identified the most serious weakness of the existing system of teacher training as being that the 100 or so institutions engaged in this work were "not related to each other in such a way as to produce a coherent training service". The Report recommended that training colleges should be linked to each other and to their local university in bodies to be known as 'institutes of education'. The committee members were, however, split on the question of how these institutes should be brought into being and in 1946 the Minister of Education, Ellen Wilkinson, decided that local diversity was acceptable, provided that universities secured the co-operation of individual training colleges and local education authorities. Most universities, including Southampton, but excepting Cambridge, adopted the idea of a federation of training institutions headed by the university in an area training organisation (ATO) operated through an institute of education, which was an integral part of the university and whose premises and full-time staff were based at the university. The institutes were intended to serve as centres for the initial training of teachers, for their support and further

education and training during their professional careers and for research in education.

At Southampton the University College was in 1947, with the Universities of Birmingham and Bristol and University College, Nottingham, one of the first four university institutions in the country to take the initiative in setting up a local institute of education. The Southampton Institute of Education, based at the University College and formally opened in 1949, was formed with the co-operation of local education authorities and training colleges and with King Alfred's College at Winchester, The City of Portsmouth Training College and the College of the Immaculate Conception (later La Sainte Union College of Education) at Southampton, besides the University College's Department of Education, as original members. Joining soon afterwards were the training colleges at Weymouth and Bognor Regis and Bournemouth Municipal College of Art, while Southampton College of Art became an associated college; the College of Sarum St Michael at Salisbury, which had at first been a member of the Bristol Institute, joined much later. The first post-war building at the University College was the Institute Building, completed in 1949 and opened by Sir James Duff, Vice-Chancellor of the University of Durham. Professor Dudley retired in 1950 after one year as the first Director of the Institute of Education; he was succeeded by Professor F W Wagner who came from the post of Senior Tutor in the Department of Education at Oxford University.

Dent (1977) offered a classification of institutes of education. Leeds, for example, he considered a 'teaching Institute' in that it provided, not only many short courses for teachers, but also a number of one-year full-time and two-year part-time programmes leading to the Diploma in Education in specialised areas of study. Birmingham was considered by Dent to be an example of a 'research Institute', headed by its own professor, who soon set up a Department of Research with staff from both the UDE and the Institute as well as newly appointed research fellows. Within a year there was added to the Institute a Remedial Centre which was so successful in its research and training programmes that in the next decade it became a Department of Child Study.

In contrast Dent saw Southampton as an 'extra-mural Institute', concentrating on short courses and conferences for

serving teachers. The first Annual Report (University College Southampton Institute of Education, 1951) does indeed show something of this pattern in describing the main activities as including

> *.... the straight lecture-course, with discussions .... the two-day course of a more concentrated kind, which meets the needs of teachers in scattered areas .... the one-day conference which .... makes it possible to combine .... a meeting with a visit to an exhibition .... the conference designed as a starting point for further development.*

Moreover the take-up of these activities was considerable and, as successive Annual Reports (University of Southampton Institute of Education, 1952-64) show, grew rapidly: by the next year the Institute, which now also included the Channel Islands, was providing short in-service programmes for 1,400 people and by the time of the 1954-55 report this number had grown to over 7,000 people, not only from the region, but also from more distant parts of the country and from abroad. The 1967-68 programme of the Institute showed five short full-time courses, mostly residential, twenty day conferences and ten courses of weekly meetings at the Institute and six courses and conferences at other centres, including Basingstoke, Bognor Regis, Bournemouth, Portsmouth and Weymouth. The topics ranged from audio-visual aids to field work in the geography syllabus, the teaching of reading, the teaching of history, French in the primary school, the Nuffield Science Project and mathematical activity in the secondary school; presenters included college of education lecturers, inspectors and teachers in schools, as well as university staff. Nevertheless the appropriateness of the 'extra-mural' label for Southampton is very questionable: activities such as these were by no means the only concern of the Institute.

At Southampton the linkage between the Institute and the Department was exceptionally strong. The Director of the Institute was also the Head of the Department and the University-based staff of each normally worked in both and saw their teaching and research as based on a triangle of interests: the work of schools; courses, especially initial training, in the Department; and in-service work with teachers through the Institute. As in other parts of the country, the Southampton University Institute of Education, through the Board of the

Institute and, especially, through Boards of Studies in which the colleges and a broad spectrum of University departments were represented, planned the education and professional training of teachers in the area. (The room in which, before the days of the Administration Building, these bodies, as well as many other University committees, met continued to be known as 'The Board Room' long after the days of the Institute and, in its stained glass windows, still includes the coats of arms of constituent local authorities). An important part of the Institute's planning was the establishment of a system of awards, including, not only a Certificate in Education, examinations for which were taken both by training college students and by post-graduates in the Department of Education, but also a Diploma in Education open to qualified teachers with at least four years' experience, through three-year part-time courses, or, for teachers in special education, a one-year full-time course.

Moreover, an important unifying element of the University of Southampton Institute of Education was its Library which was housed in the Institute Building in the University. Open throughout the week and on Saturday mornings, the Library welcomed as members, without fees, all teachers in the Institute's region and provided a postal service for teachers living outside Southampton. The stock included reference works, a wide selection of periodicals, books on education and psychology, subjects and subject teaching, a range of school text books and a collection of sources for local studies; there was thus support, not only for those following Institute or other courses, but also for teachers planning programmes of work or needing to choose resources for a particular school. Library staff also arranged exhibitions of books, traced references for readers and from time to time published and circulated to schools selected book lists on educational subjects.

The College had achieved full university status by the award of its charter as the University of Southampton in April, 1952, with the Duke of Wellington as its first Chancellor and Sir Robert Wood, the former Principal, as its first Vice-Chancellor. The number of students in the new university in its first year was 935, but the demand for university places grew rapidly in the post-war years as more and more pupils stayed on in sixth forms and the University Grants Committee approved for Southampton targets of 1,750 by 1962, nearly 2,500 by 1967 and over

3,000 by the early 1970s. Expansion on this scale and on the still greater scale envisaged in the Robbins Report of 1963, implied not only considerable new building but also the replanning of the whole university layout. Basil (later Sir Basil) Spence, appointed Consultant Architect in 1956, devised the master plan for the campus, due for completion in 1980, and a number of constituents of the plan took shape in the next few years: the Lanchester and Tizard Buildings for the Faculty of Engineering, the Gurney-Dixon extension to the University Library, an Economics (later Social Sciences) Building, extensions to the Physics and Students' Union Buildings, a new Senior Common Room and a new theatre, the Nuffield Theatre.

The Department and Institute of Education shared in this expansion: numbers of graduates in training for teaching had been growing steadily and had become too large for the existing building which was greatly increased in size by an extension completed in 1961. At this time the Department had 107 students and, in the wake of the Robbins Report of 1963, the expansion continued, to reach 150 graduate students in 1965, at which time a degree was still an automatic qualification for teaching and in the country as a whole the number of graduates coming into teacher training courses was equalled by the number entering teaching without training. The staff of the Department, naturally, also grew at this time, at first mostly through the recruitment of subject specialists with substantial experience of teaching in schools; the areas of expertise of those appointed included biology, mathematics, physics, English, geography, history and chemistry. A finer division of responsibilities thus became possible, in contrast to the situation with the much smaller staff of the 'fifties, when, for example, one lecturer had been responsible for all the work related to science and mathematics. The subject-based staff were in many cases also expected to take responsibility for lectures on different aspects of education to all students preparing to teach, though this situation changed in the later 'sixties when four specialists who worked as a team in the 'disciplines of education', including psychology and sociology, were appointed. The staff of the Department was also reinforced in the 'sixties by the establishment, as a means of strengthening research activities, of a second chair and the appointment to it in 1963 of Professor Jack Wrigley, who came from the London University Institute of Education where he had specialised in the teaching of

mathematics. After doing much to encourage the building of research interests and groups, Professor Wrigley took up in 1967 a dual post as Professor of Curriculum Research and Development at the University of Reading and Director of Studies with the Schools Council. The range of specialisms in the Department was also added to in the 'sixties by the development of work in the media of education; by 1971 the Teaching Media Centre, with its own academic, technical and clerical staff and with a brief to support teaching throughout the University, had been established as part of the School of Education, though it was later to become a separate department

In the 'sixties, too, as elsewhere in the country and also under the influence of Robbins, through the Institute the training colleges joined with the University in planning BEd degree courses and putting them into effect, as part of the national policy of establishing an all-graduate teaching profession. The BEd degree courses were planned to be taught in 'colleges of education', as the training colleges became from 1965, reflecting the continuing education of students, as well as their preparation for teaching. The Southampton BEd was designed with a 'three-plus-one' structure: all students began on the Certificate in Education course and, after one year, a selection process took place for the BEd programme so that there were three years of identifiable degree work. It was soon possible for students to gain a classified honours degree which was long refused in many other institutes. Within an overall framework, colleges had freedom to devise their own courses, though University staff had an important role in the validation of courses and the selection and examination of BEd students. An important feature of the Southampton Institute, indeed, was the widely-based and productive dialogue (and not just at examination times) between colleges and the University, involving the staff of many University subject departments, as well as Institute and Education Department staff, in a long association with the work of the colleges.

The Southampton BEd degree, largely the brainchild of Professor Wagner, had a tripartite format: firstly, as specific professional preparation, the study of education, combined with practical experience in teaching; secondly, as part of a student's own cultural development, the study of a specialist subject to a high academic level; thirdly, as an encouragement for students

to extend their horizons and to develop skills both in self-directed study and in working with colleagues, a 'middle component'. The 'middle component', was indeed a unique feature of the Southampton BEd degree; it required self-selected groups of students to bring their educational and subject expertise to bear on the study of a topic or problem which each group had chosen. The topics were expected to have some overt educational relevance: different aspects of teaching were naturally frequent choices, as were problems such as drugs or truancy. The groups were expected to work independently, but each was to invite a tutor to be available to act as mentor in discussions from time to time. Students then had to write individual reports on their experiences of working in a group and the results of their study, together with the evidence their group had amassed.

By the mid-'sixties many comprehensive schools had already been established, though there was still a large number of secondary modern schools, and many students wished to teach in schools other than grammar schools, in which previously most of those who qualified had taken posts. These facts needed to be reflected in the character of the Department's one-year course of education and training for graduates leading to the Certificate in Education, a course which was described in some detail by Professor Wagner and Robert Douch, who came to the Institute in 1951 as Lecturer in Local History (Wagner and Douch, 1965). Study of different aspects of education and practical teaching in schools were the essential constituents of the course and each student had both a general and a subject tutor. The general tutor was responsible for the welfare of the student, for supervising his or her work as a whole, for weekly tutorials and for setting and marking essays on educational topics. Each general tutorial group had members from a range of subjects:

> *.....specialists in, for instance, chemistry or French, will find themselves rubbing shoulders and exchanging ideas with representatives of a variety of disciplines in both the sciences and the arts.*

Tutors often ran discussions on a seminar basis to give students opportunities for leadership and, with their groups, chose their own topics for discussions, with the prime intention of including those of immediate importance to people about to enter teaching. Examples might include reflections on students' own educational history, the educational value of their specialist

subjects, classroom management, examinations and parent-teacher relations. Opportunities were frequently taken to link these discussions with the general lecture courses in the Department on the principles, practice and history of education and on educational psychology and comparative education.

The work in the teaching of particular school subjects was organised by subject tutors, sometimes supported by teachers in local schools, in three major groups: mathematics and science; languages; and geography, history and economics, while a fourth group consisted of those preparing to teach in primary schools. The group structure was intended to help students gain a wider view of the curriculum and an appreciation of the natural links and possibilities for co-operation between related subject areas, breaking down

> *.....that compartmentalism which is such a feature of the timetable of most English schools.*

(In the decades since, this problem has been appreciably reduced by the growth of a faculty structure in many secondary schools.) This thinking was put into effect in the geography, history and economics group, for example, by the group meeting as a whole for one of the allotted three weekly hours, and developing teaching materials from joint fieldwork excursions, while the other two hours were spent in separate subject groups. Subject groups would consider their subject, its purposes and place in education and, especially, ways of helping it to be meaningful, interesting and worthwhile for children of different ages and abilities. Activities often took the form of lecture-discussions or seminars, sometimes introduced by tutors and sometimes by members of the group and from time to time "lessons", or parts of lessons, would be given to the whole group by students and then discussed by all the members. "Subsidiary" or second subject courses of one hour per week were offered in each subject and breadth of curriculum view and capability was also encouraged through option courses in topics such as drama, education and society and education and the arts.

Work in schools began even before the course, as all students were asked to gain some experience of observing lessons and of teaching in schools near their homes during the preceding long vacation. This experience was quickly reinforced in the autumn term by a fortnight's practice, supervised by general tutors, in a primary or non-selective secondary school. The main

period of school experience was in the spring term, the whole of which each student spent attached full-time to a school which could be located anywhere within a wide area including Hampshire, Dorset, the Isle of Wight and West Sussex. Through this long attachment students were expected to become fully involved in the life of their schools, not just teaching their specialist subjects, but also becoming familiar with buildings, equipment and school organisation and getting to know staff and pupils well, in the staffroom and through activities such as games and societies, as well as in the classrooms and laboratories.

Students would begin the term by observing lessons taught by school staff, but would soon begin teaching themselves and by half-term would normally be expected to be teaching half to two-thirds of a full timetable. As they taught, students would be visited both by school staff and by their tutors, the general tutor usually making the first visit. Students were notified in advance of tutorial visits, the main purpose of which was to discuss the student's teaching, offering stimulus, support and guidance, especially encouragement to experiment with a variety of approaches; other important purposes included liaison with supervising school staff and, in the case of the later visits, decisions about teaching grades. Now that, in the 1990s, schools have become very largely responsible for training and supervising the work of students in practical teaching, it is interesting to note that in 1965 the Department was already anticipating that

> *.....it would not be long before selected teachers in certain schools were almost entirely responsible for this aspect of training.*

Because the philosophy of the course gave primacy to the self-realisation of the student, both as a subject specialist and as an educator, three-hour examination papers had been abandoned in 1960, to be replaced by a system of continuous assessment centred on four long essays related to principles of education, history and practice of education, the optional subject and the teaching of the specialist subject or subjects. The specialist subject essay was normally divided into two parts: the first on the nature and development of the subject and its value and place in education; the second on the teaching and learning of the subject, with opportunities for a closer focus on an aspect

or aspects of particular interest to the student. Topics for each of the long essays were agreed through discussion with tutors, the accent normally being on ideas and materials which students would be able to use in their work as teachers. Students were encouraged to accumulate material for their essays throughout the year, both through the university courses and tutorials of the autumn and summer terms and through the plans, records and reflections of their teaching practice notebooks in the spring term. Nevertheless, as they planned and wrote their essays, for students the summer term was a time of frenetic activity, though lightened by visits and social events. To the best student or students of each year's certificate course, from a fund set up in 1955 by the Southampton Branch of the National Union of Teachers in memory of a distinguished old member, was awarded the Ralph Morley Prize.

The work of the Department in initial teacher education and training was balanced by corresponding initiatives by the Institute in courses for serving teachers. In the 1960s and 1970s there occurred many changes and developments in the education system and the schools, and especially in the new comprehensive secondary schools and reorganised primary schools. As a consequence, many teachers felt themselves to be in need of updating, retraining and of being better qualified generally to take on their changed tasks and responsibilities. The Department, with its partners in the Institute, responded positively across the region.

The Diploma in Education course, launched by the Institute from the 1950s and offered in centres such as Chichester, Poole and Portsmouth, as well as Southampton, was planned as an opportunity for teachers to engage in more advanced study, become more *au fait* with recent developments and gain a higher qualification. The Institute Library supported strongly, arranging for books to be sent out to the teachers each evening the course was being taught off-campus. A series of Diploma courses, extended over several years, and the Master of Arts in Education courses which succeeded them from the late 1960s and which built on the principles of the newly-designed Bachelor of Education programmes, but promoting more study in-depth, attracted considerable interest from both home and overseas students. Another programme, for overseas students, was not award-bearing: in the 'sixties the Department

responded to a request from the Ministry for Overseas Development to offer for geography, mathematics and science teachers from developing countries of the Commonwealth one-year courses relating their subject disciplines to the study and process of education. For a number of years the Commonwealth teachers who came under this scheme were a colourful and lively presence in the Institute of Education and staff who worked with them found that the learning was very much a two-way process. World-wide relationships were established as a result of these courses, which thus extended the international dimension in the work of the Department and the Institute.

Alongside the Diploma courses, many Departmental staff, through the Institute, ran an extensive programme of 'short' courses and conferences which were offered free of charge to teachers as another part of the Department's in-service contribution to the ATO's provision. Often these activities were planned, organised and taught in co-operation with local education authority and college of education colleagues. Every year in the 1970s between forty and sixty courses and conferences were on offer, most of them enthusiastically supported by teachers. The range of topics was wide, covering all school subjects, as well as social, political and management issues. Incidentally, a 'short' course could entail attendance one evening a week for a term.

From 1969 a major ATO/DES initiative introduced funding via the University for innovative long courses, to be known as ATO/DES Regional Courses. As these had to be planned jointly by the Department, the colleges of education, the local education authorities and teacher representatives, they provided opportunities for collaborative working on a large scale in every area of educational activity. Although the courses were long and intensive, requiring weekly attendance over two terms and residential weekends at the start and finish, there were always about ten on offer each year, with places mostly taken up. Many of the academic staff of the Department were involved in pioneering these courses, for which one tutor, assisted by two members of the secretarial staff, had administrative responsibility.

From 1968 more advanced in-service courses also became available as the Department began to offer one-year full-time courses leading to the award of the degree of Master of Arts in

Education (MA(Ed)) as 'post-experience and research opportunities for mature students', i.e. senior members of the teaching and related professions, to be funded by central and local government for one year's full-time study. At first there was a single group in curriculum studies, but in 1973 this was divided into two, one working from a philosophical and the other from a social science base, and a third group in educational research and innovation was added. The early 'seventies, too, saw the establishment, jointly with the Department of Psychology, of a master's degree in educational psychology, which included the PGCE course and two years' experience in schools as components and which was intended primarily as a professional qualification for educational psychologists whose practice was concerned with schools. Overall, through short courses and conferences, ATO/DES Regional Courses, and the growing provision of diploma and master's courses, the Department made a major contribution to the development of the in-service education of teachers from the 1950s onwards.

In 1971 Professor Wagner retired and was replaced by Professor Robin Pedley, who had previously been Head of the Institute of Education in the University of Exeter and whose studies in the theory and practice of comprehensive education were already influential in changing the national pattern of secondary schooling. In the next decades, following the 1972 report of the committee chaired by Lord James of Rusholme *Teacher Education and Training*, university leadership and autonomy in teacher education were to be considerably reduced. The subsequent White Paper of 1972, *Education: A Framework for Expansion,* unlike James, called for the colleges of education to be reduced in number and to become, either singly or through amalgamations with other institutions, 'major institutions of higher education', but mainly within the public, rather than the university, sector.

III

The Area Training Organisation embodied in the University of Southampton Institute of Education came to an end in 1975, to be replaced by other bodies in which the University voice,

though undoubtedly influential, was, perhaps more subdued. The Collegiate Board, with school teacher, local authority and DES, as well as college and University, representatives, was created in 1974 and marked a broadening of relationships with the colleges since it was to be concerned with the design and examination of BA and BSc, as well as BEd and other courses leading to Southampton University awards in affiliated institutions. From its beginning the Collegiate Board experienced competition from the Council for National Academic Awards (CNAA) which had begun to validate BEd courses in 1972. Teacher education in the region experienced considerable changes in scale and organisation from the later 'seventies. The College of Sarum St. Michael at Salisbury closed in 1978, Portsmouth College of Education became part of Portsmouth Polytechnic (The University of Portsmouth from 1992) and Weymouth College of Education became part of the Dorset Institute of Higher Education which continued with University of Southampton validation until its initial teacher education courses were closed in 1986. La Sainte Union College of Higher Education in Southampton likewise continued to have its courses validated by the University until the College was closed in 1997, when it was replaced by University of Southampton New College. In the meantime, King Alfred's College at Winchester and the West Sussex Institute of Higher Education at Chichester and Bognor Regis (with the exception of its MA(Ed) and in-service BEd courses) moved to CNAA for validation, though they returned to Southampton University for validation when, under the Further and Higher Education Act of 1992, the CNAA came to an end.

Another successor body of the University of Southampton Institute of Education, from the early 'eighties, was the Advisory Committee for Teacher Education in the Mid-South (ACTEMS), formed to plan courses, whether validated by the University or by other bodies, on a regional basis. An offshoot from the Collegiate Board, supported by ACTEMS, was the Regional Credit Transfer Scheme which, from 1983, made it possible for serving teachers to qualify for a Diploma in Advanced Educational Studies by accumulating four related certificate awards from one or more of the teacher training institutions in the region. A key principle of the Scheme was to offer to students, not only much greater richness of provision than could be offered by any single institution, but also enhanced flexibility in length, timing and location of study. The original partners of the

University's Faculty of Educational Studies in the Scheme were La Sainte Union College of Higher Education and the West Sussex Institute of Higher Education, but they were soon joined by the Open University and by King Alfred's College of Higher Education at Winchester. By 1988 there were nearly sixty certificate courses on offer through the Scheme and further linkage between awards had been agreed: students who had gained at an acceptable standard two appropriate certificates were deemed eligible to apply for entry to the second year of the part-time MA(Ed) programme.

The end of the ATO was also the signal for a change in the Department's position in the University, where it had long formed a single department faculty, though its duality with the Institute had been recognised under the influence of the Robbins Report in the use since 1969 of the title 'School of Education'. In 1975 the Department joined with the departments of Adult Education (formerly Extra-Mural Studies), Physical Education and Teaching Media in the new Faculty of Educational Studies, with Professor Paul Fordham of Adult Education as its first Dean. A final 'outward and visible' sign of the ending of the ATO was the transfer of the Education Library from what was now the Department Building (Building 34) to the main University Library. The separate Education Library had been maintained as an Institute of Education service to all teachers in the region, as well as to students on full- and part-time courses. Its removal, while probably justifiable on the grounds of costs and providing much needed extra space for the Department's work, including specialist accommodation for English, Mathematics and Modern Languages workbases, was nevertheless felt by many staff and students to mean the loss of an important focus and amenity and the wide dispersal of books and other resources which had previously been conveniently concentrated. In 1979 Professor Pedley retired and was replaced by Professor Peter Kelly, who had previously held a chair in the Centre for Science Education at Chelsea College, University of London.

Partly due to external pressures, in the 'seventies and 'eighties the nature and status of the Southampton course of initial teacher education, now known as the Postgraduate Certificate in Education (PGCE) course, were to change significantly. In the early 'seventies the PGCE course was still the principal taught course offered by the Department. As more teachers

were needed because of the raising of the school leaving age to sixteen and training was now compulsory for graduates wishing to teach in local authority schools, recruitment to the course was buoyant and reached the middle two hundreds annually. For two years the Education Lecture Theatre could not accommodate all the course members, who had to be divided into two cohorts and the major lecture programmes were delivered twice, while in other years there was an overflow audience of students following lectures on a monitor screen in an adjoining room. At that time there was a flourishing and lively primary group. By the end of the decade, with a falling demand for teachers, the government had drastically reduced the number of teacher training places; as a result, a number of colleges of education had to close and the size of the Southampton PGCE was cut as subject work in history and training for primary school teaching were no longer offered. Yet eventually, following the closure of La Sainte Union College, training for primary school teaching was to return to the Department and on a larger scale in 1998, when the first Professor of Primary Education and two specialist primary staff were appointed.

During the 'seventies the core of the PGCE course continued to be a programme of formal lecture courses based on the traditional educational disciplines and delivered to the whole intake of students, a core supported by wider-ranging work in mixed subject tutorial groups, while specialist subject groups were responsible for work on the planning and implementation of programmes of teaching and learning in the classroom. By the early 'eighties this situation had in effect been reversed: the work of specialist subject groups relating to classroom practice had become the major component of the course and technology had been added to the range of subjects on offer, while the formal lecture programme had been much reduced, though each student still took part in general tutorials on education. The Department thus anticipated much of the character of course design soon to be centrally required. Prime Minister James Callaghan's Ruskin College speech of 1976 voiced worries about standards of teaching and learning in schools and marked the beginning of increasing intervention in education, in what can be seen as an effort by a succession of governments formed by each of the main political parties 'to wrest control from the LEAs and the education professionals.' (Kelly, in press). HMI reports on primary education (1978), secondary education

(1979) and *The New Teacher in School* (1982) drew attention to concerns about both the quality of teaching and teacher education and the White Paper *Teaching Quality* (1983) called for new criteria for initial teacher training courses. The Advisory Committee on the Supply and Education of Teachers (ACSET) was given the task of recommending criteria and also recommended that

> *....in the interests of consistency across the country, a single council should be established to advise on the approval of initial teacher training courses....*

These recommendations were accepted by Sir Keith Joseph, then Secretary of State for Education, and the Council for the Accreditation of Teacher Education (CATE) was established, with its members, many, but not all from education, appointed by the Secretary of State.

The establishing of CATE thus reflected much greater government involvement in the design and content of university teacher training courses, and even in how they were staffed. Courses had to be designed to meet externally imposed criteria (including, for example, the requirement, from 1985, for PGCE courses to be 36 weeks in length), competence and experience of staff who taught classroom skills had to be assured, and the appropriate experience of individuals had to be periodically renewed by 'recent and relevant' classroom experience. A prerequisite of course accreditation was a satisfactory report on the course by HMI, and to this end government inspectors, including from 1992, under the Education (Schools) Act, OFSTED (Office for Standards in Education) inspectors, had to be invited into university education departments to pronounce on the adequacy of their courses. The first steps towards a national curriculum for teacher training had thus been taken.

While the PGCE course was changing in nature and, as the demand for teachers decreased from the early 'eighties, shrinking in scale (the quota of students in 1988 was 115), other courses were coming into being, a number of which illustrated the Department's capacity to co-operate with other departments of the University in designing and implementing innovative programmes of study. As early as 1974, through co-operation with the Department of Mathematics, a four-year BSc in mathematics which included a PGCE qualification had been established, the PGCE component, including the work in

schools, being spread over the last two years. This course was relatively short-lived, though the education units at first-degree level flourished for much longer. In 1988, however, as part of a government initiative to attract students to teaching in shortage subjects, a two-year BEd course in mathematics and education, again jointly designed and taught with the Mathematics Department, was set up for students who could claim exemption from the first year of a degree course.

Advanced courses for in-service students had also been expanding in relation to major academic and professional foci. The strong recruitment to and success of the early master's courses led to further increases in the range of courses on offer. By 1978 (by which time the master's courses had become Faculty courses, though mostly taught by the Department) there were no fewer than five MA(Ed) courses, including curriculum studies, educational research and innovation, and the education of children with special needs. To these, beginning in 1975, four Master of Science in Education (MSc(Ed)) courses had been added to enable experienced science teachers to study both recent and current developments in their specialisms and the implications of these developments for curriculum change and for teaching and learning. These courses, including biological education, chemical education, geographical education and physics education, like the MA(Ed) courses, were full-time for one year, but a distinctive characteristic, once again, was that they were planned and offered in co-operation with the appropriate departments in the Faculty of Science.

At one stage the Department was recruiting up to sixty teachers annually on full-time secondment, but this avenue was abruptly blocked by financial cutbacks in the late 1970s. With the decline in full time secondment, the Department increased recruitment for the part-time alternatives to the full- time courses, an initiative warmly received by LEAs and teachers. Part-timers were taught on a two-year, half-day release basis, though some of their teaching was shared with full-time students. From the 1988-89 session, under the Regional Credit Transfer Scheme (see below), parts of the MA(Ed) programme were available as separate Certificates in Advanced Educational Studies, so that students who were unsuitable, or did not wish, to proceed to work at master's level had alternative awards in Certificates or a Diploma to be gained by accumulating four

related Certificates. Where students experienced difficulty in attending, the Department showed that, as with the earlier diplomas, it could take the course to them. On 4 October 1979, an induction day was held in Newport IOW for newly registered students on the first stage of the first MA(Ed) course to be held on the Island.

The change to a predominantly part-time basis for the MA(Ed) courses was accompanied by a move towards modularisation and the increasingly wide variety of units offered enabled an individually appropriate programme to be negotiated between student and tutor, but with the main focus within a specific field of study. While these were necessary and appropriate innovations, there was inevitably a corresponding increase in work load borne by academic, secretarial and technical staff.

Following the appointment of Professor Kelly in 1979 and the filling of the second chair by the appointment in 1984 of Professor Christopher Brumfit, a specialist in linguistics and language education from the London Institute, the 1980s saw a great expansion both in advanced courses and in research. To expedite this growth, the Department, no less than the Faculty, had been undergoing structural changes, particularly in the development of specialised units and centres, including the Informatics Education Unit, the Learning Disabilities Unit (which became the Learning Differences Clinic), the Examinations and Assessment Unit, the Health Education Unit, the Centre for Language in Education, the Centre for Mathematics Education and the Centre for Educational Research in the Environmental Sciences (CERES). The seedbed thus established, often through links with appropriate departments elsewhere in the University, was successful in attracting both considerably increased numbers of students for advanced study and very substantial funded research projects to the Department.

By 1983 the number of part-time postgraduate students in the Faculty, most of them working for master's degrees, had reached 176, the largest in the University, as compared with 32 ten years earlier (University of Southampton, 1984). In the same period the number of research students, mostly working on topics related to professional practice, had risen from 10 to 42; all research students were expected to have some years of professional experience and many were now coming from overseas countries, including Barbados, Brazil, Kuwait and

Tanzania. For master's degree programmes, new fields of study were established. Those in Management in Education, Mathematics Education, Informatics Education and Multicultural Education from the start recruited mainly part-time students. On the other hand, Language and Linguistics in Education, helped by a project-funded temporary lectureship (later to become a permanent post) recruited full-time (including overseas) students, while Health Education, assisted by generous funding from the then Health Education Council, was able to offer several full-time secondments every year for senior personnel drawn from the health, social and education services. In addition, in the case of Health Education, because of the earlier creation of close professional links with the then Hampshire Area Health Authority and the Wessex Regional Health Authority, funding for their personnel on the part-time course quickly followed, and continued into the 1990s, by which time taught master's courses were fully established in every academic field of study in the Department.

In the 'eighties the research profile of the Department was raised considerably and links with local and national government, with educational institutions and with the wider community were enhanced as projects in research and development work were set up with substantial external funding. Two measures of success in the four years ending in 1989, for instance, were an above average rating for research by the University Grants Committee and research and development grants amounting to £1.6 millions awarded by external bodies. Examples included the Health Education Unit's 5-13 and 13-18 prokects, study of health education in initial teacher education and for the 16-19 age range in schools, colleges and youth clubs (financed by the Schools Council and the Health Education Council), the Learning Disabilities Unit's clinic for helping and studying children with serious difficulties in reading and writing (established with grants from the British Dyslexia Association, the World Association of Learning Disabilities and Dyslexia Organisations and Rank Xerox), the Informatics Education Unit's work on the impact of Information Technology on schools and especially the use of electronic learning aids, the use of microcomputers with undergraduates in history, with people with learning disabilities for improving literacy and with those concerned with administration in sixth-form colleges (supported by grants from the DES, the Leverhulme Trust and teacher

fellowships funded by IBM UK Ltd), the School Assembly Project's work in moral education and the determinants of a school's social climate (supported by grants from the Dulverton Trust and the National Society for Promoting Religious Education), the Industrial and Commercial Perspectives Project, shared with the University of Bath and involving 17 other institutions, which aimed to investigate and enable the use of world-of-work themes in initial teacher education (funded by the DES and the DTI), and the Assessment and Examinations Unit's studies of current assessment practices in Hampshire primary schools and of records of achievement in Dorset schools and the Youth Training Scheme (funded by the DES and local education authorities).

In 1988 the range of advanced study and research was extended further when, through Faculty evolution, staff of the Department were joined, in what once again became the School of Education, by staff from the Department of Adult Education specialising in the theory and practice of adult and post-compulsory education. The School was organised in a devolved structure of Divisions, each based on a community of academic concerns, and planned to promote dialogue between colleagues with shared interests and to act as a focus for research and development work in both pre-service and in-service, including advanced, programmes. The first Divisions were Adult and Post-Compulsory Education, Education and Social Change, Health and Social Education, Language in Education and Mathematics, Science and Technology in Education. In 1988, too, following an initiative by Professor Paul Fordham of Adult Education the profile of the Faculty was raised by the inauguration of an annual series of lectures intended to contribute to public debate on educational issues. The series, with financial support from Southampton City Council, Hampshire County Council and the Southern Regional Advisory Council for Further Education, was named in honour of Sir James Matthews, who for over half a century had made notable contributions to education and to educational policy-making in the Southampton area as Secretary of the Workers' Educational Association, Chairman of the Education Committee and Vice-Chairman of the Council of the University. Dr Gordon Higginson, the Vice-Chancellor, was the first lecturer in the series and spoke on sixth-form examinations and links between schools and higher

education, a subject on which he was currently chairing a national committee.

IV

The 1990s was a period of increasing external control. Under the 1994 Education Act, student teachers in initial training were to spend most of their time in schools and the responsibility for funding was transferred from higher education budgets to the Teacher Training Agency, a single national body whose remit included, not only the quality of teacher training programmes, but also the promotion of teaching as a career. Teachers in schools, 'mentors', took on greater responsibility for supervision and assessment of students and the competences to be achieved by students were now plainly listed and became the agenda, both for self-assessment and record-keeping by students and for discussions between students, mentors and tutors. Universities remained ultimately responsible for the examination process and the award of certificates to students and the switch to school-based teacher education did little to diminish the workload of members of the School, but the need to pay schools meant that the budget was under very severe strain, for more than two hundred thousand pounds had to be committed to schools each year for their work with students. The tremendous support which the partnership of about fifty secondary schools in the region gave to the School of Education was immensely valued throughout the 1990s, but maintaining the partnership was not without cost in time, effort and expenditure.

The School of Education was thus, in its initial teacher education programmes and later in its work in continuing professional development of teachers, dominated by the need to perform against criteria determined by the Teacher Training Agency. In addition the School was expected, as part of a major research-led university, to produce high grade research for a succession of research selectivity exercises organised by the Higher Education Funding Council. In 1992 and again in 1996 it achieved a "four" grade for its overall research work on a one-to-five scale, recognising national excellence in virtually all areas of activity, and international excellence in some. Not long after

this date the new emphases in the work of the School were marked by the change of its title to the Research and Graduate School of Education.

At the same time, the old order represented by the small department with two professors of the 1980s changed very rapidly. In 1992 Professor Helen Simons took up her appointment within the Education and Social Science Division, to develop her interests in evaluation particularly. In 1996, in succession to Peter Kelly, Professor Gary Davis was appointed in the Sciences, Technology, Environment and Mathematics Education (STEM) Division, with specific interest in Mathematics Education. Two years later the return of work in primary teacher education led to the appointment of Jill Bourne, a PhD graduate of the School of Education, to the Chair in Primary Education, and Michael Benton, who had been involved with the training of English teachers since the early 1970s achieved a personal Chair at about the same time. Thus the Research and Graduate School of Education in 1999 has five professors compared with only two ten years earlier.

The 1990s also saw the first non-professorial Heads of Department, Katherine Weare and Robin Usher, and the requirements laid down by the University for Heads of Department became increasingly more onerous as the various accountability mechanisms took hold. With increased accountability demands and the need to conform to externally imposed criteria, in many ways Education acted and felt, both nationally and locally, like a beleaguered activity. These characteristics were shared with many other areas of the public sector which were put under pressures from central government during the 1980s and 1990s. Along with doctors, local government officers and teachers, teacher educators felt themselves increasingly to be no longer in control of their own destinies.

Nevertheless, the School was still able to take initiatives: the procedures for supervision of research students were tightened up during the late 1980s and the monitoring of progress, the establishment of handbooks for all courses and of a management handbook for the School as a whole all predated the demands for similar provision made by the University and enforced as part of the Quality Assurance programmes of the 1990s. Similarly, in the 1980s, the Faculty of Educational Studies was the first part of the University to establish an Equal

Opportunities policy and this was used as a model for later development within the University.

Moreover, throughout this period the School maintained a very high record of research supervision, with more doctorate degrees being awarded per member of staff than in any except one or two other institutions in the country. A wide range of externally funded research grants continued to be awarded, particularly in Health Education (which received money from the World Health Organisation, from the European Union, and from the Health Education Authority among others) and in Language Education (where a succession of ESRC-funded prokects looked at classroom practice in relation to both English and Foreign Language Learning) and in Education and Social Sciences (where in addition to evaluation work conducted by Professor Helen Simons there were projects associated with Physical Education and with the education of ethnic minority group learners).

This strong research culture was reflected in the behaviour of the students and staff. Regular weekly research seminars were held at lunchtimes or at the end of the day for students and staff, and Divisions produced their own internal seminars in addition. A variety of internal publications was produced, particularly in the Language in Education and Social Science Divisions for dissemination of work written by staff and students and by visitors to the Department. Frequently these internal publications provided the basis for the wide range of journal and book publications which were a feature of the 1980s and 1990s.

In 1997 the withdrawal of accreditation from La Sainte Union College of Higher Education by the TTA and the subsequent closure of the College led to the acquisition by the University of the site. This enabled a concentration of the University's substantial part-time and regional activity at what became University of Southampton New College; the Department of Adult Continuing Education left the Faculty to go to New College, and this led to the disbandment of the Faculty of Educational Studies which had operated for more than twenty years. The Department of Physical Education became a non-academic sports provision activity with the academic staff joining the Research and Graduate School. This meant that the Research and Graduate School of Education was the smallest single department Faculty in the University, and with the financial pressures

resulting from the change in external arrangements of its funding through the Teacher Training Agency, it became clear that it would be very difficult for it to stand alone. Consequently negotiations were started with the Faculty of Social Sciences and in 1999 the Faculty is beginning the process of merger. At the same time the scattered houses across the Highfield site, which had been used to accommodate the variety of research projects and the growing numbers of staff and students, were abandoned, and the RGSE was concentrated into three buildings only. The old Building 34 opposite the administration block remains the prime centre for initial teacher education, as well as for the recruitment and support of student activity through the clerical, technical and administrative structure. Much of the advanced and research work will be concentrated on Building 26, previously occupied by the Faculty Office and a smaller number of academic staff, and by a newly acquired large part of Building 16. The result of this is that full-time research students are able to work much more closely with the academic staff who are supervising them, and the academic groupings are able to cluster together much more rationally than was possible in the past.

The early 1990s also saw an even stronger impact of the Information Technology revolution in the activities of the School. Almost every desk now has a personal computer, and much communication, including the exchange of documents, between colleagues is conducted through informal e-mail. The Research and Graduate School now has a Web page giving details of its courses and its activities, and further developments are planned for more specialised Web pages in a variety of areas. Research students increasingly expect access to personal computers, and all teachers in training are expected to receive intensive instruction in this field, so the School has two large dedicated workshops for computing as well as a specific space for research students and desktop facilities on many research students' desks. Moreover, the RGSE is closely associated with the International Curriculum and Assessment Agency at Alresford in providing IT training for teachers across the country.

Nor is Information Technology the only area of new curriculum development. In 1999, in addition to the return to primary training which has already been referred to, music is joining the range of subjects offered in initial teacher education courses, while, earlier in the decade, the School produced for

research students one of the earliest taught training programmes, which has consistently received the highest rating from ESRC and has been augmented to form the basis of the EdD programme and the MPhil in Research Methodology. Thus students doing advanced work by thesis are able to attend a research training programme without an independent award, while others may take one of these two awards through taught advanced courses. These courses have also in part been developed into a distance learning facility so that part-time students can benefit from them. Meanwhile new courses have also been developed in advanced studies at MA(Ed) and MSc(Ed) level in a variety of fields. A further extension of curriculum was achieved when, following the closure of LSU, the Research and Graduate School took over the undergraduate courses for part-time students concerned with training further education and higher education lecturers, as well as postgraduate courses for teachers of bilingual learners. Thus, for the first time, the School was providing initial training in virtually all aspects of teaching from the beginning of compulsory education right through to higher education and beyond.

Throughout the period of its existence the department, under whatever title, has exerted a growing influence, locally, nationally and internationally. Staff have served not only on the governing bodies of many schools and colleges, but also on the Hampshire Education Committee, the boards of examining bodies and the University Grants Committee and have held office with the Economic and Social Research Council, the Standing Conference of Associations concerned with Mathematics Education in Schools and the Standing Conference on School Science and Technology . At an international level, staff have been involved in conferences, seminars, exchanges and co-operative work with countries including Canada, China, Denmark, Egypt, France, Germany, Greece, Italy, Japan, Norway, Singapore, Sri Lanka, Sweden, Syria, Tanzania, Thailand, the United States and Venezuela and have contributed to the overseas work of (to give only a few examples) the British Council, the International Council of Associations for Science Education, the International Union of Biological Sciences, the Organisation for Economic and Cultural Development, the United Nations Educational, Scientific and Cultural Organisation, the World Health Organisation and as well as to international research and development projects, such as those of the International Council of Scientific

Unions. Equally well, the department has become known at home and overseas through its former students many of whom have made and are making major contributions to public life through their work in senior posts in schools, colleges, universities, and the health and social services; their ranks include, for example, at home, a minister of the Crown and a Speaker of the House of Commons and, overseas, a minister of education, a director of educational research and the dean of a university.

Over the past century, what is now the University of Southampton has seen massive growth, developing from a small College with a single campus, first in the town centre and then at Highfield, and with fewer than 500 students at the start of the Second World War, to a research-based University of international standing, with over 100 departments, research centres and consultancy units based at seven main campuses at Southampton and Winchester and, by 1998, a total of over 18,000 students, of whom 14,000 were full-time. Within this changing context the pattern of teacher education and educational studies in the Department and School has continued, and continues, to evolve. At least four types of transition, different but related, can be noted: firstly, from a period in which the Department had on its roll the majority of the students in a small University College to a period in which, in a large University, the Department's share became proportionately much smaller, though still very impressive in terms of postgraduate awards; secondly, from a period when the Department was tightly constrained by the Board of Education, through a period of considerable academic freedom to a period when the School is again tightly constrained by government regulations and agencies such as the TTA and Ofsted; thirdly, from a period in which initial teacher education and training predominated to a period in which advanced studies and research became much more significant, a significance reflected in the latest title of the School; fourthly, from a period in which the Department's influence was mainly local and regional to a period in which the sphere of influence in educational policy and practice, while still important locally and regionally, has expanded to become national and international.

The sources of the successes of the Department and School and of their ability to meet a great variety of challenges over the years lie in the quality and dedication of the staff, and certainly not of academic staff alone. Support staff, including

administrative assistants, secretaries and technicians, in spite of cutbacks at times, have played a full part as partners in keeping the ship afloat and in effective running order and have made their distinctive contributions to the whole, positive ethos. As PGCE students told an external review, "Until we came here we had no idea how practically useful educational research could be" and, as one overseas research student commented, "This is the friendliest place I have ever worked". Let us hope that the Research and Graduate School of Education can still perform at least equal service in a hundred years' time.

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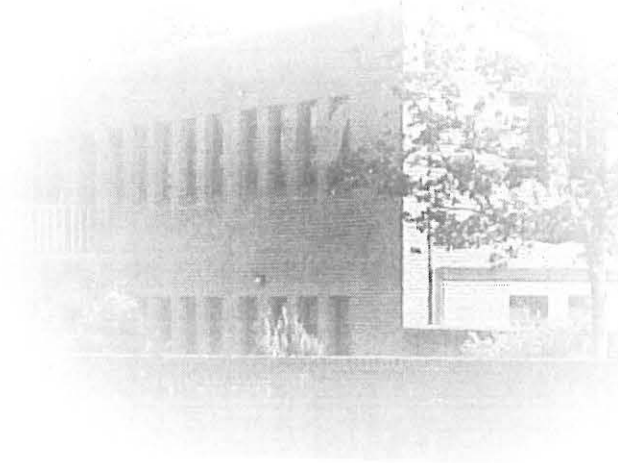
Building 26

Photographs

Front cover: The Hartley University College in 1905.

End pages: Buildings of the Research and Graduate School of Education in 1999.

Building 34



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