AN OUTLINE HISTORY
OF
BOROUGH ROAD COLLEGE
(1809-1958)

BY

E. R. HAMILTON, C.B.E., M.A., B.Sc.

Principal of the College

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The Borough of Heston and Isleworth, though young as boroughs go, contains one educational establishment which is the oldest of its kind in the British Isles. For, Borough Road College was the first of this country's training colleges for teachers. It was born, in Borough Road, Southwark, at the beginning of the nineteenth century, and was the offspring of the religious and philanthropic zeal of a remarkable man, Joseph Lancaster, who lived from 1778 to 1838. When the College moved to Isleworth (or, more accurately, Spring Grove), in 1890 it was already at least seventy-two years old, for the training of teachers had been going on in the Southwark establishment since 1818, or perhaps earlier.

Until the early years of the nineteenth century poor people obtained education, if they obtained it at all, as a charitable concession. The notion of universal education as a *right* was to be found only in a comparatively few progressive minds. Indeed the doctrine that it pleased God to have some people born in slums and others in mansions, and that He would be displeased by anything (such as universal education) that might upset this divinely conceived social stratification, was a comfortable one for the privileged, and reformers had to fight desperately hard to overthrow it. In particular, Parliament, which at that time consisted entirely of privileged people, moved very slowly in the matter of educational reform. Enlightened people, however, at the end of the eighteenth century, moved by consideration of the possible consequences of extreme poverty and ignorance amongst the masses, by philanthropic concern at the great misery of so many, and by a sincere desire to bring the benefits of religion to all, became convinced that some form of "education for the labouring poor" was a necessity. And the first aim of such education, they considered, was to give poor and unprivileged people the means of salvation by teaching them how to read the Bible.

The young Joseph Lancaster decided, when he was still in his teens, to devote his life to this cause of popular education and, in 1798, at the age of twenty, he set up a school in St. George's Fields, Southwark. That school was the embryo of Borough Road

College. It was followed in 1801 by the opening of another school, which was advertised by the following notice:—

PUBLIC FREE SCHOOL
BOROUGH ROAD, GEORGE'S FIELDS
FOR THE
Instruction of Youth in Reading, Writing & Arithmetic

All that will may send their children and have them educated, Freely (the Expence of Writing Books excepted).

And those to whom the above offer may not prove acceptable, may pay for them, at a very moderate price.

The School is conducted on a peculiar plan, the Basis of which is—EMULATION AND REWARD.

Lancaster's school proved an overwhelming success, overwhelming because the pupils were soon far too numerous for one man to teach. The enthusiastic young schoolmaster then hit upon the idea of what was called the " Monitorial System " of education, which, apparently without Lancaster's knowledge, had already been put forward by Dr. Andrew Bell under the name of the " Madras System," so called because Bell first introduced it in Madras.[1] Under this system the schoolmaster instructed the older and brighter pupils in the elements of the Three R's, and they then became " Monitors " and were set to teach the other children. The master sat in a large hall where the children were grouped around monitors, the whole proceedings being under his supervision, and many hundreds of children could be accommodated in the same hall with one master.

From the first Lancaster stressed the religious aim of the education he provided. He was himself a member of the Society of Friends, and was widely tolerant in his religious outlook. Certainly his standpoint was very different from that of Mr. Thwackum in *Tom Jones* who said: " When I mention religion, I mean the Christian religion: and not only the Christian religion,

1.—Neither Lancaster nor Bell can be given sole credit for the invention of the " Monitorial System," for a similar system was in use at a much earlier date in some of the larger grammar schools (*e.g.* Eton), and also by Robert Raikes in his Gloucestershire Sunday Schools. Lancaster visited Raikes in 1807 to gain (as he wrote) " information and instruction from a venerable man of 72 who had, in a series of years, superintended the education of 3,000 poor children."

but the Protestant religion: and not only the Protestant religion, but the Church of England." Lancaster's school was open to children of all denominations, and the education provided was based upon the unsectarian study of the Bible. This toleration aroused the opposition of Mrs. Sarah Trimmer, an educational pioneer of ardent Anglican persuasion, who lived in Brentford. To Dr. Andrew Bell she wrote in 1805: " From the time, sir, that I read Mr. Joseph Lancaster's ' Improvements in Education ' in the first edition I conceived an idea that there was something in his plan that was inimical to the Established Church." Of Lancaster's custom of calling his monitors the " nobility " of his school (thereby showing considerable psychological insight and tact) Mrs. Trimmer wrote: " When one considers the *humble rank* of the boys . . . . one is naturally led to reflect whether there is any occasion to put notions concerning the ' origin of nobility ' into their heads; especially in times which furnish recent instances of the extinction of a race of *ancient nobility* in a neighbouring nation, and the elevation of some of the lowest of the people to the highest stations." Mrs. Trimmer's intolerance may now amuse, if it does not anger, us, but in fairness we should remember that the diabolical excesses of the French Revolution were only a few years behind her when she wrote to Dr. Bell.

In Borough Road College may be seen at the present time a case containing silver badges which were worn on their caps by Lancaster's monitors. Each badge is surmounted by a crown (which might have satisfied Mrs. Trimmer that Lancaster was not a regicide like the French revolutionaries) and bore an inscription. Here is the inscription on one of the badges:—

Royal Free School, Borough Road
MONITOR OF THE FIFTH CLASS
HONOUR

Here is another:—

Royal Free School, Borough Road, Southwark
SECOND MONITOR GENERAL
GREAT HONOUR

These early exploits of Lancaster as a schoolmaster are an essential part of the history of Borough Road College, for they were inspired by some principles to which the College has remained faithful throughout its long life. One of those principles was that of religious toleration. Another, now everywhere accepted, but by no means commanding universal assent in Lancaster's

day, was that of the essential worth of human beings, regardless of what stratum of society they come from. A third was that of the need to understand children if you want to teach them, and in particular to provide incentives to learning (though some of those employed by Lancaster would not now be regarded as sound). And the fourth was that of the need for systematic training of teachers.

Lancaster's thoughts soon extended beyond devising methods for his Southwark school; his ambitious mind began to picture the establishment of schools, run on his monitorial plan, all over the country, and indeed all over the world. Such expansion could not be achieved unless numerous teachers were trained in " the system," and Lancaster was singularly successful in winning the support of many wealthy and influential people for his plans for opening schools and training teachers to run them. Though Lancaster cannot be included, with men like Rousseau, Pestalozzi and Froebel, in the ranks of great educational thinkers, he must be honoured as a man who (despite certain weaknesses, such as undue pride in his ideas, and a sad lack of business capacity) had deep philanthropic and religious feelings, considerable insight into the nature of children, marked ingenuity in devizing and organizing methods of instruction, and an inexhaustible fund of zest and energy. These sterling virtues of his, in the climate of the times, drew him a great deal of support. The history of his incompetent squandering of a good deal of the money his supporters found for the furtherance of his schemes makes sad reading. So far as Borough Road College is concerned the main event in that history was the formation, in 1808, by a group of people who admired Lancaster's educational ideas but feared his financial incompetence, of a Committee which, in 1814, became the British and Foreign School Society, which still exists and still owns Borough Road College. The full title of the body established in 1808, and more formally constituted in 1814, was given under its " Rules and Regulations " in these words: " This Institution shall be designated ' The Institution for Promoting the Education of the Labouring and Manufacturing Classes of Society of every Religious Persuasion '; and for the purpose of making manifest the extent of its objects, the title of the Society shall be ' The British and Foreign School Society.' "

In 1809 the Committee requested Lancaster " to take early measures to provide for two or three young men, who are to have two months' board at the Borough Road in order to qualify them to act as schoolmasters on his plan." This proposal was put into operation, and the number of teacher-apprentices rapidly grew, so that in 1810 sixteen, and in 1811 twenty, young men passed through the embryonic training college. Provision for the training of young women in Lancaster's system began in 1813, in Martin Street, and was continued, in 1815, in King's Road, Chelsea.

In 1817 a new building was erected in Borough Road, Southwark and the departments for young trainees, both men and women, were removed to it. The College—for it was by this time

definitely a training college—continued for many years to train teachers on Lancaster's monitorial plan, some of the students being boys and girls from Lancaster's own school, some older people from outside.

In 1842 yet another building was erected in Borough Road " capable of permanently accommodating at least sixty resident candidates, together with libraries and lecture rooms sufficiently extensive for the instruction of a much larger number."[1] In this building the College continued until 1890, when the building was handed over to the Committee of the South London Polytechnics, and the College moved to Isleworth. Parts of the 1842 building still survive at the present Borough Polytechnic. In 1861 the women students were removed from the Borough Road establishment to a new building erected by the Society at Stockwell. So began Stockwell College which was subsequently moved to the Bishop's Palace, Bromley, Kent.

In 1842, when the new building was opened in Borough Road, the activities of the College still revolved mainly around the monitorial plan. The students (whose course in the College seldom lasted more than six months, and often a good deal less) spent four or five hours a day practising the monitorial system in the model schools, and little attempt was made to improve the students' own education. The training given to the students was, within the narrow confines of Lancaster's system, extremely practical, and the students appear to have had to work desperately hard.[2] From about 1845 onwards, however, the slavish adherence to Lancaster's ideas diminished and training was put on a broader basis. That the time given to teaching practice, which had been excessive in the earlier days of the College, had been substantially, perhaps too much, reduced by the year 1855, is suggested in Matthew Arnold's report on the College for that year.[3] Arnold writes: " As practice in teaching is not less requisite than lectures for the training of a schoolmaster, it is to be desired that the first and second year students should have a greater share in this advantage; and provision has, I am informed, been made for ensuring it during the coming year." This reference shows that the length of the course had by that time reached two years which, for most students, it still is, and will be until three-year training is introduced in 1960. In the same Report Arnold writes: " When I pass from these matters to consider the work actually done in the existing classes of this training college, it is difficult to express myself in too strong terms of praise. The distinctive spirit of the place seems to me to be one of *active-mindedness*." He refers to the Vice-Principal, Mr. (afterwards Sir Joshua) Fitch with high approval as being " fully alive to the necessity of infusing into the students

1. *Report of the British and Foreign School Society for the year* 1843.

2. See R. W. Rich: *The Training of Teachers in the Nineteenth Century*, Chapter IV.

3. *Reports on Elementary Schools* 1852-1882, by Matthew Arnold. Published for H.M.S.O., 1910.

something of that general *culture*, the want of which is perhaps the greatest defect of the present teachers of elementary schools, and the defect hardest to remedy."

In its ideas of training, the College moved with the times, but the times did not move very quickly, and even by 1890, when the College moved to Isleworth, the course provided, in Borough Road and other training colleges, was still narrow and illiberal by present-day standards. Yet by 1890, the year to which in this outline history I must now jump, many hundreds of skilful and earnest teachers had passed through the College, and some able people had served on the staff. Some, like Sir Isaac Pitman[1] (who was a student in the College in 1831) became famous outside the schools; some, like Sir Joshua Fitch (who, as Mr. J. G. Fitch, was Principal from 1856 to 1863) acquired fame as leaders in educational reform. A separate essay could well be devoted to an account of some of the distinguished people who, as students or members of staff have been associated with the College during its long history. Entry to the College became highly selective during the second half of the last century and was accordingly much covetted by many able men, some of whom would now probably go to a university rather than a training college. Such men, to name only a few, were the Right Hon. T. J. Macnamara, who was a student in the College in 1880; Dr. P. B. Ballard, an able writer and charming person, who was very well known both as an educationalist and as a psychologist; and Dr. F. Spencer, who became Chief Inspector under the London County Council. And there were others who, if less widely known to the educational world, won the respect and affection of many generations of students; such men were G. Buckle, who was Master of Method from 1882 to 1924, and E. Barkby, who was Vice-Principal for some twenty years from 1889. But in an outline history it is not possible to do justice to the many personalities whose names are linked with the story of the College. That story must now be continued with an account of the move to Isleworth.

The decision to move from Southwark to Isleworth appears to have been made rather suddenly, for there is no reference to the impending move in the Society's Reports before 1889, a year before the move was made.

The building at Isleworth, to which the College moved, was known at that time as "The International College, Spring Grove." It had been erected, in 1867, at a cost of £15,000, as part of a scheme, advocated by Richard Cobden, and supported by some prominent educationalists, including T. H. Huxley, to found "three proprietary colleges, one in England, one in France, and one in Germany, which should follow the same curriculum, so that students could spend part of their time in each of these colleges. . .

1. Besides inventing his system of stenography, Sir Isaac founded the well-known publishing firm which bears his name, the head of which, Mr. I. J. Pitman, M.P., grandson of Sir Isaac, is at present Chairman of the Council of the British and Foreign School Society.

There was probably involved in the notion a dream that the international intimacies which such a system would necessarily bring about would tend to put an end to wars and rumours of wars."

The article from which the foregoing is taken[1] continues: "The Continental members of the triangle were never fairly started[2], but Mr. Cobden and his friends succeeded in establishing the English College. The eminent physician, Sir James Clarke, was consulted, and he recommended Spring Grove, Isleworth, as a healthy and suitable situation for such a College. . . The site chosen is a level and nearly square plot of about eight acres[3], between Brentford and Hounslow . . . three-quarters of a mile from the Thames, and ninety feet about high-water mark. . . The building is Gothic, in the style of the thirteenth century, consisting of a façade of three storeys, and was originally intended to have a central tower. . . The central tower and east wing are not yet built[4], but a large gymnasium has been erected in the grounds."

The article refers to the financial difficulties by which the International College was beset from the start, and concludes: "Fortunately, the site and building will not be lost to education. The British and Foreign School Society have purchased the property, and are about to complete the building and to move their Training College from the Borough Road to Spring Grove. It is an admirable site for such a purpose, and the students will be able readily, while in residence, to make visits of observation to the best schools of the Metropolis. If this plan of remedying the disadvantage of having but a small practising school should be adopted, the Spring Grove College may soon be one of the best equipped training colleges of the country."

It was a pity that the International College, which began with high ideals, had to end because of low funds. But at least it provided a new home for another institution whose creation had also been due to high and disinterested ideals. During its comparatively short existence at least two boys who later became well-known passed through the International College: Delius the composer and Maurice Hewlett the novelist.

The students moved from Southwark to Isleworth in April, 1890, and the new Borough Road College was formally opened by the Right Hon. Earl Granville, K.G., on 13th June of the same year. Earl Granville and a large party of distinguished visitors

1. *Educational Times*. August, 1889.

2. Dr. Cyril Bibby, however, in a recent article on "International Education: the College at Spring Grove" (*British Journal of Educational Studies*, November, 1956) writes: "What happened to the International Colleges in France and Germany we do not know, but at least they were established. . . *The Illustrated London News* was able to announce in 1867 that 'Three colleges, one at Spring Grove, another at Chaton, near Paris, and a third at Godesberg, near Bonn, on the Rhine, are now established in full working order.'"

3. The present College estate is more than twice that size.

4. An east wing was added in 1890 by the Borough Road College authorities, but the central tower never materialized.

travelled by the South Western Railway from Waterloo and reached the College at one o'clock.[1] There were many speeches, and some of the things said on the occasion have a modern ring.

Mr. Theodore Fry, M.P., said that " England was still behind some continental countries, especially with regard to scientific and technical education. . . A few years hence they would doubtless find that the progress in scientific and technical education would be as great then as the progress in elementary education was now . . . The man who said in the House of Commons a few days ago that a great deal of the instruction given in elementary schools was a luxury did not speak the sentiments of any considerable section of the community . . . teaching in the three R's could hardly be called education at all—it was only the foundation for education."

A Mr. Hanson referred to the need for more colleges on the unsectarian basis of the British and Foreign School Society. " He thought it was a scandal and hardship that in a free country, which had abolished religious tests in the University, religious tests should still be kept up in colleges to a large extent built and maintained at the public cost."

The Hon. Lyulph Stanley referred to the need for a practising school. " The Committee," he said, " had decided to build one, though there were serious difficulties in the way. The population was comparatively small, and had already sufficient elementary schools. . . The best they could do in the circumstances was to open a higher grade school, which, by drawing pupils from a wide area, would not seriously affect any individual school." The upshot of this idea was the establishment, in 1897, of the " Isleworth Upper School for Boys," an offshoot of the Blue School, in buildings erected, partly at the expense of the British and Foreign School Society, in St. John's Road. This school was to have a staff consisting of " a warden (the Principal of Borough Road College), a Director (the College Master of Method), and an adequate body of masters—head, form and visiting . . . the school will be open to students for purposes of observation, and, in the case of such of the seniors as are specially selected by the Director on account of their teaching aptitude and scholarship, for practice."[2] This school later became the Isleworth County School for Boys, and later still, the Isleworth Grammar School. The school is now situated in Ridgeway Road and the old buildings in St. John's Road have been taken over by the Isleworth Polytechnic. Around the main hall in the old buildings may be seen a gallery from which Borough Road students were able to observe lessons being given in the body of the hall.

To return to the opening ceremony at Borough Road College, one might say that the Hon. Lyulph Stanley was prophetic when

1. See *The Educational Record*, No. 170, Vol. XIII, July, 1890, for an account of the proceedings from which the above quotations from speeches are taken.

2. *The Educational Record*, No. 192, Vol. XIV, January, 1896.

he said that " . . . they would not be doing justice to their students if they did not bring their notions of education more into harmony with the notions that prevail at places of higher education, and at the older universities. . . He would like to say one word about the character of the training. He would not rest content till the students were admitted so well grounded as to be prepared to enter upon something of the nature of a university education." If the Hon. Lyulph Stanley could visit the College today, he would be pleased to observe how very much the gap between training college and university has been narrowed.

At least one of those present at the opening ceremony lived to see the College realize many of the hopes expressed by the speakers. I refer to Mr. P. A. Barnett, who had been appointed as Principal a year previously, whose Inaugural Address to students in 1889[1] showed a vision and liberality of outlook concerning the training of teachers which was much ahead of the views commonly accepted at that time. Mr. Barnett left the College in 1893 to become one of H.M. Inspectors of Schools, but towards the end of his life, from 1929 to 1935, he renewed his connection with Borough Road by becoming Chairman of the College Committee.[2]

When the College moved from Southwark the immediate surroundings of the building at Spring Grove were very different from what they are now. The roads now known as " College Road" and " Wood Lane " were country lanes with no houses. The area north of the building, where the Great West Road now runs, was orchard land. In course of time the road running along the main frontage of the building was named, after the College, " Borough Road." The removal to these unspoilt, rural surroundings from squalid Southwark must have had a most refreshing effect upon the students and staff of the College. But the College had, in addition to these rural amenities, the advantage of being within easy reach of London and, as has been mentioned above, there were schools available for observation and teaching practice. Since that time, of course, the district has developed beyond recognition, and the number of available schools has very greatly increased. At the present time the College still benefits from its proximity to London, while it uses well over a hundred schools, all easy of access, for practice purposes.

The opportunity for sport on the College premises was a new feature of the College, and one of great benefit to the students. The liking of the students for open-air pursuits was referred to in a witty speech by Principal Barnett at the College Reunion in 1891.[3] He said that " the modern Borough Road man was a singularly faithful exemplar of the virtues credited to the British

1. *The Educational Record*, No. 164, Vol. XIII, January, 1889.

2. When in 1935 Mr. Barnett retired from the chairmanship of the College Committee, he was followed in that office by a succession of three old students of the College who had risen to prominent positions in the educational world. They were Dr. P. B. Ballard, Col. J. H. Gettins, and Mr. F. F. Potter.

3. *The Educational Record*, No. 174, Vol. XIII, July, 1891.

aristocracy, for he loved the open air, read as little as possible, and spoke only one language, though sometimes in many dialects." He went on to say that " the chief use of education which a Training College could give was the right use of leisure; the duties and calls of strictly professional work had long been preached to the world of teachers and were well understood." And in conclusion, he referred to the loyalty of the students of the College, their sense of corporate responsibility, and the dignity and courtesy of their everyday behaviour.

Immediately after taking over the premises of the International College, the British and Foreign School Society added an east wing comprising a classroom, a lecture theatre, a chemistry laboratory[1] and the Principal's Lodge. The point on the front façade at which this new building began is still noticeable by a slight difference in the tone of the brickwork at the join.

Between 1890 and the present day various additions have been made to the College buildings, but these need be referred to only briefly. During the summer of 1930, partly owing to the increased amount of work of university degree standard being done in the College, new physics and chemistry laboratories were added. In 1932 a new library was added at the west end of the main building, the cost of this being largely provided by old students. This library, which now contains some 30,000 books, is a particularly pleasing feature of the present College. Leading off the Library there is now a War Memorial Reading Room, in memory of students who lost their lives in the 1939-45 War, which is the most attractive room in the present College.

When Mr. Attenborough[2] was appointed Principal, in 1925, the amenities provided for the students were of a low standard and the régime was still far too restrictive. Mr. Attenborough, during the six years of his principalship, effected several improvements, notably the turning of a number of large rooms into " group studies," with about twenty students in each. This was a welcome step in the right direction. Mr. Attenborough's successor, the present Principal, Mr. Hamilton, put forward soon after his appointment a scheme for providing individual and double studies for students, and, although it had been stated in 1932 that " it will be many years before the Society will be able to spare further capital sums to Borough Road,"[3] the Society agreed to spend £15,000 on carrying out these proposals. The result was the erection, in 1936, of a new three-storey block to the west of the main building, containing students' studies and flats for lecturers;

1. Now known as M Room, B Room and A Room respectively.

2. The list of Principals since 1839 is as follows:—1839-56, Dr. Cornwell; 1856-63, Mr. (later Sir) J. G. Fitch; 1863-88, Mr. J. C. Curtis; 1889-93, Mr. P. A. Barnett; 1893-1900, Mr. (later Professor) H. L. Withers; 1900-12, Mr. A. Burrell; 1912-19, Mr. F. J. R. Hendy; 1919-25, Dr. T. H. Miller; 1925-32, Mr. F. L. Attenborough; 1932-present (1958), Mr. E. R. Hamilton.

3. See *British and Foreign School Society's One Hundred and Twenty-seventh Report*, 1932.

the subdivision of the " group studies " in the main building into double studies; and various improvements in the dormitories. In 1936 was also erected, adjoining the gymnasium, a building containing, on the ground floor, changing rooms and showers, and on the upper floor, a recreation room for billiards and other indoor games. This building was paid for partly from a generous gift of £1,000 from Sir John Bayley, who had been a student in the old college at Southwark, partly from a contribution of £700 by the students themselves (out of accumulated savings of the Union Society), the total of £3,000 being made up by the British and Foreign School Society. A further substantial addition to the premises has just been completed as this *Outline History* goes to press (1958), in the form of an additional storey to the Laboratory building. In this new extension are accommodated a large and attractive Mathematics Room, a smaller general classroom, and two studies for lecturers.

The two world wars since 1890 affected the College in many ways. The 1914-18 war produced a sadly long Roll of Honour which is inscribed on a brass tablet in the main entrance hall. In 1920 a memorial cross was erected at the top of College Road, in the roadway opposite the College. As mentioned above, a War Memorial Reading Room was opened in the College to commemorate those students who died in the 1939-45 war.

In 1916 the College buildings were taken over by the War Office as a depot for the Motor Transport section of the Army Service Corps. The number of students had been much depleted by entry into the Forces, but those who remained were transferred to the Richmond Theological College, the ministerial students of which had been accommodated elsewhere. At the Richmond College the students carried on their work in conjunction with students of Westminster Training College. It was not until July, 1919, that the military authorities vacated the College premises at Isleworth. It was then found that considerable renovations to the buildings were necessary, but by a special effort these were carried out in time for the College to be reopened at Isleworth with its full complement (of 143 students) on 27th October, 1919.[1]

In the second world war the College was able to continue in its own buildings, though, of course, under very considerable difficulties, and not undisturbed by the requirements of the Forces. A good many students were called up during their College course, many of them returning after the war to complete their training. For part of the war the students were joined by students from the College of S. Mark and S. John, whose premises at Chelsea had been requisitioned, and by students from Westminster College.

The requirements of the Forces had another, and profound, effect upon the College. In 1942 the Admiralty wished to requisition the whole of the College buildings in order to house some 800

1. See *British and Foreign School Society's One Hundred and Fifteenth Report*, 1920.

ratings who were undergoing training at Messrs. Fraser Nash's works in London Road. This proposal was resisted by the Board of Education, and the Admiralty agreed to billet their trainees in houses in Isleworth provided that a building, where meals could be prepared and served, could be erected in the College grounds. Accordingly, a large temporary building was placed on the hockey field, west of the Study Block. At the same time, next to this canteen building, was built a large hall, with a good stage, for " E.N.S.A." shows and other recreational activities for the trainees. When, in 1946, these buildings were vacated by the Admiralty they were purchased by the British and Foreign School Society and, at very considerable expense, were adapted to College uses. The roof was removed from the centre of the canteen hall and a courtyard thereby created, so that the various rooms into which the hall had been subdivided could receive light. The subdivision of the canteen hall provided the College with an excellent Handicraft department, three Geography rooms, a History room, a Biological laboratory, an Audio-Visual Aids room, and various other rooms without which the College would now be quite unable to carry on its work. At the same time a foyer and cloakrooms were added to the recreational hall, which is now invaluable for plays, concerts, dances, lectures and other purposes. Indeed the incursion of the Admiralty into the College precincts in 1942 has proved to be an example of the truth of the adage about an ill-wind.

These recent additions to the College premises not only provide specialist rooms for various subjects, but are of especial value because there has been a very great increase in the number of students. After the total number of students had been for many years between 140 and 150 the Board of Education applied, during the second half of the 1930's, a series of cuts to training college student-establishments in its attempt to regulate the supply of teachers, the result of which was that at the outbreak of war in 1939 the number of students in Borough Road College had dropped to the utterly uneconomical figure of 115. Since the end of the war, however, the ban to expansion having been removed by the Ministry of Education, the number has steadily risen and is now somewhat over 300, a large number of students being accommodated outside the College in lodgings for at least part of the two or three years their course lasts.

Before ending this short history something should be said about the development of academic and professional work in the College, and about changes in the régime, though no more than a bare summary can be given.

The gradual broadening of the training, from mere instruction in monitorial methods into a course which takes the personal education of the students as seriously as their professional studies, makes a long story. Some idea of the stage reached by 1890, when the College moved to Isleworth, can be gained from a study of the time-tables for the session 1888-89.[1] The subjects for which

1. *British and Foreign School Society's Eighty-fourth Report*, 1889.

provision is made in the time-table form a curious mixture of purely " school " subjects and more advanced studies. Thus we find " Writing and Dictation," " Reading " and " Freehand Drawing," but we also find Animal Physiology, Trigonometry, Political Economy, and Latin, as well as most subjects commonly taught in schools (both primary and secondary) such as Mathematics, Geography, French, History, English, Music and Chemistry. Purely professional studies appear as " School Management," for which there were classes on three days of the week. No reference to Intermediate or Final Degree classes is found in the time-table, but as early as 1880 *The Educational Record* (in the issue for October of that year) names several students " former and present " as appearing in the pass lists of Intermediate Arts and Science. The time-table for 1899-1900 contains classes for Matriculation, Intermediate Arts and Science, and some subjects for Final B.A. Somewhat similar provision for university studies continues until 1916, after which the College time-tables were not published in the Society's Annual Reports.

It is clear then that some provision for studies towards a university degree was made as long ago as 1900, and indeed, it is certain that many of the abler students pursued degree studies while at College at a much earlier date. In a book[1] devoted mainly to the history of the British and Foreign School Society is written: " From early days in Isleworth some of the students read for degrees. The custom also arose in 1894 for a few students to remain on the College roll for a third year, which was usually spent abroad in the study of some aspect of education in a foreign country." The same book states that in 1900, 80 out of 139 students at Borough Road College were working for university examinations, and that an unsuccessful attempt was made to secure recognition of the College as a school of the University of London. Under an arrangement by which students could take university examinations in substitution for the academic part of the Board of Education Teacher's Certificate examination, many students in the 1920's took, while in College, usually in a third year, Intermediate or Final degree examinations in both Arts and Science, and at both Pass and Honours levels.

In 1928, soon after the establishment of the University of London Training Colleges Delegacy (see below), a scheme was introduced into the College, within the framework of the Delegacy's regulations, which was intended to make the course for *all* students a three-year course. Under this scheme, every student entered the College with matriculation as a minimum qualification, pursued professional studies side by side with reading for Intermediate Arts or Science during the first year, and sat for the Intermediate examination (at the College) at the end of that year. Those who passed the Intermediate examination remained in College for another two years, continuing both their professional and their

1. H. B. Binns: *A Century of Education.*

academic studies. The Certificate examination (in professional subjects only) was taken at the end of the second year, and the Final Degree examinations at the end of the third year. Those who failed at the Intermediate examination abandoned the Degree course and at the end of the second year took the *full* Certificate examination (*i.e.* in both professional and academic subjects), and then left College. In 1937 the Training Colleges Delegacy decided to permit only students who had passed Intermediate Arts or Science *before entry* to College to read for degrees in the College, a regulation which is still in force (1958). This regulation had, of course, the effect of substantially reducing the number of degree students, and consequently the number of Third Year students, in the College. For reasons which need not be given here, it is probable that the number of degree students will rise considerably during the next few years.

While it has long been the policy of the College to provide opportunity for suitably qualified students to pursue studies for a university degree side by side with their strictly professional training, and this policy has borne fruit in the promotion of old students to headships of grammar schools, inspectorships and other leading positions in education, and while a discontinuance of this opportunity would be deplorable, and would do injustice to many of the abler students, it must be remembered that the majority of the students do not work for degrees while they are in College. Important as is the provision of courses of an advanced academic character, the paramount aim of the College is still what it has always been, namely, the professional training of teachers. This is not the place to consider in detail what form such training should take, and I must be content with the general statement that a training college should give its students insight into the nature and aims of education, should arouse their interest in educational problems, should give them competence in what they are going to teach, and should start them on the way to acquiring the techniques of teaching. It is a tradition of the College that the imparting of professional sense and the development of practical skill in teaching should be the over-riding aims of the course. This tradition holds as strong a sway now as it ever did, but the College course, while fundamentally professional, is not narrowly so. The making of a teacher involves much training in professional technique, but it also requires the fullest possible development of the teacher as a person. This liberal conception of teacher-training is reflected in the work and life of the College; when three-year training is introduced in 1960 (as is expected) the broadening and liberalizing of the course can be carried still further.

In 1929, following the publication of a Departmental Committee Report by the Board of Education, all the training colleges of the country were grouped around universities, and placed, for purposes of the planning of courses and the examination of students, under the jurisdiction of " Training College Delegacies " associated with the universities. The Board of Education ceased,

as from 1929, to examine training college students.[1] Borough Road College was, of course, associated with the Training College Delegacy of the University of London[2], which conducted the Teacher's Certificate examination, for the first time under the new scheme, in 1930. This arrangement continued in force until, as a result of the publication of the " McNair Report,"[3] the delegacies were abolished and University Institutes of Education took their place. The University of London Institute of Education came into operation in 1948, and as from the beginning of the session 1948-49 the College has been a " Constituent College of the Institute." The first examination for the Teacher's Certificate under the auspices of the Institute was held in 1950.

The establishment of University Institutes of Education had considerable beneficial effects upon Borough Road and other training colleges. It brought the training colleges into closer relationship with the University and with one another. It enabled the staffs of the colleges to play a much larger part in the professional and academic policies of the colleges. It resulted in a complete re-shaping of the course for the Teacher's Certificate. It must, I fancy, have been welcomed by the shades of some of the wisest and most prophetic of those who in past times had worked for the development of Borough Road College.

In conclusion something must be said about changes that have taken place in the College régime during its long history. As the conception of the purpose of teacher-training, which began as that of imparting certain specific pedagogical skills to very imperfectly educated students, evolved into that of developing as fully as possible, with the needs of the teaching profession in view, the abilities and personalities of young men, so not only the curriculum, but also the spirit and régime of the College changed. But even when, in 1932, the present Principal came to the College, the régime was still markedly less liberal than that of the universities. It is true that in the late nineteenth and early twentieth centuries the students conducted themselves with a large measure of independence, and it would be quite wrong to suppose that they were subjected to a discipline indistinguishable from that of a school. Nevertheless, as late as 1932, there was too little of the atmosphere of a university in the College, and the opportunity for students to develop as mature, responsible persons was correspondingly limited. During the period 1932 to 1934 substantial changes were made in the rules governing times when students were allowed out of College, the prefect system was abolished, and at the beginning of the session 1934-35 a Students' Union Society

1. Under the Delegacy scheme H. M. Inspectors continued to examine students in practical teaching, but under the Institute scheme they ceased to do so.

2. Dr. A. G. Hughes, an old student of the College, left his post as Lecturer in Education in the College to become the first Secretary of the Training College Delegacy in London. At a later date he became Chief Inspector of Schools under the L.C.C.

3. *Teachers and Youth Leaders.* H.M.S.O., 1944.

and Students' Representative Council, on the university pattern, were established. Most training colleges have by now similarly liberalized their régimes, but perhaps Borough Road College may be regarded as having been in the van of this progressive movement. With the establishment of the Institute of Education the activities of Borough Road students extended beyond the College. Thus the first President of the University of London Institute of Education Students' Association (in which all the training colleges and university education departments of the London area are represented) was a Borough Road man, and since the inception of the Association four other students of the College have held that office. Also outside the College, Borough Road men have made themselves felt as active members of the National Union of Students, of which the great majority of members are university students. Here again the hopes of many forward-looking people connected with the College in past years, some of them in years long past, that the College would take on more of the character of a university, have been to a large extent realized.

The foregoing is the barest outline of the history of Borough Road College. A full history of the College, and of the ways in which it has been influenced by, and in which it has influenced, educational ideas and practice during its long life, would fill a large volume. The honourable place of the College in the history of popular education is assured, not only by the fact that Borough Road was the first training college to be established in this country, but also by the manner in which, moving with the progress of ideas, it has maintained a steady evolution, from its modest beginning and limited aims, throughout a period of great social and educational change. The Borough of Heston and Isleworth, to which the College owes much, and which owes much to the College, may well be proud of having housed, for the best part of seventy years, a College whose name is familiar, not only throughout the British Isles, but in many remote parts of the British Commonwealth.

The final word should be one of admiration and thankfulness for the dedication of the British and Foreign School Society, and of the many people who have carried on the work of the College for nearly a century and a half, to the cause of education and the training of teachers. For over a hundred years the College has received substantial financial help from the Board or Ministry of Education, and its income now derives almost entirely from that source. Nevertheless, the Society and its Colleges are monuments to the driving power of voluntary effort in education and it is to be hoped that the voluntary status of the College, to which we have owed so much in the past, will continue in the future.