

Training to Teach: some developments
in Methodist teacher training.

The case study of Westminster College.

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Abstract

Founded in 1851 as the ‘Wesleyan Normal Institute’, Westminster College was a Methodist teacher training college which relocated to Harcourt Hill on the edge of Oxford in 1959. By this time, the Methodist Education Committee had been attempting to relocate the College for thirty years, and had considered a number of locations as potentially suitable, including sites linked to the University Colleges of Hull and Leicester. From 1930, Westminster College operated a four-year training scheme: three years of undergraduate study at a University of London college, and one year of teacher training at the College itself. Teacher training evolved considerably during the early twentieth century, shifting from a vocational training programme certified solely by the Board of Education towards primarily being the responsibility of universities. Colleges like Westminster, therefore, saw their place in education change greatly during this time, further impeded by two world wars and other changes in society. Completed under Oxford Brookes University’s research degree regulation 6.6 (“the preparation of a scholarly edition of a text or texts”), this study utilises archival material which has never been used before to understand the changing nature of the Methodist provision of teacher training; the College’s relocation to Oxford; and the flaws that this scheme represented. It also touches on ideas of belonging; the tensions between the establishment and nonconformist traditions; and early conversations surrounding environmental planning concerns.

Explanatory Matter

This thesis, ‘Training to Teach: some developments in Methodist teacher training. The case study of Westminster College’, has been completed under Oxford Brookes University’s research degrees regulation 6.6. This regulation allows for the “preparation of a scholarly edition of a text or texts” accompanied by “a substantial introduction and critical commentary which set the text in the relevant historical, theoretical or critical context”.¹

It begins with a critical commentary, which examines the role of the (Wesleyan) Methodist Church as the provider of non-theological higher education, primarily through Westminster College, as well as exploring the relationships between the College and the Universities of London and Oxford, and the relocation of Westminster College to Oxford in the 1950s.

The commentary is then followed by a catalogue of archival material which support this examination. The documents in this catalogue have been arranged into three chapters to best reflect the accompanying commentary. These are then supplemented with two appendices of supporting items. Every item is prefaced with some information to provide context to the inclusion of the document, and this has been arranged in the following manner.

The title of the Item, and its date of creation

(The archival reference for each item)

A brief description of each item

Each item has also been explored through a series of scholarly annotations and explanations. Although every attempt has been made to identify individuals, this has not always been possible. Where this is the case, individuals have been labelled with *.

¹, ‘Research Degrees and Regulations Handbook’. Available at: <https://www.brookes.ac.uk/students/research-degrees-team/current-students/regulations/research-degrees-handbook/types-of-programmes/preparation-of-an-edition>. Accessed on 11/04/2024.

Acknowledgements

It is difficult to summarise my gratitude to the many people who have supported this study into such a small space, meaning that a good many people will have been inadvertently excluded. The largest body of these individuals are the former staff and alumni of Westminster College, who have been an invaluable resource for this project. To the many, many Westminsterians who have supported this project over the past five years, I am truly grateful.

To the many archivists who have assisted with the identification of relevant material; individuals; and concepts, it would have been impossible to create this study without assistance from the often-unsung heroes of historical research. Thanks goes especially to the archivists at Christ Church, Harris Manchester, Lincoln, Mansfield, New and Regent's Park Colleges in Oxford; to those working with the Methodist collections at the John Rylands Research Institute and Library in Manchester; and to Gilly King, the archivist of Southlands College. Similarly, thanks goes to my colleagues and friends at the Oxford Centre for Methodism and Church History for assistance regarding the history of both Westminster College, and Methodism more widely, as well as their endless support as this project progressed. Additional thanks goes to many Methodist historians for their expertise and advice, including Dr Clive Norris, Dr John Lenton, and Rev Dr Martin Wellings. Most notably, thanks goes to Professors William Gibson and Beverley Clack for believing in me and this project from its start, as well as for encouraging me to apply for a postgraduate course initially.

For funding this research, I am grateful for the financial support given by the Oxford Brookes University Faculty of Humanities & Social Sciences (from their Staff Development Fund); the Oxford Centre for Methodism and Church History (for sponsoring digital access to material, and the awarding of its research bursary); and the Sarum St. Michael Educational Charity (for an educational grant).

Finally, I am especially grateful to my friends and family for the time, support and proof-reading they have offered, particularly my mother, Jane, and my partner, Liam.

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Training to Teach: some developments
in Methodist teacher training. The case
study of Westminster: Commentary.

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Introduction

In 1846, a decade after The Wesleyan Methodist Church had started to submit a small number of students to Borough Road College and the Free Church College in Glasgow,¹ the annual Church Conference (its governing body) agreed to the establishment of a teacher training college in London,² as it was “essential to make Methodism realize that this new college was not merely a part of Methodist educational enterprise,³ but an essential part of the Methodist organization for the work of God”.⁴ The 1849 Report from the Wesleyan Methodist Education Committee (WMEC) reinforced this need for the Church to have its own college to train teachers for its mission in Britain and abroad. It recorded that

this Institution will have to supply the demand for teachers, which may arise in the field of the Society’s Foreign operations.

This last named demand for trained teachers may be expected to be much more considerable in future years than it has hitherto been, - the schoolmaster being equally necessary to the missionary as to the minister at home, and, in the case of the missionary, only to be provided from the same source which furnishes his own support.⁵

¹ F.C. Pritchard, *The Story of Westminster College, 1851-1951*. (London: The Epworth Press, 1951), p5.

² *Ibid*, p8.

The Methodist Church in Great Britain describes its Conference as being “its governing body under God”. First meeting in 1744, It continues to meet annually and has “responsibility for the government, discipline, management and administration of the life of the Church”. Further information about the Methodist Conference can be found in the annual *Minutes of Conference*, or online. Available at: <https://www.methodist.org.uk/about-us/the-methodist-conference/conference-2024/about-the-conference/>. Accessed on 30/01/2024.

³ Throughout this thesis, ‘Methodist’ or ‘Methodism’ are used to refer to the wider Methodist connexion within Britain, as it is recognised today. Unless otherwise specified, any use of these terms referring to pre-1932 (the year of ‘Methodist Union’) can be taken as referring to the Wesleyan Methodist tradition.

⁴ Pritchard, *Story of Westminster College*, p13.

⁵ *Wesleyan Methodist Education Committee Report* (1849), p28.

Seven parcels of land were subsequently combined, along with the purchase of another parcel of land from H. M. Treasury, previously seized following a conviction of treason, thus meaning that it was more affordable than land in London might otherwise have been.⁶ Rev. John Scott,⁷ Secretary of the Church's Education Committee, was appointed as inaugural principal, and the Wesleyan Normal College was opened on Horseferry Road, Westminster, with the purpose of training young men and women to staff the growing number of schools that were established, or planned, throughout England, especially following the Wesleyan aim to establish 700 schools in the seven years between 1843 and 1850.⁸

Originally solely a teacher training college, Westminster College diversified during the twentieth century, offering courses in Theology and other subjects at various points throughout its 150 years of operation.⁹ From 1930, it submitted students for a three-year undergraduate Bachelor of Arts and Science degrees of the University of London, followed by a one-year teaching qualification.¹⁰ Following the Second World War, the College offered one and two-year courses in teaching,¹¹ showing its ability to swiftly adapt to an increasingly professionalised qualification, and growing national demand. In 1959, Westminster College relocated from its original site in London to Harcourt Hill, then in Berkshire.¹² This relocation

⁶ Westminster College Archive, A/1/a/74, Royal Warrant to the Trustees of the Wesleyan Training College and Normal Schools, Westminster, 10 April 1851.

⁷ John Scott (1792-1868) was the inaugural Principal of Westminster College. In addition to this, he was an ordained Minister with an interest in social justice causes, particularly overseas mission work and education. He was the Treasurer of the Wesleyan Missionary Society between 1852 and 1868; the Secretary of the Education Committee from 1843; and twice President of Wesleyan Conference (in 1843 and 1852). A more extensive biography of Scott can be found as part of the *Dictionary of Methodism in Britain and Ireland* (DMBI). Available at: <https://dmbi.online/index.php?do=app.entry&id=2423>. Accessed on 05/02/2024.

⁸ Pritchard, *The Story of Westminster College*, p6.

⁹ Westminster College Archives, Uncatalogued, Collection of Course Syllabuses.

¹⁰ Pritchard, *Story of Westminster College*, p81.

¹¹ Pritchard, *Story of Westminster College*, p91.

¹² Westminster College Archives, A/1/a/250, Conveyance of Land in North Hinksey, 12 May 1955.

also saw the College cease the submission of students to the University of London, and start to submit students for a University of Oxford validated Certificate of Education.¹³ From 1969, an additional qualification was offered to exceptionally high-scoring students: a Bachelors degree in Education.¹⁴ This validatory agreement with Oxford lasted for fifteen years, before being replaced by qualifications provided by the Council for National Academic Awards (CNAA).¹⁵ Following the cessation of CNAA awards in 1992/93,¹⁶ Westminster College teaching students were once again validated by the University of Oxford. In 1996, the Trustees and Governing Body of Westminster College formally approved a merger with Oxford Brookes University, opening in September 2000 as the Westminster Institute of Education, Oxford Brookes University.¹⁷

Historiography: College Histories

Despite its lengthy period of operation, Westminster College only published two official histories: one in 1951 to mark its centenary, and one in 2003 to “complete” its history. Neither of these histories are complete or without fault or bias, but both provide useful insight into the College history and its operations. The first, *The Story of Westminster College, 1851-1951* was written by Frank C. Pritchard.¹⁸ An alum of the College,¹⁹ Pritchard viewed the College in a reverential, almost-perfect light, refusing to recognise many of its earlier problems

¹³ Westminster College Archive, Uncatalogued, *Report of the Methodist Education Committee*, 1960.

¹⁴ Westminster College Archive, A/3/f/14, *Correspondence about the Bachelor of Education degree*, 1969.

¹⁵ Westminster College Archive, Uncatalogued, *Course Proposals to the Council of National Academic Awards*, 1975-92.

¹⁶ J. Bone, *Our Calling to Fulfil: Westminster College and the Changing Face of Teacher Education*. (Bristol: Tockington Press, 2003), p157.

¹⁷ Bone, *Our Calling to Fulfil*, p233.

¹⁸ Pritchard, *The Story of Westminster College*.

¹⁹ Westminster College Archive, Uncatalogued, Student Record Cards: Pritchard, Frank C.

For a more detailed biography of Dr. F. C. Pritchard, see his biography in the DMBI available at: <https://dmbi.online/index.php?do=app.entry&id=2222>. Accessed on 30/01/2024.

or attempted projects. His volume was further influenced through the need to provide a celebratory volume for the College centenary. He did, however, have first-hand experience of what Westminster College was like as a student, and access to many of the leading figures in the College history. Unfortunately, many of the interviews conducted by Pritchard were never written or recorded, meaning that his edited versions are all that survive. The second history, *Our Calling to Fulfil: Westminster College and the Changing Face of Teacher Education*, written by Jennifer Bone.²⁰ Although this history had increased access to archival documents when compared with F. C. Pritchard's earlier history, and also made use of extensive surveying of college alumni,²¹ Bone chose to primarily interpret the college as a teacher training institution, and tended to ignore its Methodist ethos and roots. As a result, Pritchard's history ignores the shortcomings of many College decisions, as well as any failed plans, no matter how important either of these may be to the overall history of the institution. Bone's history does not ignore these failings in the same way, but pays little attention to wider themes within College life, both in terms of its Methodist nature, but also the historic nature of many College traditions – a flaw of her history not starting its primary coverage until 1951. This means that, although these volumes are essential to gain an accurate understanding of the college, no one history accurately records Westminster College as both strongly reflect the reasoning behind their creation, thus demonstrating a possible flaw in the creation of historical texts. For Pritchard, his volume was to be celebratory. For Bone, her aim was to examine the decline of teacher training colleges.

²⁰ Bone, *Our Calling to Fulfil*.

²¹ Bone, *Our Calling to Fulfil*, p236.

These two official volumes are accompanied by a series of shorter, unofficially requested histories. Some of these appear in newspaper articles, such as one in *The Methodist Recorder* by its principal, A. W. Harrison; others in *The Westminsterian* or *Westminster Bulletin* (the student/alumni magazines); and other fragments of histories in typescript, letter, or note or notebook form in the college archive. H. Trevor Hughes,²² for example, created a history to cover 1953-59 to “clothe the skeleton of committee minutes with skin and bone”.²³ He notes, however, that it was impossible to create a full account of the College’s relocation, which is one of the primary aims of this research. As is to be expected, however, none of these are as lengthy or informative as the two volumes.²⁴

Historiography: Methodist Education and Beyond

Outside Westminster College specifically, there have been a series of items published around the topic of Methodist education. Chief among these volumes is Linda Ryan’s 2018 volume, *John Wesley and the education of children: gender, class and piety*,²⁵ which focused on Wesley’s ideas for the education of young children. Other volumes detail the history of

²² Henry Trevor Hughes (1910-88) was a Methodist Minister and educator. The son of Maldwyn Hughes, the founding principal of Wesley House, Cambridge, Hughes trained for ministry there, before serving as Culford School’s Chaplain (1935-41), and a Chaplain in the Royal Air Force (1941-46). He moved to Westminster College as its Vice-Principal in 1946, and was promoted to Principal in 1953. Whilst principal, Hughes oversaw the relocation of the College to Oxford, and was latterly the first Methodist select preacher of the University of Oxford. He received an MA from Cambridge in 1938, and an MA from Oxford in 1969. He has a more extensive biography in DMBI.

²³ Westminster College Archive, A/3/f/13, History of Westminster College (1953-59) by H. Trevor Hughes, c. 1960.

²⁴ Westminster College Archive, A/3/d/4, “Westminster College, By the Principal”, no date.

Westminster College Archive, A/3/d/1, Correspondence of A. W. Harrison.

Westminster College Archive, Uncatalogued, College Histories and Archive Catalogues.

Westminster College Archive, Uncatalogued, Student and Alumni Magazines: *The Westminsterian*, and *The Westminster Bulletin*.

²⁵ L. Ryan, *John Wesley and the Education of Children: Gender, Class and Piety*. (Abingdon: Routledge, 2018).

Southlands College;²⁶ the Methodist theological colleges;²⁷ Methodist schools, including Kingswood and Woodhouse Grove;²⁸ and Methodist educationalists, such as the biography of Rev. David J. Waller.²⁹ Outside published monographs, Methodist education and educationalists have featured in lengthier biographies and encyclopaedias;³⁰ in doctoral theses;³¹ and in online essays, including from the Methodist Church's website.³² Each of these items, however, focuses on its core subject area, a person or a theme, and falls short of fully analysing the Methodist contribution to Higher Education in Britain, which has primarily been through its two teacher training colleges, and the representative platform these colleges enabled the Church to have at a national level. Many of these items, including the Church sponsored essays, are misleading, or incorrect, in places. *Education, A Historical Perspective*,³³ for

²⁶ E. Williams, *The History of Southlands College 1872-1972*. (Wimbledon: Southlands College, 1972).

D. Milbank, *Years of Change: A History of Southlands College*. (London: Roehampton Institute of Higher Education, 1985).

²⁷ Volumes on this subject include A. Chandler, *Anglicanism, Methodism and Ecumenism: a History of the Queen's and Handsworth Colleges*. (London: I. B. Tauris, 2018). and W. Bardsley Brash, *The Story of Our Colleges, 1835-1935: A Centenary Record of Ministerial Training in The Methodist Church*. (London: Epworth Press, 1935).

²⁸ Histories on Kingswood School include, most recently, G. Best, *A School Set Apart, 1748-2023: A History of Kingswood School and its Alumni*. (Bristol: Bristol Book CIC, 2023).

Histories on Woodhouse Grove School include, most recently, N. Watson, *Xaipete: Woodhouse Grove, the first 200 years*. (Huddersfield: Jeremy Mills Publishing, 2011).

In some cases, joint volumes have been written, including A. H. L. Hastling; R. L. Whitehead; W. P. Workman et al, *The History of Kingswood School (Bath) together with registers of Kingswood School and Woodhouse Grove School, and a list of masters*. (London: Charles H. Kelly, 1898).

²⁹ A. E. Sharpley, *The Life of David James Waller, consisting chiefly of selections from his journals*. (London: Charles H. Kelly, 1913).

³⁰ The DMBI alone has 465 entries for 'Education'.

³¹ The most extensive of these theses is (in its published form) J. Smith, *Methodism and Education, 1849-1902: J. H. Rigg, Romanism and Wesleyan Schools*. (Oxford: Clarendon Press, 1998).

³² G. Best, *Education: A Historical Perspective*. Available at:

<https://www.methodist.org.uk/downloads/education-ahistoricalperspective-270312.pdf>.

Accessed on 30/01/2024.

³³ *Ibid.*

example, focuses primarily on the education of children, failing to recognise that Methodism would not have been able to operate these schools without its teacher training colleges. In its analysis, teacher training is allocated a single paragraph, and no mention is made of the role Methodist educationalists (employed at Westminster and/or Southlands Colleges) had who were consulted ahead of changes to national educational policy, including the three most significant pieces of national education policy in the first half of the twentieth century: the Education Acts of 1902 and 1944, and the ‘Robbins Report’ of 1963.³⁴

Aims of this Research

Much has been written, and is known, of the role of the (Wesleyan) Methodist Church as a theological educator, both of children and those training for Ministry. In the wider field of education, however, Higher Education (particularly teacher training) is ignored, almost in its entirety. This research, therefore, aims to redress this imbalance. Reference to Methodist teacher training colleges, however, is nearly always in relation to their role in teacher education: their distinctly Methodist identity is usually ignored. Research on education and Methodist identity has focused on Methodist schools and the training of children, or been situated in an earlier time frame, usually stopping before, or with, the 1902 Education Act.³⁵ This study will explore the wider field of non-theological Methodist Higher Education in England through its delivery of teacher training. It will also analyse the Church’s engagement through these colleges as a campaigner for educational equality, and as an educational policy consultant at a national level. This final point sets (Wesleyan) Methodism apart from other nonconformist denominations in Britain. From 1902, these Colleges encouraged the

³⁴ ‘The Education Act’ (2 Edw. 7); ‘The Education Act’(7 & 8 Geo 6)

L. Robbins, *Higher Education: The Report of the Committee on Higher Education*. (London: H. M. S. O., 1963).

³⁵ ‘The Education Act’ (2 Edw. 7)

Methodists to engage with national policy, as well as giving them the standing to warrant consultation.

In addition to this analysis of Methodist higher education provision between 1851 and 1963, this research will

1. Examine the increasing professionalisation of the teaching profession at a time which saw it moving from solely a government assessed role towards being a higher qualification examined, validated, and provided by universities.
2. Assess the impact this changing educational field had on Westminster College, and how the College met these new and evolving requirements.
3. Explore the attempts made by Westminster College to adapt its buildings in London; its attempts to relocate to Leicester, Hull, and Kent; and the eventual relocation to Harcourt Hill on the outskirts of Oxford.

Methodology

Completed through Oxford Brookes University's research degree regulation 6.6 ("the preparation of a scholarly edition of a text or texts, musical or choreographic work, or other original artefacts"), this thesis contains a catalogue of edited archival source material documenting the above topics, arranged to accompany the chapters in this commentary. The chapters of both the catalogue and the commentary are:

1. The evolution of educational policy in Britain, primarily between 1902 and 1963, and particularly where it relates to teacher training, as well as the Methodist engagement with these policies;
2. The growth and operation of Westminster College between 1902 and 1953, with particular focus on the College's attempts to move from its original site on Horseferry Road, and its relationship with the University of London;

3. The relocation of Westminster College from London to Oxford, focusing on the period 1953-1963. This chapter also centres on the relationship between the College and the University of Oxford, as well as with the City Council.

Because of the overlapping subject matter, chronological periods, and links to Westminster College, there are links between many of the documents utilised in different chapters. Documents in the edited catalogue have been arranged to reflect their overall content and/or impact on Methodist teacher training, with annotations to provide the wider context. Documents have been primarily selected from the Westminster College archive, which is the primary repository of historic items originating from the College, and items which originate with the Methodist Church or its Education Committee, which relate to the operation of Westminster College. Where relevant, however, items have also been selected from other archive collections, including those of the Universities of Oxford, Roehampton, and Leicester; the Methodist Archives at the John Rylands Research Institute and Library, University of Manchester; the Institute of Education archive at University College London; New College, Oxford's archive; The National Archives; and local authority archives for London, Oxfordshire, and the City of Westminster.

The two sections of this work (the critical commentary and archival catalogue) are followed by a series of appendices which assist in the examination around the Methodist provision of education and teacher training, and also the life of Westminster College itself. Archival material allocated to these appendices has been placed here, rather than in one of the chapters of the catalogue because they heavily support and/or relate to the wider content and context of this research, but do not directly relate to one of the three main research topics. These appendices include histories by former staff and students, and photographs and architectural plans of the Horseferry Road and Harcourt Hill sites.

Chapter I: National Education; Legislation; and the Methodist Response, 1902-1963

Introduction

This chapter seeks to explore education in England and Wales between 1902 and 1963. It will analyse the legislation created between these two dates, particularly where it relates to teacher training and the work of Westminster College. Alongside the national legislation produced by successive governments, this chapter will review the comments of the (Wesleyan) Methodist Church, as well as the remarks made by the Church in response to the various legislative documents drafted and/or passed. As a result, this chapter will track the changes in teacher education from 1902, when this was the sole responsibility of voluntary (church or charity provided) colleges through to 1963, when they were all partnered, or integrated, with universities. For (Wesleyan) Methodists this, therefore, demonstrates a continued attempt to appear 'respectable': to be recognised as an established Church, and for its work and activities to be given a similar status to the work and activities of the Church of England. This, therefore, illustrates one of the many differences between the different Methodist traditions which existed at the start of the twentieth century, and is one of the hidden (but also one of the most influential) tensions within the Methodist denomination in Britain. This delivery of vocational training also demonstrates a gradual change from continued efforts to engage with educational policy and be recognised as important through to the Colleges; their educators; and the wider Methodist Education Committee being consulted for major pieces of legislation, and all forms of religion being recognised (rather than just the Church of England and the Catholic Church).

Wesley to Balfour: Methodist Education Before 1902

The Methodist involvement in education can be traced to the first decades of the movement, when John Wesley established Kingswood School (then in Bristol) in 1748.¹ Just a decade after his evangelical conversion,² educational provision had become an important feature of the new movement. By the end of the century, Methodist provision of education was provided through a handful of boarding schools, primarily for the education of ministers' children, with Woodhouse Grove (established in 1811), Shebbear College (established in 1829) and Queen's College, Taunton (1846) founded to support the wider operation of the Church.³ The principle of itinerancy meant that preachers and ministers were required to move regularly between stations which disrupted family life and the education of ministers' and preachers' children.⁴ So, the formation of schools like Kingswood and Woodhouse Grove were an important structure in the support of the mission of the Methodist Church.

The Methodist movement's commitment to wider forms of education can be also seen in its development of Sunday-Schools, which taught both basic literacy and Christian topics, including morality and the content of the Bible. Following the schism in 1811 (dividing the

¹ G. Best, *Continuity and Change: a history of Kingswood School, 1748-1998*. (Bath: Kingswood School, 1998).
G. Best, *A School Set Apart: Kingswood School, 1748-2023*. (Bath: Kingswood School, 2023), p8.

² John Wesley's evangelical conversion is dated to 24 May 1738.

³ Methodist Independent Schools' on the Dictionary of Methodism in Britain and Ireland. Available at: <https://dmbi.online/index.php?do=app.entry&id=3457>. Accessed on 24 July 2023.

F. C. Pritchard, *The Story of Woodhouse Grove School*. (Bradford: Woodhouse Grove School, 1978).

T. Fairchild, *A School Apart: A History of Shebbear College*. (Devon: Old Shebbearians Association, 1987).

H. J. Channon, *A History of Queen's College, Taunton*. (Taunton: Old Queensian's Association, 1957-64).

⁴ The Oxford English Dictionary describes itinerancy as "the action of itinerating or travelling about, esp. for a specific purpose, as preaching or public speaking". It later gives an alternative definition of "the system in practice in various Methodist churches, esp. the Wesleyan, according to which the regular ministers or 'itinerant preachers' are appointed not to a single congregation, but to a group of these called a 'circuit', to 'itinerate' among the congregations within its limits, and are periodically (usually every three or five years) removed to another circuit".

‘Wesleyan Methodist’ from the ‘Primitive Methodist’ churches),⁵ this continued to be the case. While the focus of this study is on the Wesleyan Methodists, it was also the case that Primitive Methodists, Bible Christians, Methodist New Connexion and other groups (that split from Wesleyan Methodism in the early nineteenth century) formed their own schools.⁶ The 1851 Census revealed the numbers of schools run by each Methodist group:⁷

Methodist Tradition	Number of Schools
Wesleyan	381
Methodist New Connexion	14
Primitive	26
Bible Christian	8
Wesleyan Association	11
Calvinistic	44
Lady Huntingdon’s Connexion	10
Total	494

F.C. Pritchard (in his history of Westminster College) also outlines other educational work undertaken by the Wesleyans.⁸ He recorded that

⁵ G.E. Milburn, *Primitive Methodism*. (London: Epworth Press, 2002).

⁶ Unlike the Wesleyans, however, no other Methodist tradition established colleges.

⁷ *Census 1851: Education, England and Wales*. (London: Census Office, 1854) pLIII.

⁸ Pritchard, *The Story of Westminster College*, p3.

1. There were 3,339 Sunday-Schools with 59,277 teachers and 341,442 pupils.
2. 25 per cent. of the chapels had no Sunday-schools.
3. There were 9 weekday infant-schools.
4. There were 22 weekday schools for older children.⁹

This was in comparison, and competition, with over 10,000 Church of England schools,¹⁰ but shows more extensive provision than the Catholic Church, which supported 339 schools. The number of Wesleyan Methodist schools was lower than it would have been if its support for British Schools had been categorised as ‘Methodist’. These were non-denominational schools that rejected the Church of England’s control and were widely supported by Methodists.¹¹ Moreover, Methodism was ambitious to build more schools; in 1838 its conference set the aim of supporting 700 schools (by 1873 the Conference had nearly achieved that goal, running 641-day schools and this rose to 743 a few years later).¹² The Methodist schools were strongly denominational in character: all children were required to attend Methodist Sunday-Schools as well as weekday schools, and the *Wesleyan Catechism* (1838) was widely used. Wesleyan ministers were always on the school boards and the majority of teachers were expected to be practising Methodists.¹³

On p2, Pritchard also notes that the 1833 Wesleyan Conference had asked “What is the sentiment of the Conference with regard to the formation of weekday schools in connexion with our societies?”, and that the following response was received: “The Conference has heard with satisfaction of the formation of weekday schools in immediate connexion with some of our societies, and recommends their establishment wherever the means of supporting them can be obtained; as such institutions when constructed on strictly Methodist principles, and placed under an efficient spiritual control, cannot fail to promote those high and holy ends for which we exist as a religious community”.

⁹ Pritchard, *The Story of Westminster College*, p3.

¹⁰ *Census 1851*, pLIII.

¹¹ In contrast, National Schools were strongly Anglican.

¹² Pritchard, *The Story of Westminster College*, p7.

¹³ B. H. Smythe, ‘Church Attitudes to Education at the End of the Nineteenth Century’, University of Durham M.Ed thesis (1969), pp. 20-1.

In 1838, however, the Wesleyan Methodist Conference established an education committee, which was tasked with

Apply[ing] themselves with earnestness and assiduity to the task of collecting information; of exciting in our Connexion, to the utmost extent of their power, an increased attention to the utility and necessity of Wesleyan Infant and Day Schools, conducted on those principles which, as Wesleyan Methodists, our people are bound to prefer wherever practicable; of watching over the rights and interests of our Societies, as they may be involved in any legislative or other proceedings on the question of National Education; and of preparing, as soon as they shall find themselves able to do so with confidence and advantage, some general plan for the promotion of Religious Education in connexion with the Wesleyan body, which may be hereafter submitted to the consideration and sanction of our Friends and of the Conference.¹⁴

It appeared from the Committee's Report, that after extensive and largely successful efforts already made by the Connexion to establish Sunday-Schools,¹⁵ there were still over nine hundred chapels which had no such Sunday-School provision.¹⁶ Consequently, the Committee was asked to send a circular to each of the places which lacked a Sunday-School, which it called 'an auxiliary to the ministry of the Gospel',¹⁷ urging the preachers and members to try to 'supply the grievous deficiency, according to the principles and regulations recommended in the Minutes of 1827'.¹⁸ The Conference pursued the formation of day schools also:

¹⁴ Pritchard, *Story of Westminster College*, p3.

¹⁵ *Census 1851*, pLIII.

¹⁶ Pritchard, *Story of Westminster College*, p3.

¹⁷ The Wesleyan Conference Office, *The Minutes of the Wesleyan Methodist Conference*. (London: The Wesleyan Book Room 1838), p354.

¹⁸ *Ibid.*

The Committee are further directed to prepare and circulate a succinct statement of the methods which are most proper to be taken for the establishment of Day and Infant Schools: explaining generally the plan by which the pecuniary means for supporting them may with the greatest facility be secured. Those of our Friends who are wishful to commence such undertakings are requested to correspond with the Secretaries of the Committee.

The Preachers are solemnly enjoined to hold regular weekly Meetings with the children of our people, under the age of fourteen, on the most convenient day of the week, in every town where a Preacher has his stated residence, according to our ancient rule and practice.

The attention of our Preachers is earnestly directed to the necessity and importance of making some effectual arrangement in every town where a Preacher resides, for obtaining pastoral access, at stated times, to the young persons of Methodist families, between the ages of fourteen and twenty, with a view to promote their spiritual welfare by instruction, exhortation, and prayer.¹⁹

It is quite evident, therefore, that the nineteenth century Wesleyan Methodist Church saw education as being of the utmost importance, and supporting schools was as regular a duty of Wesleyan Ministers as leading services. The Conference also sought to create a Committee which could oversee this work, and also respond to national educational work and policies, thus seeking to place their educational work alongside the work of established bodies.

From the 1830s, the Methodist Church also began to organise the training of teachers for its schools. It submitted students to the Free Church Training College in Glasgow for a one-year

¹⁹ Wesleyan Conference, *Minutes 1838*, p354.

training programme overseen by the Wesleyan Education Committee.²⁰ This initiative was advanced in 1844 when a report of the Methodist Education Committee recommended the foundation of its own specialist teacher training college.²¹ This recommendation resulted in the creation of the ‘Wesleyan Normal Institute’ (subsequently known as ‘Westminster Training College’) which opened to its first cohort of trainee teachers on 6 October 1851 under the leadership of Rev. John Scott, its inaugural principal. Scott (1792-1868) was a Wesleyan Methodist Minister, who also served as the secretary of the WMEC; as treasurer of the Wesleyan Methodist Missionary Society between 1852 and his death in 1868; and twice as President of the Methodist Conference, the governing body of the Methodist Church. Following his role as secretary of the WMEC, Scott was appointed as first principal of the newly established Wesleyan Normal Institution in Westminster. Scott’s entry in G. J. Stevenson’s *Methodist Worthies: Characteristic Sketches of Methodist Preachers*,²² notes that “From an early period of his ministerial life, Mr. Scott directed his attention to the extreme importance of the primary education of the young. He looked at this matter as a patriot, a philanthropist, and a Christian, and felt that from each of those points of view it was difficult to overrate it”.²³

²⁰ The records of the Free Church Training College in Glasgow are now at the University of Strathclyde Archives and Special Collections, GB 249 FCTC.

²¹ This is elaborated upon in the Westminster College Deed of Foundation: “In pursuance of the plan adopted in former years, the Committee have sent all candidates, when accepted, to the Glasgow Seminary. But they are urged by various considerations to think seriously of having at no distant point a Normal Seminary of their own, upon a system which may combine whatever is most excellent in the various systems of training now in use, and may at the same time be more strictly adapted than any existing Institution of the kind can be to the peculiar character and requirements of the Wesleyan Methodist Connexion.” (Westminster College Archive, A/1/a/223, Foundation deed of the Wesleyan Training College and Normal Schools, 14 November 1850). Pritchard, *The Story of Westminster College*, p8.

²² George J. Stevenson, *Methodist Worthies: Characteristic Sketches of Methodist Preachers of the Several Denominations with historical sketch of each Connexion, Volume II*. (London: Thomas C. Jack, 1884), p.291.

²³ *Ibid.*

Under the guidance of John Scott, the buildings of the Wesleyan Normal Institute were designed by James Wilson,²⁴ and opened on 6 October 1851 at 130 Horseferry Road, Westminster. It grew quickly, leading to the acquisition of further accommodation. Scott died suddenly in 1868,²⁵ and was memorialised through the Scott Memorial Chapel on Horseferry Road.²⁶ The Rev. James Rigg was appointed to follow Scott as the College's second Principal in 1868, presiding over the College until 1903.²⁷ Although not a trained educationalist, Rigg was more engaged in wider aspects of education than his predecessor, whose interests had arguably been more in furthering the Methodist cause or supporting class equality than it had been in education. This reflects an increase in state engagement in education, and the rise of social and political interest in education.

The Development of Teacher Training

The attention Methodists paid to the education and training of teachers ran alongside the tensions between government control and voluntarism. The government grant for education of 1839 had included plans to establish a central teacher training college.²⁸ However, the failure of the voluntary societies to agree on a standard curriculum for the training of teachers in religious settings led to the abandonment of the idea. Denominational training colleges were slowly formed: Borough Road College in London, established by Joseph Lancaster in 1798 was training teachers for the British and Foreign School Society by 1814;²⁹ and David Stow's

²⁴ Westminster College Archive, H/1/b/1, *Cutting from the Illustrated London News*, 1851.

²⁵ Pritchard, *Story of Westminster College*, p44.

²⁶ Pritchard, *Story of Westminster College*, p49.

Westminster College Archive, E/2/e/1, *Scrapbook of John Taylor*, 1895-97.

²⁷ Pritchard, *Story of Westminster College*, p94.

²⁸ Education in the UK, 'Government papers relating to Education 1833-1862', Available at: <https://education-uk.org/documents/cce/index.html>. Accessed on 05/02/2024.

²⁹ E. R. Hamilton, *An Outline History of Borough Road College, 1809-1958*. (London: Borough Road College, 1958), p1.

‘Free Church Training College’ in Glasgow, founded in 1845, provided further opportunities for the training of (nonconformist) students.³⁰ James Kay-Shuttleworth founded the Battersea Normal College in 1840,³¹ and the National Society established St. Mark’s College in Chelsea in 1841 as an Anglican college.³² By 1846, government grants supported the training of teachers, so that there was a means to establish common standards for teachers despite the limitations of the voluntary schools’ religious denomination.³³

The ‘Battersea model’ was later adopted by the Privy Council Committee on Education. Pupil³⁴ Pupil-teachers’, as they were called, who were over the age of 18 sat for the Queen’s (or later the King’s) Scholarship Examination (afterwards called the Preliminary Examination for the Certificate).³⁵ Successful scholars were then funded to attend training colleges for two or three years. These were residential colleges run by voluntary societies and churches with some government subsidy.³⁶ To support the

³⁰ The Free Church Training College was established by David Stow in 1845 following a schism in the Church of Scotland. It was later subsumed by the University of Strathclyde, and its archive (as well as additional information) can be found by visiting <https://atom.lib.strath.ac.uk/glasgow-free-church-training-college>. Sarah Smetham, latterly an Infant Teacher at the Westminster Practicing Schools, records that her time at the Free Church College was “a time of mental discipline enlargement of thought and pleasant social intercourse”. (The Oxford Centre for Methodism and Church History, The Smetham Collection, SME 1/7/1, *Family Letters and Reminiscences*.)

³¹ R. J. W. Selleck, ‘Sir James Phillips Kay-Shuttleworth, First Baronet’ (ODNB)

³² The first prospectus claimed ‘The term of training is three years: it comprises, with general education, the industrial system, as the business of male servants in the house, managing the farm produce, and gardening. Still, the religious service of the Chapel is, as it were, the keystone of the system of the College.’

³³ D. Gillard, *Education in the UK: A History*. Available at: <https://www.education-uk.org/history/timeline.html>. Accessed on 05/02/2024.

³⁴ The National Archives, *Historical Education Policy and Administration: Teacher Training*. Available at: <https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/teacher-training/#3-pupil-teacher-training-1846-early-1900s>. Accessed on 05/02/2024.

³⁵ Pritchard, *Story of Westminster College*, p20.

³⁶ The National Archives, Committee of the Privy Council on Education, ED 57.

training colleges there were also government building grants.³⁷ At the end of their training the teachers were issued with a certificate by the Department of Education.³⁸ This carried little legal value, as it was not a requirement for teaching in schools. Instead, it was proof of experience teaching in a classroom, and some level of training, and bears a comment from the Inspector who examined their teaching.

In 1860, the Department of Education formed a system of inspections of schools and teacher training colleges. In that year, inspectors visited 10,403 schools and they also inspected 38 teacher training colleges, in which over 2,000 trainees were taught.³⁹ The government laid down that teachers in training would receive grants from taxation, as would the institutions responsible for training them.⁴⁰ The establishment of a system of state funded teacher training was a significant extension of government responsibilities.

Between 1870 and 1900 the government involvement in education became increasingly specialised: it focused on the development of industrial schools, setting up approved schools for juvenile offenders and specialist schools for children who were blind and epileptic.⁴¹ In 1888, county councils were established and established local education authorities with responsibility for board schools. Despite these changes, the fundamental tension between the voluntary principle of denominationally run schools and government oversight of standards and uniformity of provision remained unresolved.

³⁷ The National Archives, Committee of the Privy Council on Education, ED, 17/1.

³⁸ Westminster College Archive, E/2/e/4, Teaching Certificate of Emily Sedgwick, 1872.

³⁹ J. Hurt, *Education in Evolution: Church, State, Society and Popular Education, 1800-1870*. (London: Paladin, 1971).

⁴⁰ *Ibid.*

⁴¹ UK Parliament, *The 1870 Education Act*. Available at: <https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/school/overview/1870educationact/>. Accessed on 05/02/2024.

The Paradox of Governmental Control and Voluntarism

Two of the apparently conflicting features in the nineteenth century were the growth of government responsibility for education and voluntary control of schools by religious denominations. Both play an important role in the development of teacher training and the work of Westminster College. The rise of government responsibility for education for the poor can be seen first in the Poor Law Amendment Act of 1834, which provided education for children whose parents were forced into the workhouse.⁴² Such children seemed to have been viewed as the responsibility of the state. The provision of educational facilities in workhouses was one of the early signs that the government saw education as not merely a route to avoid poverty and destitution but that it was a general governmental responsibility, not that of parents – especially when they could not support themselves.

This wider government responsibility for education was also enshrined in the Factory Act of 1833,⁴³ which required factory owners who employed children to provide two hours of education a day. By 1841, the School Sites Act,⁴⁴ which was extended in five acts passed between 1841 and 1852, enabled land to be bought on which schools were built and funded by Parliamentary Grants for the Education of the Poor. By 1856, it was necessary to create a government department to oversee education (initially the Department of Education).⁴⁵

⁴² The National Archives, *1834 Poor Law*. Available at: <https://www.nationalarchives.gov.uk/education/resources/1834-poor-law/#:~:text=The%20new%20Poor%20Law%20ensured,for%20several%20hours%20each%20day>. Accessed on 05/02/2024.

⁴³ UK Parliament, *The 1833 Factory Act*. Available at: <https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/19thcentury/overview/factoryact/#:~:text=A%20maximum%20working%20week%20of,for%20two%20hours%20each%20day>. Accessed on 05/02/2024.

⁴⁴ School Sites Act, 1841 (4 & 5 Vict.)

⁴⁵ The National Archives, *Records created or inherited by the Department of Education and Science, and of related bodies*. Available at: <https://discovery.nationalarchives.gov.uk/details/r/C101#:~:text=In%201833%20sums%20began%20to,of%20the%20Board%20of%20Trade>. Accessed on 06/02/2024.

At the same time as government legislation was establishing the principle of state responsibility for education, voluntarism remained an important element in the educational system. Voluntary schools were set up by churches and religious bodies. Their funding came from endowments, charitable donations and from school fees paid for pupils, usually a few pennies a week.⁴⁶ The voluntary schools were, in effect, education organised and sometimes subsidised by the churches. Most voluntary schools did not have more than one teacher and sometimes used the ‘monitorial’ system, in which older and able pupils drilled younger children in large classes in the skills that they had mastered. In voluntary schools’ boys and girls were usually educated separately, with gender-specific curricula which reflected the division of labour between men and women in wider society.⁴⁷ Children who attended voluntary schools were mainly the offspring of skilled working families, in which there was a greater appreciation for learning. Skilled workers were often the first to value the importance of education.⁴⁸

In 1859, The Newcastle Commission was established to examine the state of education in England.⁴⁹ It found that the largest number of pupils (1,549,312 in total) were being educated in elementary voluntary schools.⁵⁰ Voluntary schools were described as “established by

⁴⁶ G. Sutherland, ‘Education’ in F. M. L. Thompson (ed.), *The Cambridge social history of Britain 1750-1950*, vol. 3 (Cambridge: Cambridge University Press, 1990) (pp. 119-171).

⁴⁷ Westminster College, for example, had separate boys and girls schools, with records catalogued at B/2/a. There is also a photograph album, which shows activities undertaken by girls, including physical education, and learning to read and write.

The College was similarly segregated, with two different reading rooms (as is demonstrated inside several college books) and different subjects available depending on gender.

⁴⁸ M. West, ‘State Intervention in English Education, 1833-1891: A Public Goods and Agency Approach’, *University of Oxford Discussion Papers in Economic and Social History* Number 37, October 2000.

⁴⁹ Pritchard, *Story of Westminster College*, p29.

⁵⁰ “Report on the Education in England and Wales in 1858-60, as Ascertained by the Education Commission of 1858.” *Journal of the Statistical Society of London*, 24:2. (1861), p.208–12. Available at: <https://doi.org/10.2307/2338445>. Accessed on 05/02/2024.

persons who derive no personal advantage from them, and who are actuated in their foundation by charitable and religious motives”.⁵¹ Nevertheless, they were often subject to wide local variations in quality, with inconsistent attendance and much of the teaching inefficient. However worthy voluntary education was, it sometimes hindered any significant element of the quality of teaching in such schools. John Stuart Mill was one of those who had already developed concerns that the voluntary schools often suffered from an absence of oversight of standards.⁵² One element in this, of course, was the nature of the education and training that the teachers in the voluntary schools had received, if any. One account included in the 1861 Newcastle Report on elementary education found that the teachers “ideas were on a par with the parents’ ideas; they [teachers] were metal that anyone could work upon; were pliant to every whim— sycophancy their virtue, hypocrisy their faith; they could be snubbed and rebuked at pleasure, and gave way to every illiterate prejudice”.⁵³

An example of the concerns about voluntary schools is that they did not seem to be responsive to local economic conditions and needs. Government inspectors found that voluntary schools, even in places of high demand for training, often had empty spaces for pupils.⁵⁴ Moreover, across the country voluntary schools had no consistent policies on such issues as attendance and absenteeism, student progress or the criteria for ejection of pupils. However, the real problem was that the voluntary organisation which ran schools had a presence in society that made it impossible for the government to create a national system of schools without “doing violence to the habits and feelings of the people of this country”.⁵⁵ The Newcastle Report clearly saw the issue of teacher education as one of the key elements in the

⁵¹ Report of the Commissioners appointed to Enquire Into Popular Education, (Newcastle Report), vol.1, p. 33.

⁵² J. S. Mill, ‘Reform in Education’, *Monthly Repository*, 8 (1834), p67.

⁵³ *Newcastle Report*, pt. II, 337-8.

⁵⁴ *Census 1851: Education, England and Wales* (London, 1854) p. xxxix.

⁵⁵ West, ‘State Intervention in English Education, 1833-1891: A Public Goods and Agency Approach’.

improvement of schools,⁵⁶ together with the quality of teaching materials they had to use. To motivate teachers and their organising bodies to better performance, the Newcastle Report recommended an element of “payment by results” for schools so that some of their funding came from the results of students in tests. This was implemented by the government.⁵⁷

Funding became a mechanism that developed to enable the government to control voluntary schools, starting with the Parliamentary Grants for the Education of the Poor, established in 1844. The Parliamentary Grants were enormously successful, applications for funds outstripped the money allocated in the first years. The grants came with strings which enabled the government to establish the principle of inspection of those schools which were established by government funding. The reports of inspectors also went to the Privy Council’s Department of Education, not to the voluntary body that ran the schools. An example of the impact of the Parliamentary Grants was the Board of Education’s Revised Code of 1862. The Code implemented the Newcastle Report’s recommendation of “payment by results”. The Code also (unpopularly) required voluntary schools to have a “conscience clause” as a condition of a Parliamentary grant.⁵⁸ The “conscience clause” enabled parents to remove their children from worship and religious education in denominational schools. The effect of the clause was that those outside a denomination could attend denominationally-run schools, and exclusion could not be made on religious grounds.⁵⁹ The Code was regarded as a serious imposition on voluntary schools, who suspected that it was a means to force them to close or

⁵⁶ W. B. Stephens, *Education, Literacy and Society, 1830-70. The Geography of Diversity in Provincial England* (Manchester: Manchester University Press, 1987).

⁵⁷ D. Gillard, *Education in the UK: A History*. Available at: <https://www.education-uk.org/history/timeline.html>. Accessed on 05/02/2024.

⁵⁸ Hansard, Volume 167, 05/06/1862. Available at: <https://hansard.parliament.uk/Lords/1862-06-05/debates/3f802d36-a2f5-4ab3-ab4c-1450c8f2a444/LordsChamber>. Accessed on 09/02/2024.

⁵⁹ H. Roper, ‘Toward an Elementary Education Act for England and Wales, 1865-1868’, *British Journal of Educational Studies*, 23:2 (1975), pp181-208, p204.

merge with Anglican schools.⁶⁰ In practice the advantage was overwhelmingly in favour of nonconformists like Methodists who did not want their children educated in Anglican schools (which were the majority).⁶¹ Nevertheless, even among nonconformists there were concerns that it represented a support for the secularisation of education that might in time threaten their own voluntary schools. In the 1870 Education Act, the condition of a Parliamentary grant was extended to require “no religious catechism or religious formulary which is distinctive of any particular denomination”.⁶²

William Forster’s 1870 Education Act was a culmination of the assumption of responsibility for education by the government. The Act established the principle of free provision of elementary education for all children aged between 5 and 13 (paid from rates), and formed local school boards to oversee their organisation and management. The 1870 Elementary Education Act was the first piece of legislation which created and regulated state provision of education, rather than just ensuring some of the funding of education for some children.⁶³ The provision of state funded education for all children aged 5-13 did not prevent a school charging an attendance fee, which therefore continued the exclusion of many poorer children. The creation of school boards, which oversaw the operation and management of the schools in their area, also indicated that schools were the responsibility of local administration,

⁶⁰ A. Bentley, ‘The Transformation of The Evangelical Party in The Church of England in the Later Nineteenth Century’ Durham University PhD thesis, 1971, p57.

⁶¹ Roper, ‘Toward an Elemental Education Act’, p196.

⁶² S. Parker, S. Allen; R. Freathy, ‘The Church of England and the 1870 Elementary Education Act’ in *British Journal of Educational Studies*, 2020, p. 445.

⁶³ UK Parliament, *The 1870 Education Act*.

Education in England, *Elementary Education Act 1870*. Available at:

<<http://www.educationengland.org.uk/documents/acts/1870-elementary-education-act.html>. Accessed on 06/06/2022.

not a central government department.⁶⁴ In London, the ‘London County School Board’ oversaw the education of children in the Greater London area.⁶⁵ James H. Rigg, Principal of Westminster College between 1868 and 1903,⁶⁶ was a member of the inaugural committee, which met in 1870.⁶⁷ Whilst little is known about Rigg’s role on the Board specifically, the London Metropolitan Archives catalogue describes the early years of this Board as “devoted great attention to school architecture and curriculum, and in later years to developing higher grade elementary education for older children and assisting under fed and badly clothed children”.⁶⁸ It can be assumed, therefore, that Rigg’s role was twofold: providing educational knowledge, and bringing a Methodist viewpoint on these matters. Additional education legislation emerged in the following decades, with attendance between the ages of 5 and 10

⁶⁴ School Boards were created as part of the 1870 Education Act, and made provision for localised management of education.

⁶⁵ The initial meeting of the London Board of Education was memorialised in a painting by John Whitehead Walton. J.H. Rigg features in the centre of the work, and can be seen talking to the member sat on his right. This work is now held by the Guildhall Art Gallery, London.

⁶⁶ James H. Rigg (1821-1909) was the second Principal of Westminster College. Prior to working at the College, he had been a junior teacher at Kingswood School, with ideas learned here influencing his style of leadership. He then served as a Minister before taking up the role of Principal. A lengthier biography can be found on DMBI (available at: <https://dmbi.online/index.php?do=app.entry&id=2316>. Accessed on 05/02/2024]) or the OCMCH Blog, ‘J. H. Rigg bicentenary (1821-2021): Westminster College’s formative principal’ (available at: <https://ocmch.wordpress.com/2021/01/15/j-h-rigg-bicentenary-westminster-colleges-formative-principal>. Accessed on 05/02/2024]).

⁶⁷ London Metropolitan Archives, *History of Education*, Available at: [https://www.cityoflondon.gov.uk/things-to-do/history-and-heritage/london-metropolitan-archives/collections/education#:~:text=The%20SBL%20\(1870%2D1904\),fed%20and%20badly%20clothed%20children](https://www.cityoflondon.gov.uk/things-to-do/history-and-heritage/london-metropolitan-archives/collections/education#:~:text=The%20SBL%20(1870%2D1904),fed%20and%20badly%20clothed%20children). Accessed on 24/07/2023.

⁶⁸ London Metropolitan Archives, *History of Education*, Available at: [https://www.cityoflondon.gov.uk/things-to-do/history-and-heritage/london-metropolitan-archives/collections/education#:~:text=The%20SBL%20\(1870%2D1904\),fed%20and%20badly%20clothed%20children](https://www.cityoflondon.gov.uk/things-to-do/history-and-heritage/london-metropolitan-archives/collections/education#:~:text=The%20SBL%20(1870%2D1904),fed%20and%20badly%20clothed%20children). Accessed on 24/07/2023..

mandated from 1880;⁶⁹ elementary education became completely free from 1891;⁷⁰ and the required attendance age further increased to 12 by 1899.⁷¹

On the one hand, the government had endorsed the idea that voluntary bodies could build and run schools, and provided funds for them; on the other, the voluntary bodies were responsible for the funding that the government had provided to deliver adequate standards. Nevertheless, as early as 1864 Robert Lowe,⁷² vice-president of the Committee of the Council of Education in Palmerston's government, made clear that he anticipated that voluntary schools would in time give way to a national government system of schools. By the 1870 Education Act, the determination that educational standards in the voluntary schools had to conform to government standards was enforced by provision that a voluntary school body would be granted a year to meet the required standard of education. If it failed to meet those standards or there was any gap or deficit in provision the government would permit the establishment of schools managed by locally elected school boards and paid for out of local rates.⁷³ Competition would squeeze the weakest voluntary schools out of the market. But while the Conservatives were tolerant of the principle of voluntarism, the Liberals were less so. The pressure on voluntary schools from the Liberal Party was summed up by Joseph Chamberlain who said in

⁶⁹ UK Parliament, *The 1870 Education Act*.

⁷⁰ *Ibid.*

⁷¹ *Ibid.*

⁷² Latterly Viscount Sherbrooke, Robert Lowe (1811-1892) was educated at Winchester College and University College, Oxford. As a politician, other roles held by Lowe include Secretary to the Board of Control; Vice-President of the Board of Trade; Home Secretary; and Chancellor of the Exchequer. A lengthier biography of Lowe can be found in the Oxford Dictionary of National Biography (ODNB) (Available at: <https://doi-org.oxfordbrookes.idm.oclc.org/10.1093/ref:odnb/17088>. Accessed on 05/02/2024..

D. W. Sylvester, *Robert Lowe and Education* (Cambridge, 1974), p 117. Hansard, 3rd Ser., CLXXXVIII, 1549.

⁷³ West, 'State Intervention in English Education, 1833-1891: A Public Goods and Agency Approach'.

the 1880s: “Our choice is between the education of the people and the interests of the Church. Education to be national must be unsectarian”.⁷⁴

Balfour and Beyond: Educational Policy and Professionalisation to 1963

Throughout the sixty-one years from 1902 to 1963, the face of education in Britain changed significantly, and was driven by three key pieces of educational legislation. Each piece of legislation affected the work of Westminster College, as well as other training colleges and voluntary institutions. Some did so directly, others by changing the school environment in which teachers were to work. Given that educational policy had the greatest effect on children, it was usually a matter of great public interest and stimulated a good deal of comment from, and conversation within, the Methodist Church. These three pieces of legislation were usually supported by secondary legislation and administrative regulations, and had varying degrees of success or efficacy following its implementation. These items of legislation were: the 1902 Education Act (colloquially known as the ‘Balfour Act’), discussed earlier; the 1944 Education Act (colloquially known as the ‘Butler Act’); and the 1963 Higher Education Act (preceded by the ‘Robbins Report’).

The ‘Balfour’ Education Act, 1902

From a national viewpoint, by 1902 there was widespread state provision of free education, and a state regulated teacher training qualification.⁷⁵ The aim of the new Education Act was to create a national education system that was systematic and rational. It also made

⁷⁴ J. L. Garvin, *The Life of Joseph Chamberlain* (London: Macmillan and Co., 1932), I, p. 98

⁷⁵ To ensure the quality of education provided, the government introduced its first teaching qualification. This professionalisation of teaching continued to grow, with the government eventually switching to solely being the body which sets the curriculum and teacher training schemes, rather than also acting as the qualification provider and regulatory body.

increased provision for the funding of all schools, whether local authority board schools or those run by the voluntary sector, irrespective of its denominational character.⁷⁶

Although Balfour is remembered for the Education Act of 1902 it was not the case that he was a pioneering thinker or campaigner in the field. His biographer wrote, “he was not an eager reformer, especially where an increased burden of central taxation might be entailed”.⁷⁷ Nevertheless, the inequality between board schools supported by the rates, and voluntary schools which relied on additional funds from denominational bodies, was apparent and exercised both the major political parties. The political strength of the voluntary schools lay in the power of the Church of England, which was the supporter of the vast majority of the schools.⁷⁸ The lobbying power of the Church meant that Balfour was under pressure to reform the funding of schools. In 1896 there had been an attempt at reform led by Sir John Gorst, the President of the Board of Education in Salisbury’s government.⁷⁹ Gorst proposed a national system of education committees in England and Wales run by county councils.⁸⁰ But the issue of voluntary schools and opposition from the churches destroyed the chance of the passage of the Bill. At the time, Balfour commented “I shall be content if we succeed in saving the Voluntary Schools: I shall *not* be content if we fail in this object”.⁸¹ Left to his own devices, Balfour might well have ignored the issue of education. However, in 1901 some school boards were keen to extend education to the secondary level and this was judged to be illegal as there was no law which permitted them to do this.

⁷⁶ E. Eaglesham, ‘Planning the Education Bill of 1902’ in G. McCulloch eds., *Educational Reform Legislation in the 20th Century*. (Abingdon: Routledge, 2019), pp8-28, p20-1.

⁷⁷ R. F. Mackay and H. C. G. Matthew, ‘Balfour, Arthur James, first earl of Balfour (1848–1930)’ in the ODNB.

⁷⁸ Eaglesham, ‘Planning the Education Bill of 1902’ (2019), p20-1.

⁷⁹ Eaglesham, ‘Planning the Education Bill of 1902’ (2019), p8.

⁸⁰ Eaglesham, ‘Planning the Education Bill of 1902’ (2019), p8.

⁸¹ R. F. Mackay, *Balfour: Intellectual Statesman* (Oxford: Oxford University Press, 1985), p73.

In 1902 Balfour proposed a Bill which would reform education and permit school boards to offer secondary education also.⁸² In the end, the law went beyond these restricted aims. The dilemma was that to create a national structure for education could exclude the denominational voluntary schools from the system. The advocates of secular education and of different religious groups beset the government with protests at various options. The Free Church Federal Council was especially vocal in opposing this, led by the WMEC and the wider Methodist Church.⁸³ By July 1902, Balfour told his sister that “that owing to the debate on the education bill he was beginning to hate both education and religion”.⁸⁴ During the passage of the Bill, Balfour declared that “the existing educational system of this country is chaotic, is ineffectual, is utterly behind the age, makes us the laughing stock of every advanced nation in Europe and America”.⁸⁵ He went on that it was “not consistent with the duty of an English government—of a British government—to allow that state of things longer to continue”.⁸⁶

In the end a compromise was forged. The school boards were replaced by county councils or county borough councils, which formed local education authorities (LEAs).⁸⁷ The three hundred or so LEAs were empowered to fix local tax rates for education, and to establish secondary and technical schools, as well as extending the existing system of elementary or primary schools.⁸⁸ Critically the LEAs were in charge of paying school teachers, ensuring they

⁸² This evolved into Balfour’s far-reaching Education Act.

⁸³ M. Wellings, “‘The Day of Compromise is Past’: The Oxford Free Churches and “Passive Resistance” to the 1902 Education Act”, in *Studies in Church History* (2020), p455-470.

For the Methodists, the area of greatest concern was in ensuring that a “Christian unsectarian school [was] within reasonable distance of every family”. (WMEC Report, 1902)

⁸⁴ Mackay, *Balfour*, 102

⁸⁵ ‘Mr. Balfour In Manchester’ in *The Times*, 15 Oct 1902, p5.

⁸⁶ *Ibid.*

⁸⁷ The Wesleyan Conference of 1902 heavily objected to this, stating that “the primary object of Methodist policy in the matter of Elementary Education is the establishment of School Boards everywhere, acting in districts of sufficient area”.

⁸⁸ UK Parliament, *1902 Education Act*.

were properly qualified, and providing necessary books and equipment.⁸⁹ The Act also established a Teachers' Registration Council,⁹⁰ although this was withdrawn as a result of protests by the National Union of Teachers,⁹¹ but latterly re-instituted in 1912.⁹² The Council formalised the records of the government Education Department from 1870 and ensured that teacher qualifications were recorded.⁹³ The Council also established employment conditions for teachers in the voluntary schools, with the denominations providing and maintaining the school buildings and retaining representatives on the management bodies for their schools. The voluntary schools could also retain their freedom to offer denominational religious teaching. For the WMEC, the issue of local authority funding caused the most controversy and strife. Its concerns were that the Act represented an attack on the voluntary principle of denominational education and also because it allowed for funds to be shared with other denominations, including the Church of England and the Catholic Church.⁹⁴

Although the 1902 Act did not make specific changes to teacher training, it had a significant impact on the training colleges such as Westminster. By assuming responsibility for the standards, employment and pay of teachers in voluntary schools, it ensured that they were paid on the same basis as board school teachers, and this usually represented a rise in income. Secondly, it placed teaching on a more secure footing and made it a more attractive career

⁸⁹ D. Gillard, *Education in the UK: A History*. Available at: <https://education-uk.org/history/chapter07.html>. Accessed on 06/02/2024.

⁹⁰ G. Baron, 'The Teachers' Registration Movement', in *British Journal of Education Studies* 2:2 (1957), p133-144, p

⁹¹ The National Archives, *Historical Education Policy and Administration: Teacher Training*. Available at: <https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/teacher-training/#3-pupil-teacher-training-1846-early-1900s>. Accessed on 05/02/2024.

⁹² *Ibid.*

⁹³ For Westminster and Southlands Colleges, these registration volumes are now in the Westminster College Archive, catalogued as B/1/a/1-5.

⁹⁴ M. Wellings, 'The day of Compromise is past': The Oxford Free Churches and 'Passive Resistance' to the 1902 Education Act', *Studies in Church History*, Vol. 56 (2020).

option for able students. Thirdly, the powers in the Act for local education authorities to extend schools and expand into secondary education boosted demand for teachers across the country. All these consequences had the effect of increasing recruitment of teacher training students, as can be seen in Appendix III. Here, the annual intake statistics reported by Westminster (and latterly Southlands) College(s) clearly demonstrate that, whilst the number of those enrolling on teacher training courses was gradually increasing, there were sharper rises in enrolment figures following the 1870 and 1902 Education Acts.

In the wake of the 1902 Act, the Methodist Church and its educational ventures, including Westminster College, began a series of major structural developments which characterised many of its problems in its century of operation in London.⁹⁵ 1903 was also the final year of service for Rigg as Principal before his retirement, and the appointment of the (relatively) younger Rev. Herbert B. Workman, who was a historian of the early church educated at Owen's College, Manchester.⁹⁶ Workman's energetic leadership of the College, and latterly the WMEC, is a key part of this study.

Between 1903 and 1963 changes in the government policy for education, principally aimed at the development of the education of primary and secondary age children, inevitably affected those training to teach, and shaped the emerging teacher education higher education sector. It is during this period that a recognisable teacher education curriculum was formed, usually reflecting changes implemented in schools. Crucially, teaching evolved from being a relatively unregulated role, with only a government vocational qualification in the way of

⁹⁵ Westminster College Archive, Uncatalogued, *Souvenir Guide: Westminster Training College*, c1905.

⁹⁶ Herbert Brock Workman (1862-1951) was the third Principal of Westminster College. He also served as Secretary of the Education Committee for over twenty years, including during the debates and discussions around Methodist Union in 1932. A more extensive biography of H. B. Workman can be found in the DMBI, available at: <https://dmbi.online/index.php?do=app.entry&id=3073>. Accessed on 09/02/2024.

University of Manchester, *History of the Victoria University of Manchester*, Available at: <https://www.manchester.ac.uk/discover/history-heritage/history/victoria/>. Accessed on 09/02/2024.

training, into a fully professional role with training regulated and awarded by the universities. Here, educational legislation can be seen to reflect the widespread social changes of the twentieth century. During the first half of the century, teaching shifted from being a role with little or no training, through to a highly specialised and qualified one, first at training colleges, like Westminster, and latterly to qualifications awarded by higher education institutes and universities. Consequently, this chapter will discuss the principal instances of educational legislation that were produced, the changes these led to, and the consequences of each act for teacher education. It will also outline the evolution of teacher training as a field; the relationship between training colleges and universities; and the growing importance of teachers, or those trained as teachers, within society. Finally, this chapter will examine the role of the Methodist Church as a provider of education, (through its education committee) as an advocacy body for its membership and wider society, and as a facilitator of non-theological higher education, an area which has (thus far) not been explored. By looking at each piece of legislation, it will become possible to understand the context of the work of Westminster Training College, and how the changing legislation affected its work. It also places the work of the College within a wider discussion around twentieth century education in Britain, rather than situating it solely within Methodist historiography.

Besides the Education Acts of 1902, 1944 and 1963, there were a series of education laws passed during the twentieth century. Education Acts were passed in the majority of years, with the key Acts and Reports listed below. The following table details Acts and Reports created between Balfour's 1902 Act and Butler's 1944 Act. The Acts and Reports passed following McNair's 1944 Report, but before Robbins' 1963 Report, are detailed later.⁹⁷

⁹⁷ Information for this table has been extracted from 'Education in the UK', primarily its index of educational legislation. Available at: <https://www.education-uk.org/documents/acts/index.html>. Accessed on 09/02/2024.

Act/legislation	Principal provisions of the Act/legislation	Impact on Westminster College
University of Wales Act (1902); University of Liverpool Act (1904); University of Leeds Act (1904); University of Sheffield Act (1914).	These Acts each made provision for graduates of the named universities to receive the same employment rights as graduates of the Universities of Oxford, Cambridge, London, and Victoria (Manchester).	An increase in the employment rights of university students had little impact on Westminster College, as training to teach was not yet a university course. These Acts do, however, demonstrate an increased importance of universities and higher education. The acts also created an infrastructure into which subsequent teacher education qualifications quickly emerged.
Education (London) Act (1903)	This Act extended the provisions of the 1902 Education Act to London.	This Act saw an increase in importance placed on higher education in London. It had relatively little immediate impact on Westminster College.
Education (Administrative Provisions) Act (1907)	This Act extended the powers of Local Education Authorities, particularly in relation to the acquisition of sites for schools, and secondary school scholarships.	An increase to the powers of local authorities further weakened the power of voluntary bodies, such as the Wesleyan Education Committee. This Act did, however, ensure that more children were likely to enter further and higher education.

Acland Report (1911)	Proposed that Local Education Authorities should require post-elementary education be completed by all through to the age of 17.	An increased school-leaving age required a larger number of teachers, thus meaning that Westminster and other colleges needed to train more teachers.
Universities and Colleges (Emergency Powers) Act (1915)	This Act sought to protect the Universities of Oxford and Cambridge, primarily financially. H. H. Asquith, Prime Minister, stated (at the Bill's second reading) that the universities should be able to "borrow not only for capital charges, but for making good any deficiency in revenue which is due to circumstances attributable directly or indirectly, to the War". This Bill also granted the two universities, and their colleges, with the ability to create emergency statutes without needing permission from The Privy Council.	This Act had no impact on Westminster College. It did demonstrate, however, the importance placed on prestigious higher education institutions.
Lewis Report (1917)	Proposed a mandatory school-leaving age of 14, and a requirement for children to be in school for at least eight hours a week.	Like the Acland Report of 1911, an increased leaving age would increase the number of teachers required.
Education Act (1918)	Also known as the 'Fisher Act', this Act increased the educational responsibilities of	An increase in responsibilities of local councils further ensured that responsibility for

	<p>local councils or boroughs (whichever was the local education authority).</p> <p>Importantly, it made provision for an increase to the school-leaving age to 14. It also made provision for an expanded education sector, including nursery services for younger children; medical inspections; and centres for children with additional educational needs requirements. The recommendations enshrined in law through this Act were largely those suggested by the Lewis Report (1917).</p>	<p>education was vested in the state, not voluntary bodies, thus reducing the importance of voluntary colleges. Conversely, an increase in the school-leaving age ensured that teacher training colleges increased in importance.</p>
Education Act (1921)	<p>This Act consolidated previous laws relating to education, including the raising of school-leaving age to 14.</p>	<p>Whilst this Act had little day-to-day impact on Westminster College, consolidation of previous laws made it easier for prospective teachers to operate within the legislation which regulated their profession.</p>
Hadow Report (1923; 1924; 1926; 1928; 1931; 1933)	<p>The Hadow Reports recommended greater curricular freedom; expressed concerns over the use of tests to measure competency; the age of 11 for transfer between primary and secondary schools; and the expansion of school libraries.</p>	<p>An increase in the variety of material covered within the curriculum, and the increased standardisation of this, had an impact upon the materials used at Westminster College.</p>

Universities of Oxford and Cambridge Act (1923)	Made provision for the appointment of Commissioners to create statutes for the Universities of Oxford and Cambridge.	This Act had no impact upon Westminster College, but does demonstrate the increased autonomy of universities. It also suggests that there was an increase in the variety of activity of these institutions as their statutes were too numerous and varied to be overseen by the government.
Universities and Colleges Estates Act (1925)	Consolidated previous Acts relating to the ownership, procurement and sale of land by the Universities of Oxford, Cambridge and Durham, as well as by Eton and Winchester Colleges.	As above, this Act had no impact upon Westminster College, but demonstrates an increased standardisation/ rationalisation of those institutions it did affect.
University of London Act (1926)	Expanded the 1923 Universities of Oxford and Cambridge Act to also apply to the University of London.	Whilst this Act had no direct impact upon Westminster College, it demonstrates the changing nature of higher education in London, and also the increased importance placed upon the University.
Education Act (1936)	Made provision for the school-leaving age to be raised to 15 from September 1939, and also encouraged churches to provide secondary schools through the offering of building grants up to 75%.	As previously, an increased school-leaving age will have increased the number of teachers required. By providing a three-year implementation period, this provided the colleges with time to plan and

		<p>increase their capacity. An increase in encouragement to churches demonstrates that, although the power of state education authorities had been steadily increased over the previous 50 years, there was still a very real need for the churches to be actively involved in the provision of education.</p>
Spens Report (1938)	<p>Report recommended a ‘Tripartite System’ [of grammar, technical and modern schools] later enshrined in law as part of the 1944 Education Act.</p>	<p>The diversification of educational system recommended here would have ensured the need for increased diversification in the training of teachers.</p>
Universities and Colleges (Emergency Provisions) Act (1939)	<p>An amendment of the Universities and Colleges Estates Act (1925), and also a repeating of the Universities and Colleges (Emergency Provisions) Act (1915).</p>	<p>This Act had little impact on Westminster College as it was not recognised as eligible, though the College was later included in evacuation plans. This demonstrates that, although there was an increase in the number of teacher training colleges, and an increase in their importance, they were still viewed as being a second-class higher education institution, and quite separate from universities.</p>

<p>Chartered and Other Bodies (Temporary Provisions) Act (1939)</p>	<p>Gave the government wide powers over any organisation regulated by charters during the period of the War.</p>	<p>Whilst this Act had no direct impact on Westminster College, it demonstrated that an increased importance had been placed upon educational institutions, even if those institutions supported were only a small percentage of schools.</p>
<p>Public and Other Schools (War Conditions) Act (1941)</p>	<p>An expansion of the Universities and Colleges (Emergency Provisions) Act (1939) to also apply to schools.</p>	<p>Whilst this Act had no direct impact on Westminster College, it demonstrates that an increased importance had been placed upon educational institutions, even if those institutions supported were only a small percentage of schools.</p>
<p>Universities and Colleges (Trusts) Act (1943)</p>	<p>Provisions for property held in trust by the Universities of Oxford and Cambridge, and St. Mary's College, Winchester.</p>	<p>Whilst this Act had no specific impact on Westminster College, the inclusion of Winchester College demonstrated that the government was starting to broaden the types of institutions covered in specific Acts.</p>
<p>Fleming Report (1944)</p>	<p>The Fleming Report reviewed the role of independent schools, and how they might be integrated into a national education system.</p>	<p>Through the review of independent schools, the Fleming Report had a direct impact on Westminster</p>

		<p>College, as its review included schools traditionally staffed by alumni of the College. It also demonstrates a move towards the growth of a state education sector, which was supported by the Methodist Education Committee.</p>
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The ‘Butler’ Education Act, 1944

The 1944 Education Act was the work of R. A. Butler,⁹⁸ the war-time Conservative President of the Board of Education in the National Government. The literature on the Butler Act and its relations to religious bodies is deep and wide.⁹⁹ It passed through both Houses in August 1944, despite a degree of opposition from the Prime Minister. Churchill’s reluctance to engage with educational reform was linked to his experience of the 1902 Act: he had witnessed the struggles which accompanied that Act, and wished to avoid any similar division in the

⁹⁸ R.A. Butler (1902-1982) was a politician who, among other roles, was Parliamentary Private Secretary for Sir Samuel Hoare; an under-secretary in the Foreign Office; and the President of the Board of Education. A full biography of ‘Richard Austen [Rab] Butler’, by I. Gilmour, can be found in the ODNB.

⁹⁹ E. Sunderland *For God and country: Butler's 1944 Education Act*, (Newcastle upon Tyne, 2015); G. McCulluck, *Educational Reconstruction: the 1944 Education Act and the Twenty-first Century* (Abingdon, 2011); K. Elliot, ‘Between two worlds: the Catholic educational dilemma in 1944’ in *History of Education*, vol. 33, no 6 (2004); R. Cocks, ‘Ram, Rab and the civil servants : a lawyer and the making of the "Great Education Act 1944"’ in *Legal Studies: the journal of the Society of Public Teachers of Law*, vol. 21, no 1 (2001); S. J. D. Green, ‘The 1944 Education Act: a church-state perspective’ in *Parliamentary History* vol. 19 (2000); B. Bailey, ‘James Chuter Ede and the 1944 Education Act’ in *History of Education*, vol. 24 no 3 (1995); M. Barber, *The Making of the 1944 Education Act*, (London, 1994); D. Thom, ‘The 1944 Education Act; the 'art of the possible'?’ in H. L. Smith (ed) *War and social change: British society in the Second World War*, (Manchester, 1986); K. Jeffreys, ‘R. A. Butler, the Board of Education and the 1944 Education Act’ in *History*, vol 69 (1984); J. Davies, ‘The Catholic Church and the 1944 Education Act: material in the Public Record Office’ in *Catholic Archives*, vol. 18 (1998); B. Simon, ‘The 1944 Education Act: a Conservative measure?’ in *History of Education*, 15 (1986).

country whilst they also faced opposition on many other fronts – namely, the second world war.¹⁰⁰ Like the 1902 Act, Butler’s educational reform sought to expand the number of children in education, this time by increasing the school-leaving age to 16, and by ensuring free access to secondary education for all.¹⁰¹

In addition to these reforms to school-leaving age, the 1944 Education Act sought to implement a ‘tripartite system’ of secondary education: grammar schools; technical schools; and secondary modern schools.¹⁰² This system was viewed as being the way to generate specialist education for those who desired it, or showed particular skill (through technical schools); traditional academic education at grammar schools; and a secondary modern school to educate those who went to neither of these two. Despite theoretically providing for a diversity of educational needs, both for children and the economic development of the nation, it did not prove a popular suggestion with all. Graham Savage,¹⁰³ the Director of Education for London County Council, spoke against such a system. Instead of a divided educational system, he argued that it would prove more beneficial to create larger, more diverse secondary comprehensive schools (which he called ‘multilateral schools’).¹⁰⁴ In a memorandum issued ahead of a Board of Education meeting on 1 May 1942, Savage claimed that

¹⁰⁰ M. Barber, *The Making of the 1944 Education Act*. (London: Cassell, 1994), p37; p113.

¹⁰¹ UK Parliament, ‘The Education Act of 1944’, Available at: <https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/school/overview/educationact1944/>. Accessed on 12/02/2024.

¹⁰² S. Wallace eds., *A Dictionary of Education*. (Oxford: Oxford University Press, 2015).

¹⁰³ Sir Edward Graham Savage (1886-1981) was a schoolteacher, and latterly educational administrator. Prior to becoming the Education Officer for London County Council, Savage served as an inspector for the Board of Education, overseeing inspections of varying educational levels, first schools, and finally technical colleges. He was knighted in 1947, and retired in 1951. A more extensive biography of ‘Sir (Edward) Graham Savage’, by Stuart Maclure, can be found in the ODNB.

¹⁰⁴ D. Gillard, *Education UK: A History of Education in the UK*. Available at: <https://www.education-uk.org/history/chapter09.html#04>. Accessed on 12/02/2024.

the multilateral school has been and is being advocated. The view is that we ought to make progress in the direction of the evolution of a classless society. If we do not reformers will, sooner or later, try to force such a form of society by revolution, with the inevitable result that a new arrangement of classes separated by hatreds may emerge. Whilst it is true in some degree that our system of education must be a reflection of the order of society in which it is set, it is wise in planning reforms to look ahead and to plan education a little in advance of the existing state of society, and our ideas on education should be informed by sociological ideals.

In addition to possibly reinforcing the existing class system, the tripartite system did not seek to address the disparity in educational standards between state schools and fee-paying schools or the disparity in further educational enrolment at colleges and universities; nor did it make specific provision for the differences between state and ‘voluntary’ educational institutions delivered by churches and charities.¹⁰⁵ These factors were avoided partially because they were viewed as contentious, from the point of view of the churches who owned the schools and colleges; and the lawmakers - who either had a role in the management of these voluntary or public schools, or who had attended one. Crucially, for Westminster College, this suggestion of a tripartite system made no mention of the increased number of teachers this system would require, nor the increased diversity in training that they would necessitate. It is likely that these issues were avoided in the primary legislation because it was the government’s intention to address them in other educational reports produced in 1944 - the ‘McNair’ and ‘Fleming’ reports respectively.¹⁰⁶

¹⁰⁵ The 1944 Education Act did, however, make provision for the re-categorisation of voluntary schools, with the intention to label them as “controlled schools”, “aided schools” or “special agreement schools”, depending on their foundation and structure.

¹⁰⁶ Board of Education, *Teachers and Youth Leaders: Report of the Committee appointed by the President of the Board of Education to consider the Supply, Recruitment and Training of Teachers and Youth Leaders*. (London: H. M. S. O., 1944).

The suggestions of an increase in school-leaving age and reform of the wider educational sector proved popular, and the Act received support from across Parliament, leading to the Royal Assent on 3 August 1944 (having only had its first Reading that January), and was then followed by a similar Act in Scotland the following year.¹⁰⁷ The 1944 Act also led to the renaming of the Board of Education to recognise the increasing importance education played in British life. To effectively demonstrate its increased responsibility, this Act renamed the Board of Education as the ‘Ministry of Education’, and its President became a Minister.¹⁰⁸ In a separate debate relating to the 1944 Act, Lady Astor also questioned whether one Member of Parliament (Mr Magnay) had attended a Methodist School,¹⁰⁹ to which he responded that “it was not quite so good a school as that”, indicating the high regard with which Methodist educational endeavours were held.¹¹⁰

The 1944 Education Act is often seen as the central piece of education legislation in the twentieth century because of the large impact it had in terms of the number of children accessing education. It is often seen as a “triumph for progressive reform”.¹¹¹ It was, of course, a triumph for progressive reform, but it was not as great a triumph (as it is often portrayed).¹¹² As such, the Act has received both a great deal of acclaim, and a great deal of revisionist

Board of Education, *The Public Schools and the General Education System: Report of the Committee on Public Schools appointed by the President of the Board of Education in July 1942*. (London: H. M. S. O., 1944).

¹⁰⁷ Education (Scotland) Act 1945. Available at <https://www.legislation.gov.uk/cy/ukpga/Geo6/8-9/37/enacted>. Accessed on 23/02/2024.

¹⁰⁸ Education Act (1944) 1:1.

¹⁰⁹ Thomas Magnay (1876-1949) was the Member of Parliament for Gateshead between 1931 and 1945. His entry in the index of Hansard can be found at <https://api.parliament.uk/historic-hansard/people/mr-thomas-magnay/index.html>. Accessed on 23/02/2024.

¹¹⁰ Hansard, *House of Commons debate: Education Bill*. Available at: <https://api.parliament.uk/historic-hansard/commons/1944/jan/19/education-bill>. Accessed on 23/02/2024.

¹¹¹ K. Jeffereys, ‘R. A. Butler, the Board of Education, and the 1944 Education Act’, in *History* 69:227, p415-431, p430.

¹¹² *Ibid.*

criticism in recent years. Moreover, the ‘Butler Act’ has been described in historiography as being the Act which saw the creation of a modern educational system in Britain. The increase in the school-leaving age; an expanded curriculum; the state standardisation of schooling (away from public and voluntary schools competing with state schools); and the creation of a tripartite system all factor into this rose-tinted evaluation of the Butler Act. Stuart Maclure highlights the fact that, within the field of educational history, there is often reference to “1944 and all that”,¹¹³ demonstrating its perpetual use as a transitional piece of legislation. More recent evaluations, however, have moved away from this, providing a far more critical evaluation, recognising that the majority of its leading recommendations either never happened, or took successive pieces of legislation to be enacted. The school-leaving age, for example, was not increased to 16 until 1972.¹¹⁴ This is most clearly outlined in Ken Jones’s *Education in Britain*, where he states that the “period ‘1944 to the present’ signifies ... a relationship of breaks and contrasts, not of development and continuity”.¹¹⁵

For Westminster College, and other teacher training institutions, the main impact of the 1944 Act was positive - it created the demand for more teachers to cover the increasing number of schoolchildren, and the increasing range of schools. An increasing number of children receiving advanced education (to 14, 16 or beyond) also demanded an increasing number of teachers with higher qualifications themselves. This, therefore, benefitted Westminster College and its four-year scheme nicely.¹¹⁶ The 1944 Education Act, however, primarily focused on children and the education system, rather than the ‘hows’ and ‘whys’ of the system. For example, it referred to the ‘Fleming Report’ on ‘Public Schools and the General Educational

¹¹³ S. Maclure, ‘Forty Years on’ in G. McCulloch eds., *Educational Reform in the 20th Century*. (Abingdon: Routledge, 2020), p166-180, p167.

¹¹⁴ Department of Education and Science, *Circular 8/71: Raising the School Leaving Age to 16*. (London: D. E. S., 1971).

¹¹⁵ K. Jones, *Education in Britain: 1944 to the Present*. (Cambridge: Polity Press, 2019), p4.

¹¹⁶ Pritchard, *Story of Westminster College*, p152-165.

System’ which was published later that year,¹¹⁷ and discussed public schools at length. For teacher training, the ‘McNair Report’ of the Committee appointed by the President of the Board of Education to consider the ‘Supply, Recruitment and Training of Teachers and Youth Leaders’ (also published in 1944) was in some respects as influential as the ground-breaking ‘Butler’ Act.¹¹⁸

The ‘McNair’ Report, 1944

The McNair Report, (officially titled the report on ‘The Supply, Recruitment and Training of Teachers and Youth Leaders’) sought to review the teacher training provision in England and Wales in 1944, and also to make recommendations about how the system could be reformed and improved. The timing of this Report was fortuitous in two ways. Firstly (as the Report’s ‘Prefatory Note’ records), “The Committee of Council on Education first defined the conditions under which training colleges could qualify for grant in 1843-44, exactly a hundred years ago”.¹¹⁹ In that century, the number of training colleges recognised by the Board of Education had grown significantly - and was over a hundred by 1944.¹²⁰ Between them, these institutions were training over 15,000 students each year.¹²¹ Thus, it is clear that this large training system needed to keep step with the education changes envisaged by Butler. Secondly, there was also a sense that the teacher training colleges needed to be better suited to modern needs of training, as well as the more varied courses they were being expected to train students to teach. There was also a desire for the government to regain greater control over training

¹¹⁷ Board of Education, *Public Schools and the General Education System*. (1944).

¹¹⁸ Board of Education, *Teachers and Youth Leaders*. (1944).

¹¹⁹ *Ibid.*

¹²⁰ *Ibid.*

¹²¹ *Ibid.*

colleges, from which the Board of Education had been distanced for some time. The McNair report was written in tandem with the passage of the Butler Act.

Another factor was that there had been a large reduction in the number of students training to teach during the War, as men and women were recruited for war service.¹²² It was predictable, therefore, that a significant number of teachers would be required following the cessation of fighting, and that teaching would be a useful qualification for many of the ex-servicemen to gain. Indeed, many of those fighting had been part-way through their studies and had taken a leave of absence from their courses to fight in the war.¹²³ As such, it was essential that plans were made to provide for this rapid (and what had been anticipated as a short lived) increase in those needing training, many of whom were likely to need different levels of study. The McNair Committee, which met between 1942 and 1944, was chaired by Sir Arnold McNair, Vice-Chancellor of the University of Liverpool,¹²⁴ and included a further nine members. Of these nine, Westminster College had connections with at least four of the members: Sir Fred Clarke (Director, London Institute of Education); Sir Frederick Mander (Secretary, National Union of Teachers; Old Westminsterian); Philip Morris (Director-General of Army Education; Ex-member of Westminster College staff); and Mrs J. Stocks (Principal,

¹²² See Appendix III, ‘Number of Students trained by the Wesleyan Education Committee’.

¹²³ Institute of Historical Research, *Teacher Training – up to the 1960s*. Available at: https://archives.history.ac.uk/history-in-education/sites/history-in-education/files/attachments/teacher_training_-_up_to_the_1960s.doc#:~:text=Wartime%2FPost%2Dwar%20emergency%20training%20scheme&text=The%20training%20would%20be%20concentrated,but%20it%20attracted%20many%20applicants%20. Accessed on 24/02/2024.

¹²⁴ Arnold McNair, first Baron McNair (1885-1975) was Chair of the Committee appointed to “consider the Supply, Recruitment and Training of Teachers and Youth Leaders”. He originally trained as a solicitor, and served as a judge of the International Court of Justice in the Hague, latterly as its president between 1952 and 1955. Following his time on the International Court of Justice, he served as the first President of the European Court of Human Rights (1959-65). It was whilst he was Vice-Chancellor of the University of Liverpool (1937-45), however, that he chaired this committee. A lengthier biography of McNair can be found in the ODNB, written by R. Y. Jennings.

Westfield College).¹²⁵ A great many educationalists also gave evidence to the Committee, including the principals of both Westminster and Southlands Colleges, and (separately) the Methodist Education Committee, led by A. W. Harrison.¹²⁶

The Report was divided into five sections, the first three of which had the possibility to directly influence the work of Westminster College, whilst the fifth section contained a summary of the recommendations made throughout the Report. The four sections were:

- i. Primary and Secondary Schools

¹²⁵ Sir Fred Clarke (1880-1952) was an educationalist who campaigned for educational reform. Educated in Oxford, he worked in South Africa before moving to the University of London Institute of Education, first as their ‘adviser to overseas students’, and then as its director. A lengthier biography, by Richard Aldrich, can be found in the ODNB.

Sir Frederick Mander (1883-1964) was trained at Westminster College, and became a headmaster in Luton until 1931 when he became the general secretary of the National Union of Teachers. He held this position until 1947, and was knighted in 1938. A lengthier biography of Mander, by David Crook, can be found in the ODNB.

Sir Philip Morris (1901-79) served on the committee in his capacity as the Director General of Army Education. He trained as a teacher in London, and then served as a lecturer at Westminster College between 1923 and 1925. Following the end of the second world war, Morris was appointed the Vice-Chancellor of the University of Bristol, a post he held until 1966. Between 1955 and 1958, Morris also chaired the Vice-Chancellors’ Committee; was Governor of the BBC (1952-60); and served on the Robbins Committee which produced its Higher Education Report in 1963. A lengthier biography of Morris, by John Fulton, can be found in the ODNB.

Baroness Mary Stocks (1891-1975) was head of Westfield College between 1939 and 1951. A prominent political campaigner, Stocks was active in the women’s suffrage movement; on the university grants committee; and the London executive committee of the National Health Service. Her entry in the ODNB (by Duncan Sutherland) notes that she also served as the “‘statutory woman’ on an array of government committees”. Stocks received a life peerage as Baroness Stocks of Kensington and Chelsea, which further enabled her active political work. Outside of politics, Stocks was a popular radio host and panellist.

¹²⁶ Archibald Walter Harrison (1882-1946) was the fourth principal of Westminster College. He trained for ministry at Didsbury College, serving as a combatant and then chaplain during the First World War. Harrison was appointed as College Vice-Principal in 1921, and became Principal in 1930. An active scholar, Harrison published on Arminianism; peace and Christianity; and the League of Nations. His 1945 Wesley Historical Society Lecture was titled *The Separation of Methodism from the Church of England*. Following his retirement from College, Harrison succeeded H. B. Workman as the Secretary of the Methodist Education Committee, a role he held between 1940 and 1945. Harrison was President of Methodist Conference in 1945, but only served part of his term. He remains the only President of Methodist Conference to die in office. A lengthier biography of Harrison can be found as part of DMBI.

- ii. The Service of Youth and Young People's Colleges
- iii. Technical Colleges and Schools
- iv. The special needs of Wales, and some other important matters

The first section was, arguably, the most important for Westminster College and institutions like it as it discussed both the current state of training, and training colleges, and also made recommendations regarding the future recruitment and supply of teachers, and their salaries. Like the 1944 Act, this Report had relatively little immediate impact on the operation of Westminster College, but it increased the number of students attending the College, and made provision for the return of ex-servicemen to training.¹²⁷ Perhaps most importantly for Westminster were the comments relating to funding and remuneration, and the state of training buildings, which certainly had a significant impact.¹²⁸ Equally, the use of the subheading 'The Standing of Education: teachers not a race apart' demonstrated a shift in the national view of teachers, and that there was an increasing importance being placed on their education, which now needed to be at a higher level than ever before.

¹²⁷ The Westminster College Archive includes several recollections of ex-servicemen and their experiences at the College.

Pritchard, *Story of Westminster College*, p197-199.

¹²⁸ Earlier in 1944, the College buildings had been heavily damaged by incendiary bombs. This, and other issues with the College buildings, is covered in Chapter Two.

Legislation 1944-1963

The following Acts and Reports were created between 1944 and 1963.¹²⁹

Act/legislation	Principal provisions of the Act/legislation	Impact on Westminster College
Percy Report (1945)	The Percy Report recommended that some Technical Colleges should offer degree level courses.	This Report had a direct impact on Westminster College as it demonstrated that the government was beginning to consider other types of institutions as being capable of offering their own degrees.
Crowther Report (1959)	The Crowther Report recommended further increases to the school-leaving age, suggesting the age of 16. It also recommended an increase in the provision of 15-18-year-old training.	As previously outlined, an increase to school-leaving age would have an impact on Westminster College as it increased the number of teachers required.
Anderson Report (1960)	This Report considered and rejected the idea of provision of student loans from the government.	For Westminster College, this Report did not have the same impact it did on other types of higher education institutions as its students were directly funded by the

¹²⁹ As with the previous table, much of the information here has been derived from 'Education in the UK: A history', available at: <https://www.education-uk.org/history/timeline.html>. Accessed on 26/02/2024.

		<p>Ministry of Education, and were usually in receipt of grants from local Methodist circuits.</p>
<p>Beloe Report (1960)</p>	<p>The Report produced by this committee led to the creation of the Certificate of Secondary Education (CSE), broadening the educational provision available.</p>	<p>A broadening of the qualifications received by pupils in state education had an impact on Westminster College as it increased the variety of material trainee teachers would be expected to know. It also represents an increased qualification structure behind a national system of assessment. Finally, it demonstrates an increased need for professionally trained teachers, like those at Westminster, representing an overall increased professionalisation of teaching, as well as the value behind the Westminster four-year training model.</p>

The ‘Robbins’ Report, 1963

The Robbins Report,¹³⁰ published in 1963, was formally titled ‘The Report of the Committee on Higher Education’. The committee was chaired by Lord Robbins,¹³¹ an academic at the London School of Economics. The Report sought “to review the pattern of full-time higher education in Great Britain and in the light of national needs and resources to advise Her Majesty's Government on what principles its long-term development should be based”.¹³² Its introduction then further states that the Committee would review “whether there should be any changes in that pattern, whether any new types of institution are desirable and whether any modifications should be made in the present arrangements”.¹³³ Unlike the McNair Committee in 1944, it seems that Westminster College had very little direct representation on the Committee. Sir Philip Morris (as mentioned earlier) was a member of the Robbins Committee and had previously taught at Westminster in the 1920s but was, by this time, the Vice-Chancellor of the University of Bristol, and far removed from his former employer.

¹³⁰ L. Robbins, The Committee on Higher Education, *Higher Education*. (London: H. M. S. O., 1963).

¹³¹ Lionel Robbins (1898-1984) studied at the London School for Economics (LSE) before teaching at both New College, Oxford, and LSE. He served on the government’s ‘Economic Advisory Council’ from 1930, and was appointed the director of the economic section of the war cabinet offices in 1941. He represented Britain at United Nations conferences in 1943 and 1944, and later negotiated a post-war loan from the USA. Robbins published on a variety of subjects, including *The Great Depression*; Economic Science; and the economic factors behind war. He served as a trustee of the National Gallery; director of the Royal Opera House; Chairman of the *Financial Times*; and director of *The Economist*. His academic experience of economics and statistical analysis led to his appointment as chair of the Higher Education Committee in 1961, and the production of its 1963 report. A lengthier biography, by Susan Howson, can be found in the ODNB.

¹³² Robbins, *Higher Education* (1963), pIII.

¹³³ *Ibid.*

Similarly, another Robbins Committee member, Dame Katherine Anderson,¹³⁴ trained to teach in the London Institute of Education whilst Westminster was a member, and H. L. Elvin was the Institute's Director in 1963, but it is unlikely this gave Westminster College (now located at Harcourt Hill, and validated by the University of Oxford) any influence on or access to decision-making. Despite not having any direct representation on the Committee, Westminster and Southlands Colleges, as well as representatives of the Methodist Education Committee and the Free Church Federal Council, all provided evidence for the Committee during an interview in 1962.¹³⁵ Interestingly, the University of Oxford Institute of Education gave no such representation.¹³⁶

The Robbins Report explored three areas, presumably of equal importance to the Committee in theory, although evidently not in reality. In its coverage of institutions, the space allocated might suggest a hierarchy of interest. The first, 'Universities', is examined across four pages, divided further into 'Historical Development'; 'Students'; and 'Staffing'. The second section, 'Colleges for the Education and Training of Teachers', however, is only allocated two pages. The third and final section, 'Institutions of Further Education', is allocated four pages. Chapters seven and nine are also of note, with the first of these discussing 'Higher

¹³⁴ Dame Katherine Anderson (1903-79) studied at Royal Holloway University London, where she read History. She later trained as a teacher at the London Day Training College, and became a teacher in Hull, before returning to Royal Holloway to read for a PhD in Elizabethan history, which she completed in 1933. In addition to a variety of teaching roles, Anderson was a member of the Carr-Saunders Committee on education for commerce; President of the Association of Headmistresses; a member of the National Advisory Council for the Training and Supply of Teachers; a member of the University Grants Committee; and a member of the Public Schools Commission. She was appointed a DBE in 1961, and was appointed an honorary fellow of the College of Preceptors; awarded an honorary LLD from the University of Hull; and a DUniv from the University of York. A lengthier biography, by Mary Warnock, can be found in the ODNB.

¹³⁵ Robbins, *Higher Education* (1963), p305-312.

Westminster College Archive, D/3/b/1, Evidence provided by Westminster College and the Methodist Education Committee to the Robbins Committee, 1961.

¹³⁶ Robbins, *Higher Education* (1963), p305-312.

education and the schools’, whilst the second focuses on ‘Colleges for the education and training of teachers’. Each of these three chapters demonstrate that, although teacher training was being considered alongside higher education as a form of further training, it was not yet fully considered a university level course. Indeed, for Westminster and other training colleges validated by the University of Oxford,¹³⁷ they would not be able to offer a Bachelor of Education degree for another four years, with the first BEd. degree presented in 1969.¹³⁸ This notably differs from the experiences of Westminster College in the 1930s where the College was viewed as unusual for all of its students to be studying for a London University degree as an integrated part of their teacher training process.

The Robbins Report contained a list of 178 recommendations regarding the reorganisation, and the future, of higher education in Britain.¹³⁹ These recommendations covered the full spectrum of institutional work - ranging from curriculum, examinations and qualifications; policies, structures and titles; and finance and governance. Most significant of these recommendations is the first: “Compared with the 216,000 students in full-time higher education in Great Britain in 1962/3, places should be available for about 390,000 in 1973/4 and, on present estimates, for about 560,000 in 1980/1”.¹⁴⁰ The following recommendations then focus on how to make Oxford and Cambridge more accessible for pupils of local education authority schools; how to make course content comparable across institutions; and how to increase levels of postgraduate study. For teacher training colleges, the recommendations begin with “The average size of Training Colleges should be increased and in the long run a college

¹³⁷ The University of Oxford Institute of Education was far smaller, and far newer, than that of the University of London. The University of Oxford validated teacher training for its own postgraduate students; and students of Culham College (a Church of England college); Bletchley Park College (a local council college originally established as an emergency college following the second world war); and, from 1959, Westminster College.

¹³⁸ Bone, *Our Calling to Fulfil* (2003), chapter 2.

¹³⁹ Robbins, *Higher Education* (1963), p277-292.

¹⁴⁰ Robbins, *Higher Education* (1963), p277.

with less than 750 students should be the exception”.¹⁴¹ This would have excluded both Westminster and Southlands Colleges which, at this time, were training hundreds of students each year.¹⁴² The Report then suggested a model of both a three-year certificate and a four-year degree (a three-year bachelor’s degree, followed by a one-year teaching qualification) as available courses.¹⁴³ Most importantly for colleges such as Westminster, however, is covered in recommendations #33-35, which proposed a closer relationship between universities and teacher training colleges; clarifying in recommendation #40 that “The voluntary colleges should be included in Schools of Education”, demonstrating that the work of voluntary colleges was recognised and included, unlike the national educational policies created at the turn of the century.¹⁴⁴

Financially, the Robbins Report sought to place training colleges on a similar level to universities by suggesting that “colleges should be financed by grants from the Grants Commission”.¹⁴⁵ In terms of its long-term future, the recommendation that a Council of National Academic Awards be created was to have (possibly) one of the greatest impacts on Westminster College’s operations in the future as it saw a return towards independence for the College, even if it still had to rely on an external body to validate its courses.¹⁴⁶ Given that it was only recommended in 1963, however, this again falls outside the scope of this study, not having been a consideration for Westminster until the Oxford Institute of Education ceased external validation in the mid-1970s. The longest legacy of the Robbins Report for teacher education, however, was arguably a relatively small recommendation in the overall scheme of the Report. In recommendation #34, the Report stated that “The Training Colleges should be

¹⁴¹ Robbins, *Higher Education* (1963), p279.

¹⁴² See Appendix III for further details.

¹⁴³ Robbins, *Higher Education* (1963), p279.

¹⁴⁴ *Ibid.*

¹⁴⁵ Robbins, *Higher Education* (1963), p280.

¹⁴⁶ Robbins, *Higher Education* (1963), p142-43.

renamed Colleges of Education”.¹⁴⁷ Although a relatively minor statement at the time, it represents a recognition of the increase in the higher status of professional training being offered and expected in teacher training colleges, reflecting an increase in the professionalisation of teaching by this time.

Conclusion

It is evident that the Methodist role in teacher training grew during the first half of the twentieth century - both in terms of its engagement with the government and national policy. This was reflected in the growth of the number of individuals the Church trained to teach, (as is shown in Appendix III). It is also clear that this rise reflects an overall growth in a state provided education, as well as in the provision of teacher training nationally, representing an increased professionalisation of a vocation. It is also arguable that, because of this increase in the number of teachers trained by the Methodist Church, there was a greater place in society for Methodists. Nevertheless, this is counterbalanced by the reduction in number of Methodist schools, a great many of which closed following an increase in state provision of education. This policy is in contrast to that pursued by the Church of England, which also gave it a greater influence over the educational policy in England. Of course, this greater role in the creation of educational policy can also be attributed to the personal faith of politicians,¹⁴⁸ and the fact that Church of England bishops have seats in the House of Lords.¹⁴⁹ Irrespective of whether their role as the provider of non-theological higher education gave the Methodists a significant role in the national sphere of education, this increase in engagement with education is reflected in

¹⁴⁷ Robbins, *Higher Education* (1963), p279.

¹⁴⁸ M. Vickers, *God in Number 10: The Personal Faith of the Prime Ministers, From Balfour to Blair*. (London: SPCK Publishing, 2022).

¹⁴⁹ The Church of England, ‘The Church in Parliament’. Available at: <https://www.churchofengland.org/about/church-parliament>. Accessed on 27/02/2024/

an increase in the number of students accepted to Westminster and Southlands Colleges. That, in turn, demonstrates that the Methodist Church of the early twentieth century viewed teacher training, and the eventual teaching of children, as being the exercise of a vocational calling, and very much an integral part of the Church's overall mission.

Chapter II: Life in London, 1902-59: Opportunities and Constraints

In 1847/8, when the Wesleyan Methodist Church was seeking a site for its new teacher training college, they decided that “the Students, instead of being trained upon the distant banks of the Clyde, shall have their training under the immediate cognizance and oversight of the Committee, on the banks of the Thames”.¹ This was a reference to the end of the Glasgow scheme outlined in Chapter One. In doing so, they chose to situate the College in London, close to the headquarters of the Church, as well as to national government and other influential bodies. The land they chose was also relatively cheaply acquired, meaning that (when several grants of money are factored in) an expansive set of college buildings were possible.² The site allowed for the free training of children in the attached practising schools, and that this was a reason for the selection of a site in a relatively impoverished part of the City of Westminster. In reality, as has already been explored in the first chapter, free education for all would probably have proved popular wherever the College was established, as this predated a national education system in 1870. During its first half a century of operation, the choice of site proved to work well for the College – it allowed for visits by notable Methodist ministers, and for use during local and national events (such as elections, coronations, and wartime requisition).³

¹ The Wesleyan Methodist Education Committee Reports (1848), p. 29.

² Westminster College Archive, A/1/a/1-222, Deeds for Westminster College, 1687-1942.

Westminster College Archive, H/1/b/1, Cutting from the *Illustrated London News* depicting the Wesleyan Normal College, 1851.

³ Pritchard, *Story of Westminster College*, p137.

T. Dobson, “*Long May She Reign*” *Westminster College and its relationship with royalty*. Available at: <https://ocmch.wordpress.com/2022/02/07/long-may-she-reign-westminster-college-and-its-relationship-with-royalty>. Accessed on 27/02/2024.

Westminster College Archive, A/5/b/1, Papers connected to the occupation of Westminster College by the Auxiliary Fire Service, and the use of parts of the College by Westminster City Council, 1938-43.

Despite this, in time the buildings were constrained by their site, and much-needed growth was prevented or delayed as a result. As had been partially predicted in 1848, however, a site in London proved useful as it was this location which later allowed for an affiliation with the University of London. This chapter examines the benefits and limitations of the Horseferry Road site, and how the College adapted and changed to manage its missional objective. This will include an exploration of how the changing educational landscape impacted on the College's autonomy, ultimately leading to its affiliate status with the University of London, and the birth of its four-year programme. It will also examine the limitations of the College's physical estate, including the attempts to relocate the College to Leicester, Hull and Kent, all of which can be viewed as pre-empting the eventual relocation of Westminster College to Oxford.

What was Westminster College like in the early Twentieth Century?

Westminster Training College was built in the 1840s and 50s and was described architecturally as “secular Gothic”,⁴ with the college buildings and accommodation arranged around a front quadrangle, and five schools to its rear. These buildings housed accommodation for students and senior staff; a dining hall; classrooms; a library; study spaces (divided by gender); but initially no chapel.⁵ The institution, when it opened, was attended by ten students; with a small number of academic staff, a matron and servants working at the College.⁶ It was led by a principal (Rev. John Scott) who was also the Secretary of the WMEC. Originally

Westminster College Archive, A/1/b/1, Copy of agreement giving temporary possession of part of the College to the Government of Australia, 8 October 1915.

⁴ R. Rolf, ‘The Westminsterian’s Heritage’, in *The Westminsterian*, 1947. (London: Westminster Training College, 1947), p5-7.

⁵ Pritchard, *Story of Westminster College*, p42.

⁶ Pritchard, *Story of Westminster College*, p15-18.

Westminster College Archive, A/2/c/1, Register of Staff, 1875-1937.

Westminster College Archive, Uncatalogued, Architectural Drawing of Westminster College, c1903.

formed from twenty different parcels of land, these plots were developed into one cohesive, large site.⁷ This newly created site, along with overall gentrification of central Westminster,⁸ demonstrates why this site was so attractive to potential buyers during later periods of negotiation – first in the 1920s and 1930s, then again in the 1950s. As is shown in Appendix III, the number of students quickly increased, and the College rapidly outgrew its buildings. The evolving nature of state schooling in Britain and the growing demand for trained teachers, outlined in Chapter One, also saw the need for increasingly specialist spaces. As a result, the Methodist Church expanded its higher education provision with the foundation of a second institution, Southlands College, at Battersea in February 1872 dedicated to women students.⁹ This notable expansion followed a major fundraising programme by the Wesleyan Methodists. Titled the ‘Twentieth Century Fund’, its “aims included a new membership drive, support for home and overseas missions and NCH [National Children’s Home], and the building of what became Westminster Central Hall, as a ‘visible and monumental memorial’”.¹⁰ It sought to “raise one guinea from each of the 500,000 WM [Wesleyan Methodist] members”,¹¹ and allocated £70,751 11s 9d of the money raised to Methodist educational causes.¹² Of this, approximately £25,000 was allocated to the expansion and remodelling of Westminster and Southlands Colleges.¹³ Relocation of Westminster’s Practising Schools cost a further £13,000.¹⁴ At

⁷ Westminster College Archive, A/1/a/1-222, Deeds for Westminster College, 1687-1942.

⁸ Westminster College Archive, A/3/d/1, History of Westminster College, 1938.

⁹ Westminster College had, until this point, trained both men and women students. Although both groups of students had trained in topics which (it was believed) were better suited to their gender; had separate reading rooms; and had fully separated bathrooms and bedrooms, it is notable that the College admitted both men and women.

¹⁰ DMBI, ‘Twentieth Century Fund’. Available at: <https://dmbi.online/index.php?do=app.entry&id=2805>. Accessed on 27/02/2024.

¹¹ Wesleyan Methodist Church, *Report of the Twentieth Century Fund*. (London: Fraser and Co., 1910), p19-21.

¹² *Ibid.*

¹³ *Ibid.*

¹⁴ Wesleyan Methodist Church, *Twentieth Century Fund*, p19-21.

Westminster, this funding saw the expansion of staff and student living and teaching spaces, as well as improvements to the plumbing and the introduction of electricity.¹⁵ These significant updates and changes to the site in its first fifty years of operation (including the removal of on-site practising schools to accommodate the changes) demonstrate that small rooms and a desire for playing fields were not the only limitations experienced with the site at Horseferry Road,¹⁶ and also illustrates that the need for a new campus was more than simply a rapid decision, with the College experiencing issues with its buildings for the majority of its operation in London.

As a Methodist college, changes to the religious scene in Britain had an extensive impact on Westminster College. The 1871 Universities Tests Act,¹⁷ for example, increased access to a university education for Methodists, enabling an increased level of education for some within the denomination. This meant that training colleges like Westminster were no longer the sole form of higher education available to Methodists and those from other nonconformist traditions. As has already been discussed, the implementation of other educational legislation also had an impact on the College, particularly the wide-ranging Education Acts of 1870, 1902, 1944, and 1963. Outside legislative matters, changes to Methodism also had an impact on Westminster and Southlands Colleges. The greatest of these

¹⁵ Westminster College Archive, Uncatalogued, Architectural Drawing of Westminster College, c1903.

Westminster College Archive, Uncatalogued, Souvenir Guide for Westminster College, c1903.

¹⁶ Westminster College Archive, Uncatalogued, Souvenir Guide for Westminster College, c1903.

¹⁷ UK Legislation, 1871 Universities Tests Act. Available at: <https://www.legislation.gov.uk/ukpga/Vict/34-35/26>. Accessed on 28/02/2024.

was the unification of the three main Methodist denominations in 1932,¹⁸ with both Colleges and the wider Education Committee being heavily represented in the process.¹⁹

Situated in central London, national events had an impact on the College – both in terms of its operation, and its collegiate body. The following events are organised chronologically, to best reflect changes to the College over time. As a result, they are not organised in terms of events which had the greatest impact on Westminster, or Methodist higher education.

College and Crown: Westminster College's relationship with royalty

As a Methodist College, changes to the sovereign had little impact on the institution. From the nineteenth century, however, Wesleyan Methodism was keen to be seen as a loyalist and respectable denomination and sought the same recognition as the Church of England. The Wesleyan Methodist Church sent an annual loyal address to the monarch;²⁰ prayers were said for the monarch at any relevant occasion; and the College participated in marking royal occasions.²¹ The attempt to be regarded as socially respectable seems to have been a

¹⁸ First suggested in 1886, Methodist Union took place in 1932, and saw the unification of the three main Methodist traditions (Wesleyan; Primitive; and United Methodist Churches).

DMBI, *Methodist Union*, Available at: <https://dmbi.online/index.php?do=app.entry&id=1925>. Accessed on 28/02/2024.

¹⁹ The Principals of Westminster and Southlands Colleges were *Ex Officio* representatives of the Wesleyan tradition at the uniting conference in 1932. There was also a schools and education meeting at this conference. Notably, John Scott Lidgett (grandson of Westminster's inaugural Principal, Rev. John Scott; and later Chairman of College Governors) was appointed as the first President of the united Methodist Church. R. Newman Wycherley, *The Pageantry of Methodist Union: being a pictorial record of the events leading up to and consummating in the historic Uniting conference of 1932*. (London: Epworth Press, 1936).

²⁰ Record of these loyal addresses can be found in each of the annual Minutes of (Wesleyan) Methodist Conference.

²¹ T. Dobson, "Long May She Reign" Westminster College and its relationship with royalty. Available at: <https://ocmch.wordpress.com/2022/02/07/long-may-she-reign-westminster-college-and-its-relationship-with-royalty>. Accessed on 27/02/2024.

distinctively Wesleyan trait – with few other nonconformist traditions attempting to perform in this manner. Indeed, it can be argued that the foundation of the college in Westminster, which so closely mirrored the colleges in Oxford and Cambridge, can be seen as a further attempt to appear respectable and mirror the established Church as John Wesley had intended. A further sign of this desire to appear respectable through educational institutions can be seen in the fact that Westminster and Southlands Colleges are both listed in the Dictionary of Methodism in Britain and Ireland as being one of the few Methodist organisations to have received a Grant of Arms (Westminster’s being presented in 1956).²² Nearly all other establishments listed in this article are educational, and are all either Wesleyan in foundation, or were established after Methodist Union in 1932. In regards to the general Wesleyan Methodist deference to the class system in Britain, this can be seen reflected in the support of Westminster for state occasions: the College tennis courts were used as a car park for the Coronation of George VI in 1936; Princess Elizabeth visited for the College centenary in 1951; and students lined the streets to cheer for the coronations of the new monarchs in 1911, 1936 and 1953.

Two World Wars

The same deference to wider British society; the desire to conform to the norms and pressures of society; an overall aim of appearing ‘respectable’; and to be perceived as an established church (effectively the Church of England, with a few doctrinal differences), led the Wesleyan Methodists generally to support the war effort. This differed from the other Methodist traditions, whose opinions were more closely aligned with other nonconformist

²² DMBI, *Heraldry*. Available at: <https://dmbi.online/index.php?do=app.entry&id=1321>. Accessed on 13/02/2024.

Westminster College Archive, Uncatalogued, *Westminster College Grant of Arms* (1956).

denominations, preaching peace and pacifism over the national war aims.²³ The Wesleyans, however, provided strong spiritual support for both World Wars through chaplaincy and the publication of a special pocket-sized prayer book for the use of troops;²⁴ allowed the use of its buildings; and (in some prominent cases) issued statements supporting the war effort.²⁵ During the First World War, the collegiate body of Westminster College was evacuated to Richmond College,²⁶ a ministerial training college,²⁷ following a large reduction in both student populations. A similar reduction in the number of staff also took place following enlistment: this is illustrated in the Register of Tutors (maintained at the behest of the Board of Education).²⁸ Where relevant, there are entries reflecting the work of staff during the First World War on the reverse side of each page. With reduced student numbers, some staff (such as E.G. Magson)²⁹ reduced their hours working for the College, and sought additional employment elsewhere to ensure a continued salary. Others, such as Dr Menzies,³⁰ were unable

²³ DMBI, *War and Peace*, Available at: <https://dmbi.online/index.php?do=app.entry&id=254>. Accessed on 28/02/2024.

²⁴ Westminster College Archive, Uncatalogued, Wartime Prayer Book, c1914.

²⁵ Westminster College Archive, A/1/b/1, Copy of agreement giving temporary possession of part of the College to the Government of Australia, 8 October 1915.

²⁶ Pritchard, *Story of Westminster College*, p123.

Richmond College, *The Old Chariot: Richmond College Magazine*. (London: Richmond College, 1914).

²⁷ DMBI, *Richmond College*, Available at: <https://dmbi.online/index.php?do=app.entry&id=2310>. Accessed on 28/02/2024.

²⁸ Westminster College Archive, A/2/c/1, Register of Staff, 1875-1937.

²⁹ At the outbreak of the First World War, Egbert H. Magson (1881-1961) was the College's Vice-Principal. With its student number depleted, Westminster College required fewer staff, with Magson's Vice-Principal role being reduced. He, therefore, took up a series of other teaching posts. In 1921, Magson was appointed as Headmaster of Truro School where he oversaw an expansion of the school. Outside of his work, Magson was a founder of the Epworth Freemasonry Lodge, and its first Worshipful Master in 1936. Following retirement, Magson was ordained an Anglican Priest in 1946. A lengthier biography can be found in DMBI, available at: <https://dmbi.online/index.php?do=app.entry&id=3991>. Accessed on 28/02/2024.

Westminster College Archive, A/2/c/1, Register of Staff, 1875-1937.

³⁰ Westminster College Archive, A/2/c/1, Register of Staff, 1875-1937.

to remain in College employment - either because they were surplus to requirements for a reduced College; because they enlisted to fight in the war effort; or because they had other posts in Westminster that prevented them from relocating. Westminster College's buildings were requisitioned for use by the Australian Imperial Forces as their headquarters.³¹ In total, 102 Westminster alumni and students were killed during the First World War,³² in addition to staff who served who were not included in the College's Roll of Honour, or on the College memorial. When combined with the impact of staff lost through early retirement; and the fact that 6% of the British adult male population was killed during the war,³³ it is evident that the First World War had an extensive, and long lasting, impact on higher education throughout Britain, including on Westminster College.

The impact of the Second World War had a smaller impact on Westminster College, because fewer of its students were conscripted for the war effort, as teaching was classed as a "reserved occupation".³⁴ The College was, however, evacuated again - this time in a more fractured manner, with students sent to Aberystwyth; Bangor; Bristol; and Cambridge.³⁵ This reflected an attempt to sustain the teaching structure of Westminster College's four-year scheme as students who were completing their first three years of teaching at the College were

³¹ Westminster College Archive, A/1/b/1, Copy of agreement giving temporary possession of part of the College to the Government of Australia, 8 October 1915.

³² Pritchard, *Story of Westminster College*, p131.

³³ UK Parliament, *The Fallen*, Available at: <https://www.parliament.uk/business/publications/research/olympic-britain/crime-and-defence/the-fallen/#:~:text=Over%20the%20course%20of%20the,women%20for%20every%20hundred%20men>. Accessed on 28/02/2024.

³⁴ BBC, *WW2 People's War Fact File: Reserved Occupations*. Available at: [https://www.bbc.co.uk/history/ww2peopleswar/timeline/factfiles/nonflash/a6652019.shtml#:~:text=The%20reserved%20\(or%20scheduled\)%20occupation,agricultural%20workers%2C%20schoolteachers%20and%20doctors](https://www.bbc.co.uk/history/ww2peopleswar/timeline/factfiles/nonflash/a6652019.shtml#:~:text=The%20reserved%20(or%20scheduled)%20occupation,agricultural%20workers%2C%20schoolteachers%20and%20doctors). Accessed on 13/02/2024.

³⁵ Pritchard, *Story of Westminster College*, p178.

evacuated along with students from the London University college in which they were studying. Students studying at King's College were evacuated to Bristol; those studying in University College London's Faculty of Science were evacuated to Bangor; those studying in the University College London's Faculty of Arts to Aberystwyth; and those studying at the London School of Economics were evacuated to Cambridge. The fourth-year students who were studying directly at Westminster, meanwhile, were also evacuated to Bristol. As a result of this, the College management, and its few remaining staff members, were also evacuated to Bristol, stationing themselves in Westbury on Trym, a suburb of the city.³⁶

The Second World War also saw a reduction in the staffing, both teaching and domestic staff,³⁷ reflecting the reduced activity of the College. In terms of the College estate, the Second World War had a much greater impact than the First World War. Whilst there had been some damage to the buildings during the occupation by the Australian forces between 1914-19, this had been relatively minor, and the majority of repairs at the end of the War were funded by The Government.³⁸ The Second World War, however, saw the buildings used as the station for the Auxiliary Fire Service, and later National Fire Service (with the College named 'No. 51 Station'); an overflow mortuary by City of Westminster; and a local fire brigade station was erected in its grounds.³⁹ Pritchard noted that plans for the use of Westminster College had been made prior to the start of the War, with plans drawn up as early as 1938.⁴⁰ He also recorded that specialist fire equipment was stored at the College to tackle any potential outbreaks of fire

³⁶ Pritchard, *Story of Westminster College*, p179.

³⁷ Westminster College Archive, A/5/a/1, Account-book showing termly salaries paid to staff, 1910-45.

³⁸ Westminster College Archive, A/1/b/1, Minute Book for the Trustees of Westminster and Southlands Colleges, 1883-1924.

³⁹ Pritchard, *Story of Westminster College*, p184-5.

⁴⁰ *Ibid.*

in the Houses of Parliament, Westminster Abbey, and Whitehall.⁴¹ This clearly highlights the importance of the central location held by Westminster College, which was to prove crucial when selling the College a decade later. The Second World War also saw complete destruction of some of the College buildings on the night of 4/5 March 1944, with the Dining Hall and Library, as well as the houses of the Principal and Vice-Principal destroyed or greatly damaged, by over 300 incendiary bombs.⁴² This, and other bomb damage, was recorded on a large Ordnance Survey map by N.C. Patten,⁴³ who also recorded the types of bombs dropped. Perhaps of equal significance to the buildings, was the loss of the College artwork, furniture, library stock, and historic records, which between them were valued at over £5000 in 1939, and all of which had been stored in the Chapel for safekeeping during the war. The Chapel was struck in the March 1944 air raid.⁴⁴ The College had clearly prepared for some bomb damage as it chose to remove the large east window (“The Waller Window”, which served as a memorial to the WMEC Secretary, David J. Waller), and sent this for safekeeping at Culford School, a Methodist school in Bury St. Edmunds.⁴⁵ The damage to College buildings was extensive, and took until 1948 to repair.⁴⁶ The College, however, reopened at Horseferry Road in October 1945.⁴⁷ One humorous recollection of this occasion notes that

⁴¹ *Ibid.*

⁴² Westminster College Archive, A/5/c/4-5, *Blitz Maps*, 1941-46.

⁴³ *Ibid*

⁴⁴ Westminster College Archive, Ph/1/1/6, Photograph of the Chapel Bombing, 1944.

Westminster College Archive, E/1/c/12, Telegram to N. C. Patten about the College being bombed, 1944.

⁴⁵ Pritchard, *Story of Westminster College*, p118.

⁴⁶ Westminster College, A/2/a/5, Minute Book of the Governing Body, 1945-55.

Westminster College Archive, Uncatalogued, Student Notebook on ‘College History’, c1951.

⁴⁷ Pritchard, *Story of Westminster College*, p188.

A PILE of debris and a burnt-out shell greeted the first-comers. By seven o'clock in the evening about forty of us had arrived, some were war veterans but we were mainly wide-eyed youths straight from school.

My room was on Wing; the cardboard in the window-frames made poor substitute for glass but it served to hide the charred chaos below. We were summoned to dinner by the clanging of a huge fire-bell, the property of the National Fire Service - which then hung in the main corridor: a memorable occasion for it was the first introduction to Westminster fellowship and Westminster cuisine. How we talked then - and we are still hard at it - and, now I reflect, we still discuss the same limited range of topics with unabated zest. Mr. Ross conducted prayers in a kind of room which Mr. Patten had contrived to construct with the aid of a couple of tarpaulins at the end of the bomb-damaged common-room. In those days there were only two members on the College staff - the Principal and the Bursar.

The arrival of the third member was dramatic. A tired but friendly young man carrying a couple of suit-cases carefully threaded his way through the piles of rubble and the cunningly concealed man-traps which were then in the Front Quad, he cautiously mounted the front steps and with a smile of triumph landed safely in the Stone Corridor.

“Hello, new here?” said one of our number, shaking him by the hand. “What’s your name?”

“Hughes” came the reply.

“What’s your Christian name; we use Christian names here?”

“Trevor”. He grinned.

It was not long before we got him installed in a room at the end of Corridor Three and gave him the ‘gen’ about Westminster life. It was some little time later that we learned that he was the Vice-Principal; then we grinned.

A red-haired Cornishman, a war-veteran, Fred Strongman (“Good old Fred”) was nominated as our President; and, looking back, it seems as if we had a general meeting of the Union Society with appropriate choral accompaniment every evening even though attendance was reduced, of necessity, by the Dish-washing Rota.

Our numbers grew daily and by Christmas we had reached the grand total of seventy students and four members of staff. Dr Shepherd arrived one evening and entertained us for a full half-an-hour when Mr. Ross suggested that he “might like to say a few words”.⁴⁸

This account clearly indicates that, although the College was back in operation, the buildings themselves were far from ready for use by modern standards. It does, however, also illustrate the importance of the College site in Westminster to the ‘soul’ of the College.⁴⁹ Alternatively, it demonstrates how precarious the existence of the College was that returning to damaged buildings was a requirement for the survival of the institution. This perhaps represents the post-war attitude of the whole of Britain: a return to ‘normal’ as quickly as possible. These two periods of relocation and evacuation (although forced) also taught the College leaders, and the Methodist Education Committee, a vital lesson for the future of the College: Westminster College did not need to be in Westminster to operate successfully.

⁴⁸ Westminster College Archive, Uncatalogued, *The Westminsterian* (1949), p3-5.

⁴⁹ This will prove even more important to the understanding of what ‘Westminster College’ *is* in Chapter Three.

Indeed, newer facilities (including outdoor sports facilities) enhanced the College, and the current site seemed to limit opportunities.

Rules and Regulations

Every educational institution has its own rules which establish the organisation and operation of the institution they govern. Westminster College was no different and, like many other Colleges, had a series of rules that mirror attitudes at the time they were written. For Westminster College, the rules were drawn up in the 1870s,⁵⁰ and provide a spartan depiction of student life in Victorian Britain.

RULES

Domestic Routine. – The students shall rise at six o'clock; assemble in their day-rooms at half-past six, and in the dining room for breakfast and Family Worship, at eight. They shall dine at one o'clock, have tea at five, supper at a quarter to nine and meet for Evening Worship at nine. All shall retire to their dormitories at or before ten, and all lights shall be put out at twenty minutes past ten.

Dormitories. – 1. Before leaving his room in the morning, each student shall strip his bed and open the window.

2. The students shall be responsible for the order and tidiness of their own rooms, and the time from 7.40 a.m. to eight o'clock will be allowed for them to do whatever is necessary for that purpose.

⁵⁰ A copy of the original College rules can be found in:

Westminster College Archive, E/2/e/1, Scrapbook of John Taylor, 1895-97.

3. The dormitories shall not be used during the day, except for half an hour after dinner and tea.

4. No student is allowed to deface or otherwise damage his bedroom.

5. The use of candles and lamps in the bedrooms is strictly prohibited. All boxes must be removed into the rooms provided to receive them.

6. There shall be no gathering of the students in the bedrooms.

Absence from College. – No student shall be absent from the College without permission from the Vice-Principal, except during the time prescribed for holidays and recreation.

No student shall be called away from class exercises to see friends.

Opportunity is afforded for regular attendance at drill.

Officers. – The following officers will be appointed, vis.:– A Censor, four Curators, two Monitors from the students of each year, and a Precentor and Librarian.

The Censor shall keep a record of the attendance of the students at their general assemblies, and render such general assistance as the Vice-Principal may, from time to time, require.

The Curators shall be responsible for the order of the day-rooms during the hours of private study.

The Precentor shall lead the singing at Family Worship, assist the Music Master, and have the charge of the Library and the distribution of the books.

The Monitors shall be appointed weekly for each day-room, who shall ring the bell according to the daily routine, and be responsible for the management of the gas in the day-rooms and corridors.

Public Worship and Religious Exercises. – The students shall attend the Wesleyan Chapel, Westminster, on the morning and evening of every Lord’s day, and shall, in the matter of religious observations, conform to Methodist rules and usages.

General Discipline. – The students will be held subject in their general conduct to the direction and control of the Principal, and of the Vice-Principal as usually representing him. The Committee have power to expel from the Institution any student who may be found deserving of this extreme penalty. It is expected that the students will, by the propriety of their general appearance and behaviour, honour the character of the Institution with which they are identified; and by orderly habits, and an earnest and devout life, seek to prepare themselves for the fulfilment, in its highest sense and spirit, of the calling, to which, as Christian teachers, they have devoted themselves.

JAMES H. RIGG, DD.,

Principal.

Originally written in c.1870, “Rigg’s Rules” were clearly rigorous and tightly regulated student life at the College.⁵¹ Although their content was perhaps typical of the rules that would have been found in the mid-nineteenth century, and are “Victorian” in their method of controlling individuals, they were still in use as the primary set of student regulations at College in the first decades of the twentieth century. Upon succeeding Rigg as Principal in 1903, Herbert B. Workman made a series of adjustments to the college rules which reflect the

⁵¹ Named because of their author.

changing attitudes of society; advances in technology; and his own character.⁵² The primary rule change implemented by Workman was to allow smoking in college buildings, apparently for the first time. Whilst this would appear to be a relaxation of regulations, it is possible that this was Workman's way of gaining additional control over students who had previously been smoking in their rooms (but clandestinely). Indeed, Workman's rule on smoking states that smoking is only allowed in a dedicated Smoking Room, and only then "at such hours as the Principal shall determine".⁵³ He also forbade smoking within "the triangle",⁵⁴ an area with Westminster Wesleyan Church; the Army and Navy Store on Victoria Street; and Westminster Abbey at its three points. In this respect, Workman clearly did not want college students to be seen publicly smoking in the area around the College - presumably because of the local reputation of the College.

Workman also increased the number of student officers. In Rigg's rules, there were eight student officers: a Censor; four Curators; two Monitors; and a joint Precentor and Librarian.⁵⁵ Rigg used these students to help manage and control the College. Workman, however, increased this number to eleven: a Censor; four Curators; a Precentor; Schools, Laboratory, and Electric Light Curators; a Librarian; and a Chairman of the First Year Common Room.⁵⁶ This latter clearly mirrors colleges found at the Universities of Oxford and Cambridge, where the role of 'President of the Junior Common Room' was often vital to the management of the students, as well as a method of mutual communication between staff and students. Workman's rule also indicates that the student officers will also serve as carvers at meals-

⁵² Westminster College Archive, A/3/c/1, Logbook of H. B. Workman, 1903-11.

⁵³ Westminster College Archive, A/3/c/1, Logbook of H. B. Workman, 1903-11.

⁵⁴ Westminster College Archive, A/3/c/1, Logbook of H. B. Workman, 1903-11.

⁵⁵ Westminster College Archive, E/2/e/1, Scrapbook of John Taylor, 1895-97.

⁵⁶ Westminster College Archive, A/3/c/1, Logbook of H. B. Workman, 1903-11.

suggesting the growth of the College as an establishment required additional domestic help. Workman's rules are lengthier and more detailed than Riggs's.

Another change found in Workman's 1903 rules was that a number of the roles assigned to the Vice-Principal were reassigned to the Principal, thus ensuring that Workman had greater control over the collegiate body. Whilst it is possible that this reflected Workman's desire to be a more authoritarian principal than Rigg, it probably indicated that he anticipated being more present in the College than Rigg, who had often been engaged in national educational or Methodist debates and discussions, rather than the day to day running of the College. Finally, it could also be that Workman's assumption of some of the vice-principal's roles was simply an indication of the existing incumbent's age. The Tutor's Register shows that Joseph Cowham,⁵⁷ who served as Vice-Principal for the majority of Rigg's tenure, had been appointed in 1875, and did not retire until 1910. Having been born in 1845, this means that Cowham was in his sixties by Workman's tenure. Whilst a series of other, smaller, changes exist between the two rules, the final notable change in Workman's set can be found in the following rule. Rigg's rule stated that:

The students will be held subject in their general conduct to the direction and control of the Principal, and of the Vice-Principal as usually representing him. The Committee have power to expel from the Institution any student who may be found deserving of this extreme penalty. It is expected that the students will, by the propriety of their general appearance and behaviour, honour the character of the Institution with which

⁵⁷ Joseph Cowham was educated at Westminster College in 1866/67. He returned to the College in 1872 as headmaster of the Model School, before serving as head of the Senior School; Master of Method (1875-1911); and Vice-Principal. Pritchard credits Cowham as being a pioneer in the field of educational psychology, and one of the creators of 'The School Journey'. J. H. Cowham has a lengthy biography in Pritchard, *Story of Westminster College*, p62-4. Westminster College Archive, A/2/c/1, Register of Staff, 1875-1937.

they are identified; and by orderly habits, and an earnest and devout life, seek to prepare themselves for the fulfilment, in its highest sense and spirit, of the calling, to which, as Christian teachers, they have devoted themselves.⁵⁸

This placed the responsibility for their behaviour and performance on the students; then the college staff; and finally, on the Methodist Education Committee. This order mirrored the overall structure of responsibility and management for the College, with the majority of discipline exercised by other students and staff. More serious student performance (like large expenditure; estates development; the curriculum; and the selection of students each year) were tasks overseen by the WMEC. Workman's new rule, however, demonstrates a shift in control:

The Committee expect that the students will, by the propriety of their general appearance and behaviour, honour the character of the Institution with which they are identified; and by orderly habits, and an earnest and devout life, seek to prepare themselves for the fulfilment, in its highest sense and spirit, of the calling, to which, as Christian teachers, they have devoted themselves.

A student diary from 1904/05 described Workman's new rules as "irksome",⁵⁹ so we can assume that the rules were fully implemented.⁶⁰ The diary also provides an excellent insight into life at College, covering evening activities (with guest preachers and visits to music halls being a favourite); academic life in College (with termly examinations and inspections being heavily detailed); and more unusual events (including the death of a fellow student, and the revolt and eventual resignation of the student officers that year). It clearly illustrates that the student body lived a relatively sheltered and heavily-regulated life within the walls of the

⁵⁸ Westminster College Archive, E/2/e/1, Scrapbook of John Taylor, 1895-97.

⁵⁹ Westminster College Archive, E/2/a/2, Diary of Harry Collinson, 1904-05.

⁶⁰ Westminster College Archive, A/3/c/1, Logbook of H. B. Workman, 1903-11.

College, reinforcing the idea of an almost monastic lifestyle. Moreover, the College had a series of “secret” societies who quietly monitored or controlled much of College life and, from 1908, the College had its own Freemasonic lodge.⁶¹

Westminster College’s rules closely mirror those of Kingswood and Woodhouse Grove Schools,⁶² the former of which had relocated to Bath in 1851, the same year that Westminster College had opened. Given that many of the staff at Westminster had either been educated at Kingswood or Woodhouse Grove, or had taught at one of these schools before moving to Westminster, this is unsurprising. Even in the nineteenth century, many of these rules reflected the type of institution established by John Wesley in 1748.⁶³ Equally, as can be seen from the applicants register of 1922,⁶⁴ many of the students who applied to Westminster had previously studied at one of these institutions, meaning that they would have also been familiar with the regulated and quasi-monastic way of life. Indeed, even the buildings of Westminster College reflect this monastic nature - with spaces such as cloisters; large halls; and small, cell-like bedrooms. It is also debatable how much the Westminster rules (like those of Kingswood and Woodhouse Grove Schools) can be seen as akin to the rules of the colleges of the Universities of Oxford and Cambridge. In Oxford similar restrictions were imposed but there were important differences: there was no obligation to attend university lectures and there was no system of student officers who policed undergraduate behaviour – this was left to the university

⁶¹ J. Freeman, *The first 100 years of the Westminsterian Lodge 3344, 1909-2009*. (London: Westminsterian Lodge, 2009).

Westminster College Archive, Uncatalogued, Byelaws of the Westminsterian Lodge and other Miscellaneous Items donated by Alfred Bayliss (alum of the College).

⁶² L. Ryan, ‘The Kingswood School rule and monastic schooling’, in D. Reed eds, *Methodism and Monasticism*. (Oxford: Oxford Centre for Methodism and Church History, 2021), pp67-81.

⁶³ Ryan, *John Wesley and the Education of Children*, p80.

⁶⁴ Westminster College Archive, A/3/c/5, Register of Applications to Westminster Training College, 1921-23.

proctors and their staff of ‘bulldogs’.⁶⁵ Tutors and colleges exercised disciplinary rules which varied between the colleges. But the system was built on the assumption that most students were the sons of gentlemen, and therefore could be trusted, the assumption was that regulation of individual activities such as times to rise and go to bed and extinguishing of lights was a personal matter. Nevertheless, the students of Westminster College were sometimes viewed as being of a more ‘gentlemanly’ sort than those who lived in the surrounding area. A note on the history of the college by an unknown member of College staff recorded that the early students wore top hats and frock coats and were well respected as members of the college, even in areas where policemen feared to go unaccompanied.⁶⁶

In addition to Riggs’s and Workman’s rules, the stringent student timetable was another way that the College sought to both control its students, and to instil a sense of traditional Methodist work ethic and discipline. Together with the College Rules, the College timetables from 1890 and 1905 show an exhausting programme of activities,⁶⁷ with timetabled activities from 06.00 (when students were woken up) until [in Workman’s Rules] 22.20, when lights would be extinguished. Between the hours of 09.00 and 17.00, students had a packed timetable, with private study; worship (or other religious activity); and enrichment activities (such as evening lectures and sports fixtures) occupying much of the students remaining time. As can be seen in Appendix V, these timetables clearly further illustrate the ascetic lifestyle of the College. Of course, the timetabled nature of life in the College also aimed to prepare students for life as a teacher where following structured days was expected to be second nature to those

⁶⁵ University of Oxford Proctors’ Office, Proctors’ Officers, Available at: <https://www.proctors.ox.ac.uk/ceremonial>. Accessed on 07/03/2024.

⁶⁶ Westminster College Archive, A/3/d/1, History of Westminster College by an unknown member of staff, 1938.

⁶⁷ Westminster College Archive, E/2/e/1, *Scrapbook of John Taylor*, 1895-97.

leading classes. The same was true of those leading Methodist classes and worship as it was of those educating young people in schools.

Organisation and Management of the College

In the early 1900s, the College had developed and standardised its management and staffing structure. College staff included a Principal and Vice-Principal; a Bursar; a Registrar; and a Chaplain. This growth in staffing closely mirrors the growth in the number of students, further demonstrating the growth, and economic might, of the College. Despite this complement of senior staff, much of the management of the College remained vested in the WMEC. The College Trustees and Board of Governors were appointed by this Committee; the Principal reported directly to the Committee; and major decisions regarding the College (such as its relocation) were made by the Committee. As such, it is evident that, although the colleges were developing as independent educational institutions, they were very much controlled by the Methodist Church. The Governing Body and Board of Trustees were shared by Westminster and Southlands Colleges (as is reflected in their shared archives), suggesting that there was (in effect) one Methodist teacher training college, with two campuses. However, the management structure of the Colleges reporting directly to the Committee was blurred somewhat when H. B. Workman (Principal of Westminster College) was appointed as the Secretary of the Education Committee, as John Scott had been before him, and A. W. Harrison would be later in the century.⁶⁸ The Education Committee, for a time, also took empty rooms in the College as its administrative site,⁶⁹ meaning that the body it oversaw (the College) was also, in effect, its landlord, with the Committee paying rent to the College, even though the Committee technically owned all assets of the College. Notably, the WMEC also established

⁶⁸ H. B. Workman was Secretary of the MEC between 1919 and 1940, and was succeeded by A. W. Harrison (1940-45). John Scott was involved with the Education Committee from its creation in the 1830s.

⁶⁹ Westminster College Archive, Uncatalogued, Reports of the (Wesleyan) Methodist Education Committee.

the Wesleyan Book Room in buildings owned by the College.⁷⁰ As well as providing an outlet for educational texts; texts on Methodism; and a combination of these two fields, the Book Room also proved to be a useful sales ground for items created by college staff. By selling staff material, the WMEC both ensured that they were able to employ and retain knowledgeable academics, and ensure that students of the college had easy access to the texts used in classes they were attending and teaching, thus furthering the dissemination of the Methodist educational ethos.

Westminster College also relied heavily on the financial support of the Methodist Church, both in terms of large capital funding (such as supplied by the Twentieth Century Fund) and revenue funding, a great deal of which was provided from local circuits.⁷¹ Students at Westminster and Southlands Colleges paid an ‘entrance fee’ to the College (originally £10 in 1851, and regularly increased),⁷² but the majority of their funding was received through Church donations, College bursaries and scholarships,⁷³ and, from the 1920s, the financial support awarded to trainee teachers by the government.⁷⁴

Staff and Students

The ‘typical’ student of Westminster College changed considerably during its first century of operation. A rare archival survival makes it possible to examine in more detail the character of the student body in 1922. This is the 1922 Applicants Book.⁷⁵ This Register, unfortunately, is the sole surviving example of applications made to Westminster College in a

⁷⁰ Westminster College Archive, E/2/e/1, *Scrapbook of John Taylor*, 1895-97.

⁷¹ Westminster College Archive, Uncatalogued, Reports of the (Wesleyan) Methodist Education Committee.

⁷² Westminster College Archive, Uncatalogued, Report of the (Wesleyan) Methodist Education Committee, 1865.

⁷³ Westminster College Archive, Uncatalogued, Papers of College bursaries including financial donations to the College.

Westminster College Archive, A/5/a/3, Statements of College Accounts, 1940-58.

⁷⁴ *Ibid.*

⁷⁵ Westminster College Archive, A/3/c/5, Register of Applications to Westminster Training College, 1921-23.

pre-digital age. Whilst later applications exist, these all relate to applications made following the 1950s removal to Oxford. Whilst the applications in this Register do not detail parental occupational background, they provide information about the individuals applying; their medical checks; and references from two individuals - at least one of whom was (ideally) a member of the clergy. Of the sixty-four individuals included in this volume, thirty-nine were Wesleyan Methodist, and a further nine men were from other Methodist traditions (five United Methodists; three Primitive Methodists; and one from a United Methodist Free Church). The remaining entrants were nearly all derived from other Christian denominations: six from the Church of England; four Baptists; three Congregationalists; and one Presbyterian. One applicant has no religion listed, and only one applicant came from a non-Christian background – he was Jewish. Fifty-three of these applicants attended state schools prior to Westminster: sixteen at grammar schools; twenty-seven attended Secondary, High or County Schools; ten attended other types of state school. Only eight applicants had attended some form of self-funded education - either a public school or, as with one applicant, their form referred to ‘private’ education. Four of these ten attended the Wesleyan Methodist institution of Kingswood School near Bath. Notably, several applicants went to the same schools. This might suggest the influence of a Westminster College staff member in such schools though there is no evidence of this. Reflecting their religious affiliations, the majority of applicants applied with home addresses in areas where Methodism thrived - such as the North East and the South West of England. Greater London had a similarly high number of applicants, presumably because of the location of the College. All applicants were from England, with the exception of two: one from Wales, and one from the Channel Islands. There were no applicants from (Northern) Ireland or Scotland.

For the most part, students enrolled at Westminster College were from lower middle class and artisan families as, generally, nonconformist families were not from high social classes.⁷⁶ As is indicated by individual records, although students had some level of secondary education, they often had relatively few school-leaving qualifications, and were unlikely to aspire to a university degree. Their level of education can clearly be seen in the Applicants Register of 1922,⁷⁷ in which the majority of individuals applying were from state school backgrounds. In addition, they also usually came from nonconformist families, possibly because other Methodist traditions and nonconformist denominations did not have their own teacher training colleges.⁷⁸

In addition to being able to use this Register to analyse educational standards, it also makes it possible to see the geographical reach of the College. Areas where Methodism traditionally flourished, such as the North East and South West,⁷⁹ have high enrolment rates for the College. Similarly, the 1922 Register illustrates that a high number of applicants came from London, which can be explained by the geographic location of Westminster College, rather than an unusually high level of nonconformity in the city.

⁷⁶ C. Field, *Some Historical Religious Statistics*. Available at: <http://www.brin.ac.uk/some-historical-religious-statistics>. Accessed on 07/03/2024.

⁷⁷ Westminster College Archive, A/3/c/5, Register of Applications to Westminster Training College, 1921-23.

⁷⁸ No other Methodist tradition had their own teacher training college. Similarly, it does not seem that there were any Baptist, Congregational or Presbyterian teacher training colleges. Each of these nonconformist traditions seem to have focused solely on ministerial training, rather than on training teachers. This reinforces the idea that Wesleyan Methodists were putting a great deal of effort into copying the established Church of England, which had several teacher training colleges.

⁷⁹ E. H. Tindall, *The Wesleyan Methodist Atlas of England and Wales*. (London: Bemrose and Sons, 1873).

C. Field, *The Social Composition of English Methodism to 1830: A Membership Analysis*. Available at: <https://www.escholar.manchester.ac.uk/api/datastream?publicationPid=uk-ac-man-scw:1m2333&datastreamId=POST-PEER-REVIEW-PUBLISHERS-DOCUMENT.PDF>. Accessed on 07/03/2024.

The College also reserved a small number of places (fewer than ten) for students from London nominated by the Local Education Authority.⁸⁰ Similarly, as was to be expected, they were mostly from white, British families who subscribed to Methodism, more specifically, they were usually members of the Wesleyan Methodist Church. The first three decades of the twentieth century, however, saw some diversification of this typical profile of a student. As the educational standing of Westminster College increased, and it started submitting its newly qualified teachers for University of London degrees, the initial qualifications of its students increased in level as did the grades received.⁸¹ Naturally, this increased further when Westminster's four-year course was established in 1930. The four-year course comprised a three-year preparation for a London University external degree and a one-year teaching certificate programme. Westminster College also occasionally received one scholarship student selected by the Wesleyan Methodist Missionary Society (WMMS) from one of the countries the society was actively involved in.⁸²

The religious requirements of Westminster College gradually changed - first to accept members of other Methodist traditions (such as the Primitive Methodists), or those from Methodist families which did not include a subscribing member of the Church (increasing further after unification of the varying Methodist traditions in 1932), and then to accept

⁸⁰ University of London Institute of Education Archive, IE/1/ATT/6, Letter from H. B. Workman to Percy Nunn, 4 January 1929.

⁸¹ This is reflected in the grades recorded in the College's Register of students, which are catalogued under B/1/a/1-5.

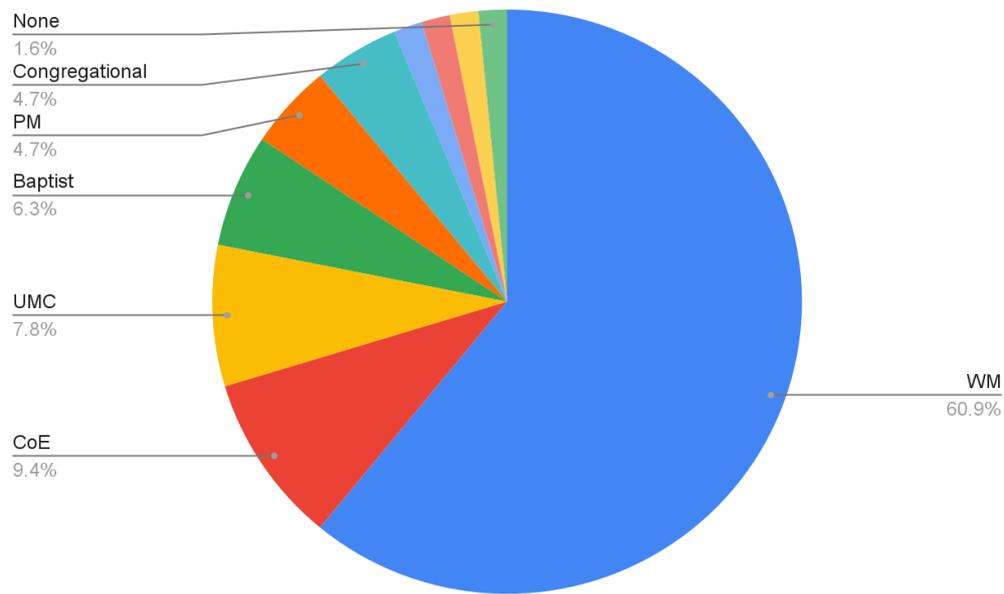
⁸² Two examples of these scholarship students who have been extensively researched are Francis Bartels and William Nicol. Blogposts on each of these students can be found at:

<https://ocmch.wordpress.com/2020/10/02/black-history-month-francis-bartels-1910-2010-inspirational-ghanaian-educationalist/>

<https://ocmch.wordpress.com/2023/10/16/black-history-month-recovering-oxford-brookes-universitys-black-heritage-from-the-archives/>

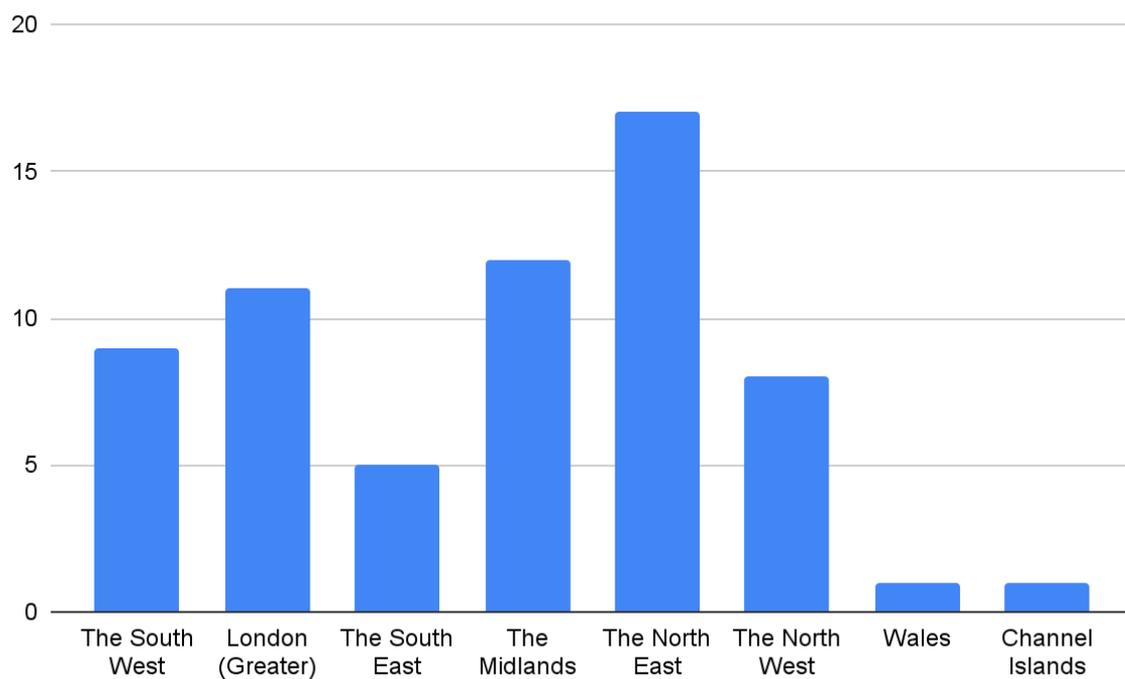
Accessed on 07/03/2024.

members of the Church of England. Methodist aversion to Roman Catholicism means that no Catholics were admitted during the nineteenth and early twentieth centuries.⁸³

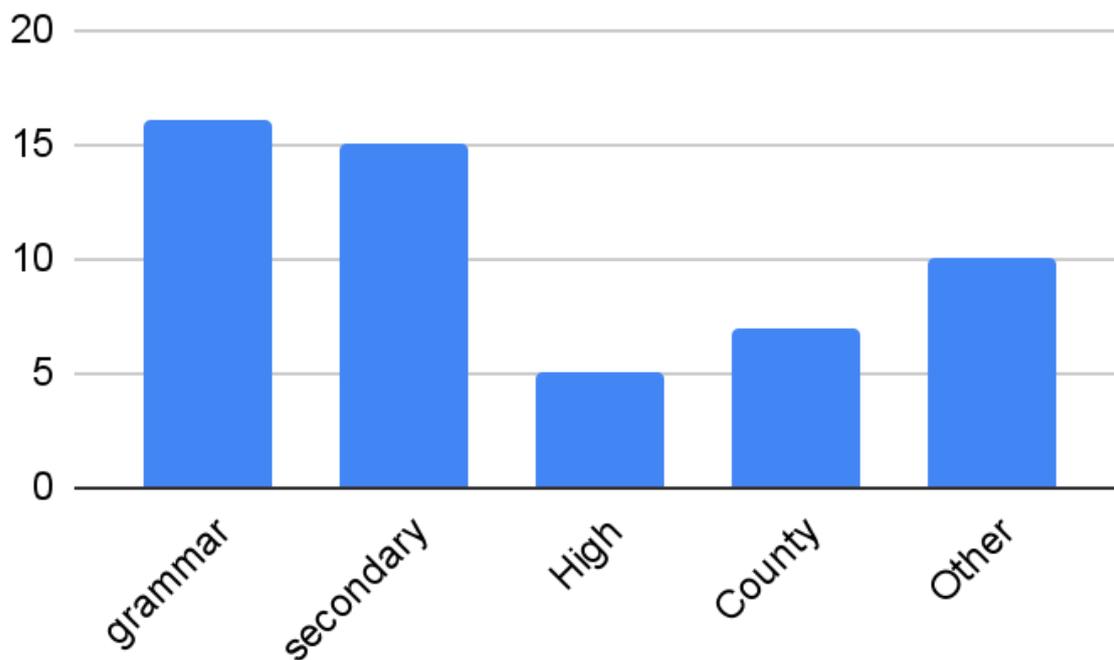


Denominational division of applicants to Westminster College, 1921-23.

⁸³ For more information, see 'Roman Catholicism' in DMBI. Available at: <https://dmbi.online/index.php?do=app.entry&id=2352>. Accessed on 07/03/2024.



Geographic Coverage of individuals applying to Westminster College, 1921-23.



Division of state schools with applicants to Westminster College, 1921-23.

The changes in the profile of Westminster students between 1900 and 1930 were reflected in the standing of College staff members during the early twentieth century. At the turn of the century, the staff members were typically drawn from one of three groups. They were either from a clerical background, largely drawn from ministers in the Methodist Church; drawn from the profession they were required to teach (e.g. a doctor teaching health and lifestyle); or from an academic background, but typically having graduated from one of the newly established higher education institutions - rather than Oxford or Cambridge. In the following decades, however, academic status became more important to the College. This was reflected in the qualifications of individuals appointed, with the number of staff members appointed from the Universities of Oxford, Cambridge, and London increasing significantly. The increase in the academic standing of staff members followed the increased academic level of courses offered at Westminster College, especially after the attempted relocation of the College; its move to Oxford in 1959; and the establishment of its four-year course. This increase in academic level was also mirrored in staff already employed by the College. H. B. Workman, for example, received a DLit from London and a DD from Aberdeen, as well as being appointed a member of the University of London Senate.⁸⁴

The relationship between Westminster College and the University of London during the early Twentieth Century

Westminster College's relationship with the University of London developed gradually in the first half of the twentieth century, often ahead of requirements made in national legislation. Area Training Organisations (ATOs), for example, were created following the 1944 Education Act,⁸⁵ and transferred the provision of a teaching qualification from the government

⁸⁴ 'Workman, Herbert Brook' in ODNB.

⁸⁵ R. Aldrich and T. Woodin, *The UCL Institute of Education: From training college to global institution*. (London: UCL Press, 2021), p1.

to local universities. For both Westminster and Southlands Colleges, the ATO was the University of London Institute of Education. Westminster, however, had submitted students for a University of London undergraduate degree for over a decade prior to this, through Imperial College, King's College, and the London School of Economics.⁸⁶ The relationship with the University of London was fraught with disagreements over elements of best practice and recognition of the status of training colleges, however, and seems to have been partially rooted in personal beliefs and friendships, rather than in the best interest of pedagogical development. The gulf in the relationship between Westminster and the University of London can, perhaps, be seen in the history of the Institute of Education, which includes only one reference to Westminster College, and then only in relation to its relocation to Oxford.⁸⁷ No staff or students are listed by name in this volume's index. In contrast, however, it is possible to explain this lack of inclusion through a more detailed understanding of the relationship between College and University.

Westminster College, with the other training colleges in Greater London (all voluntary in foundation),⁸⁸ trained teachers for fifty years before the government encouraged universities to award teaching certificates.⁸⁹ The relationship between the University of London and Westminster College, therefore, started as a College submitting a small number of students

⁸⁶ The College's four-year course saw students submitted to one of these three colleges for their undergraduate degree, followed by a one-year teaching qualification at Westminster. This is best outlined in Pritchard, *Story of Westminster College*, p152-170.

⁸⁷ Aldrich and Woodin, *UCL Institute of Education*.

⁸⁸ M. Boyd, *The church colleges 1890-1944, with special reference to the church of England colleges and the role of the national society*. (Durham: University of Durham PhD thesis, 1981), p31.

D. Gillard, *Education in the UK: a history*. Available at: <https://www.education-uk.org/history/chapter07.html>. Accessed on 08/03/2024.

⁸⁹ The first governmental examination for teaching certificates was in 1849, as is recorded in Sarah Smetham's *Letters and Reminiscences*. (Catalogued in the Smetham Collection of the Oxford Centre for Methodism and Church History at SME 1/7/1, or on p15 of its typescript.)

each year for London external degrees - primarily a Bachelor of Arts degree - from the early twentieth century. From 1930, when Westminster College began submitting students for full (or internal) London degrees,⁹⁰ this relationship strengthened as staff of the College were designated as 'recognised teachers' of the University. In this way, the relationship between Westminster College and the University of London was more akin to the relationship between London and one of its Colleges, rather than solely as a college overseen by the Institute of Education which (arguably) saw these colleges as more removed from the University than Westminster was, at least prior to the Second World War. Despite this fluctuating relationship, it seems that Westminster College achieved a positive relationship with the University of London - one that assured both its future as a College, and one that saw its students and staff afforded a superior position within the University than those colleges which submitted trainee teachers solely through the Institute of Education. Its attempts to relocate, therefore, would seem to be at odds with this relationship.

The following section will analyse each of the attempts to relocate. First, attention will be paid to the mid-1920s attempts to relocate to Leicester or Hull. Secondly, attention will be paid to the former Archbishop's Palace at Addington, and the handful of other sites considered by the Methodist Education Committee. Finally, Elmstead Woods and other London sites will be examined.

1920-30s Attempts to Relocate

Westminster College spent much of the mid-twentieth century trying to move from its original site.⁹¹ Although the buildings on Horseferry Road were much loved, and educationally traditional in style, they also proved restrictive to further development – with the site being surrounded by other organisations preventing further expansion; an increase in the number of

⁹⁰ Through the Colleges mentioned earlier, not directly to the University.

⁹¹ The buildings at 130 Horseferry Road.

courses training colleges were encouraged to provide, and the number of diverse spaces these required; an increase in the number of teachers required by successive legislative changes; and the impact of students being in College for four years rather than the original two. As a result of these legislative changes, explored in chapter one, and the provision of new or redesigned courses to further College and/or Methodist aims, the buildings quickly became outdated. Whilst it was theoretically possible for the College to redevelop on its site in London, the overall site and Victorian buildings proved restrictive. A relocation of Westminster College was necessary for the continued survival and success of the institution.

Whilst a number of sites were considered, and the attempts were made across a thirty-year period, they can be grouped into three distinct categories. The first covers 1926-28, and the attempts made by Westminster to relocate to Leicester or Hull - these included an attempt to maintain their relationship with the University of London (both Hull and Leicester were University Colleges validated by the University of London), but also to move to a new university without its own School of Education or method of teacher training. The second phase for the College was in 1938/39 when the College sought to move to Elmstead Woods in Kent. This location would have provided the College with a larger site, including sports fields, and also the possible ability to become an integrated college of the University of London, whilst also maintaining the ability for Westminster to affiliate with another university, or even become a university in their own right. This second phase was the most protracted, beginning in 1938, and continuing until c. 1953 - mostly because of the Second World War and its damage to the Horseferry Road buildings.⁹² The final phase of relocation for Westminster College was the

⁹² 372 incendiary bombs were dropped on Westminster College on the night of 14 March 1944. A telegram (catalogued in the Westminster College Archive at E/1/c/12) notes that the "Chapel [was] completely burned out Dining Hall Nursery Flats Medway also affected. Ross has viewed, is resigned yet thankful damage is not worse". J. S. Ross was the College Principal between 1940 and 1953. Photographs of the damage are catalogued at Ph/L/1/5-6.

consideration of leaving London and its environs completely, but without the hope of becoming a university college in their own right. This phase was when the College eventually relocated to Harcourt Hill, although it originated with the aim of acquiring a site in the “university area of Oxford”.⁹³ The first of these two attempts, to move to Leicester or Hull, and to Elmstead Woods, will be explored in this chapter. The third, to Oxford, meanwhile, will be explored in the third chapter.

Many of these attempted relocations, and the requirements established by the Methodist Education Committee, are linked to Westminster College’s desire for elevation to university status. A 1928 letter from Percy Nunn,⁹⁴ Principal of the London Day Training College, demonstrates how widely known these views are. In this letter, he states

that there would be considerable difficulties in your securing and maintaining in the future the sort of position you would quite properly wish a college with the history and prestige of Westminster to occupy in the University [of London]. For that reason, it seems to me an excellent idea that you should remove to some place where you could become the education department of one of the younger academic institutions. You

⁹³ Westminster College Archive, A/3/f/2, Proposal for the Relocation of Westminster College, with amendments by Harold Roberts, 31 March 1954.

⁹⁴ Sir (Thomas) Percy Nunn (1870-1944) was an educationalist who transformed the London Day Training College (LDTC) from a small institution to the Institute of Education of the University of London, and the Area Training Organisation for Greater London. He was educated at Bristol University College and the University of London, and held a series of teaching positions before being appointed the Vice-Principal of the LDTC, and later its Principal. He was made a professor of the University in 1913, and knighted in 1930. He received honorary degrees from the Universities of Liverpool, St. Andrews and Trinity College, Dublin. A lengthier biography of Nunn, by Richard Aldrich, can be found in ODNB.

would be able to preserve and develop your individuality and play a most useful part in helping the growth of the university college to which you attached yourself.⁹⁵

This is further illustrated in the 1935 letter from A. W. Harrison to Sir Percy Nunn, “For several years past we have been very restless under the External Diploma for Education of the University and have been trying to find a way of escape”,⁹⁶ in which it is evident that Westminster College attempted to relocate because it viewed itself as having the potential to grow in size and develop beyond the status of simply a teacher training college. This also demonstrates a sense that training colleges were viewed as ‘lesser than’ universities, even by the colleges themselves. It is possible that this desire to grow and develop into a university demonstrated the views of the staff of Westminster College, and/or the Methodist Church more widely. Given the rare (and possibly unique) status of Westminster as a four-year college within the University of London, however, it is more likely that Westminster sought to develop from a college only able to offer certificates, rather than bachelor’s degrees. Equally, universities received government funding through LEA scholarships, so it is possible that this was a driving factor behind the desire to develop, grow and obtain university status.

Finally, this desire for a Methodist university clearly represented the overall [Wesleyan] Methodist desire for equality with the Church of England in the educational sector, showing the continuation of a century-old rivalry between the two denominations, as well as the desire by Methodists to be viewed as an established denomination through the historic markers of ‘establishment’ - such as university status; governmental power; and significant church

⁹⁵ University of London Institute of Education Archive, IE/1/ATT/6, Letter from Percy Nunn to H. B. Workman, 21 June 1928.

⁹⁶ London Institute of Education Archive, IE/1/ATT/6, Letter from A. W. Harrison to T. Percy Nunn, 27 September 1935.

buildings, all of which were funded by money from the Twentieth Century Fund.⁹⁷ Notably, however, it would appear that both the four-year scheme, and the ambitions regarding university status, were limited to Westminster College, and did not extend to include Southlands College. The developing relationship between the University of London and Westminster College closely mirrors the national picture of an increasingly professionalised teacher education, and increased governmental control over both teachers and the curriculum.

The 1926-28 attempt to relocate saw Westminster College leaving its site in London, and moving to Leicester or Hull. Westminster believed that the “policy foreshadowed in London as regards the training of teachers was to establish one central school for the training of teachers. The effect would be that colleges like Westminster would become practically hostels, for their students would virtually all go to the London Day Training College”.⁹⁸ The University Colleges of Leicester and Hull were both newly established, with Leicester having been founded as Leicestershire and Rutland University College in 1921.⁹⁹ Both of these institutions were, like Westminster, submitting their students for external degrees of the University of London.¹⁰⁰ Neither had a ‘School of Pedagogy’. The University of Hull had the attraction of

⁹⁷ Wesleyan Methodist Church, *Report of the Twentieth Century Fund*.

⁹⁸ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

⁹⁹ University of Leicester, History and Campus. Available at: <https://le.ac.uk/about/history/campus-history>. Accessed on 11/03/2024.

¹⁰⁰ *Ibid.*

having been an establishment heavily funded by a leading Methodist, Thomas Ferens.¹⁰¹ His contribution of £250,000 in 1926 enabled the university college to be founded in Hull.¹⁰² In addition to this, and being a leading Methodist in the area, Ferens was Liberal MP for Hull; a magistrate; and the director of Reckitts, which, under his leadership, became a major household goods manufacturer and pharmaceutical retailer.¹⁰³ Ferens was also a strong temperance campaigner, probably because of his Methodist background. The focus of the university college at Hull was on science and technology, not on education, providing further rationale for not further considering relocation to Hull. This meant that a school of education would be an addition that was not originally envisaged, and it seems likely that this emphasis on science and technology is why the idea was not pursued further.

It was, however, viewed as being as too far north, with H. B. Workman describing Hull as being an “out of the way place”.¹⁰⁴ University College, Leicester, meanwhile was led by the

¹⁰¹ Thomas Ferens (1847-1930) was a wealthy philanthropist, businessman and Member of Parliament. He relocated to Hull in 1868 to serve as a clerk for the Quaker firm, Reckitts. He became the firm’s general manager in 1880, and a director of the firm in 1888. He was elected as a liberal Member of Parliament for East Hull in 1906, and served until 1919. In 1911 he was awarded the freedom of Hull; in 1912 he was appointed to the privy council and made the high steward of Hull. Raised as a Methodist, Ferens continued to be a devout man throughout his life, through regular chapel attendance; abstinence from alcohol; and the donation of large sums of money to a variety of charitable and educational causes. In Hull, his donations enabled the establishment of both the city’s art gallery (named ‘The Ferens Gallery’) and the creation of Hull University College. It is this institution that Ferens encouraged Westminster to join with. A lengthy biography about Ferens, by Robin Pearson, can be found in ODNB. Similarly, Ferens has a biography in DMBI, available at: <https://dmbi.online/index.php?do=app.entry&id=1016>. Accessed on 11/03/2024.

¹⁰² University of Hull, University History. Available at: <https://web.archive.org/web/20150107013059/http://www2.hull.ac.uk/theuniversity/history.aspx>. Accessed on 11/03/2024.

¹⁰³ Reckitt, Our Story/Our Heritage. Available at: <https://reckitt.com/our-stories/2021/our-story-our-heritage-our-future/>. Accessed on 11/03/2024.

¹⁰⁴ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

Unitarian Minister, Dr R. F. Rattray,¹⁰⁵ and was eager to establish its own college of education, with a goal of a hundred such students by the end of the 1920s.¹⁰⁶ Leicester was also a city with heavy nonconformist links, with its churches being led by a series of distinguished Methodist ministers, some of whom achieved national eminence, including Ernest Rattenbury, Joseph Posnett and his nephew Charles Posnett.¹⁰⁷ Methodist churches were built in the city in the second half of the nineteenth century and its mission hall and work among growing suburbs gave it a reputation in Methodism for innovation. As a result, Westminster College chose to

¹⁰⁵ Robert F. Rattray was educated at the University of Glasgow before further study at Manchester College, Oxford. He received a PhD from Harvard, and then returned to England as a Unitarian Minister in Leicester. In 1921, he was appointed the first Principal of Leicestershire and Rutland College. After his work here, Rattray served as a Unitarian Minister in Cambridge until his death, aged 81. A lengthier biography of Rattray can be found with the Leicester Literary and Philosophical Society, available at:

<https://www.leicesterlitandphil.org.uk/1924-robert-f-rattray-ma-phd-1924-25/>. Accessed on 11/03/2024.

¹⁰⁶ J. Simmons, *New University*. (Leicester: Leicester University Press, 1958).

¹⁰⁷ J. Ernest Rattenbury (1870-1963) was part of a “Methodist dynasty” which continued through to the late twentieth century. He was heavily involved in the central hall movement, and established large halls in Nottingham and west London, where he was Superintendent between 1907 and 1925. Rattenbury led the Wesleyan opposition to Union in 1932; was President of the Free Church Council in 1936; and was president of the Methodist Sacramental Fellowship between 1939 and 1950. As a minister stationed in Leicester, he oversaw an expansion of the circuit, before relocating to Nottingham in 1902. A lengthier biography of J. Ernest Rattenbury can be found as part of the ‘Rattenbury Family’ entry in DMBI, available at:

<https://dmbi.online/index.php?do=app.entry&id=2265>. Accessed on 11/03/2024.

Joseph Posnett (1827-1906) has a short biography under ‘Leicester’ on DMBI. In this entry, it notes that his arrival in the city “saw a reversal of the decline, with Methodism 'lifted out of obscurity to a position of wide and strong activity' and membership 'more than doubled in numbers, influence and saving effectiveness’”.

Available at: <https://dmbi.online/index.php?do=app.entry&id=1683>. Accessed on 11/03/2024.

Charles Posnett (1870-1950) was a Methodist missionary. Educated at Kingswood and Richmond College (both Methodist in foundation and management), he relocated to India in 1896, and served there until 1940. During his forty-four year ministry in Medak, India, he increased the number of Christians from 4,256 to 121,098. He established hospitals and schools, as well as a large central church – later South India’s largest cathedral. His portrait still hangs in the cathedral, and a copy was donated to Richmond College. Along with his sister, he was awarded the Kaiser-i-Hind medal, an award created in 1900 to recognise public service in India (announced on p2996 of *The London Gazette* on 11 May 1900). A biography of Posnett can be found in DMBI, available at:

<https://dmbi.online/index.php?do=app.entry&id=238>. Accessed on 11/03/2024.

F. Colyer Sackett, *Posnett of Medak*. (London: Cargate Press, 1951).

focus on relocating to Leicester, and there is no doubt that the attraction of Leicester for Westminster College was in part due to the strength of Methodism in the city.¹⁰⁸

When communication with the University College began in 1927, Rattray noted that Westminster was “a famous training college”,¹⁰⁹ and that the College had high entry qualifications because the demand for entry was so high meaning “that matriculation is the minimum qualification for admission”.¹¹⁰ This high academic credibility was evidently favourable for Leicester, with highly academic students and staff being attached to the College.

Leicester was also supportive of Westminster College’s Methodist ethos. They invited H. B. Workman to be preacher at its next University service,¹¹¹ further demonstrating that new institutions did not have an aversion towards Methodism and other nonconformist traditions, unlike the universities of Oxford and Cambridge, and possibly also London, which had been established before the Universities Tests Act of 1871.¹¹² There are also hints that, for Westminster College, its Methodist foundational ethos was weakening, with the College offering to remove ‘Wesleyan Methodist Education Committee’ from its prospectus in favour of ‘University College Leicester’.¹¹³ Similarly, they noted that “up to 50% up to 50% of its residential students must be Wesleyan, but the other 50% and the day students need not be”; that “the Head of our [Westminster’s] Department in Pedagogy happens to be a Presbyterian”

¹⁰⁸ For more information on Leicester and Methodism, see its entry in DMBI, Available at: <https://dmbi.online/index.php?do=app.entry&id=1683>. Accessed on 11/03/2024.

¹⁰⁹ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

¹¹⁰ *Ibid.*

¹¹¹ *Ibid.*

¹¹² UK Legislation, Universities Tests Act 1871. Available at: <https://www.legislation.gov.uk/ukpga/Vict/34-35/26>. Accessed on 12/03/2024.

¹¹³ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

(J. S. Ross, the future Principal of Westminster College); and that, for Westminster College, “Methodists form the larger part of the number as might be expected but there has never been a year in which we have not Anglicans, Baptists, Congregationalists, and at the present moment among our Day Students we have Moslems, Hindus, Roman Catholics and Jews”.¹¹⁴ On the other hand, it was noted that “This new Westminster College and site would of course be the absolute property of the Wesleyan Methodist Church”.¹¹⁵

When negotiating with University College, Leicester, the need to become a four-year college was stressed, as this was “the general trend”,¹¹⁶ as was the fact that Westminster College was a wealthy institution, with the potential for its wealth to grow (having “refused £210000 for it [the College Estate] and intend to get more”),¹¹⁷ both of which indicate that the College would be an asset for Leicester rather than a burden. Over the course of six months, the two institutions agreed upon several matters, including where the College would be located; the transfer of three members of staff from Westminster to Leicester; and which members of staff would sit on each of the institutional governing bodies. While these negotiations were underway, however, the Board of Education was seeking the establishment of a university teacher training qualification in Leicester, “for Leicester was not at present recognised for four-year students”.¹¹⁸ This would mean that, although Westminster College could still relocate to Leicester, “it would merely be as an ordinary College in which we could or could not as we liked, either do our own work ourselves or else pay the fees of the Leicester University College.

¹¹⁴ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

¹¹⁵ *Ibid.*

¹¹⁶ *Ibid.*

¹¹⁷ *Ibid.*

¹¹⁸ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

Being recognised from the first, therefore, merely as a non-University College, and classified accordingly in their list, we should have to be linked with a group, either Nottingham or Birmingham, or preferably, so I understand, with Bristol, who would be responsible for the certification".¹¹⁹ Westminster College stated that this position would negate any benefit behind the College relocating to Leicester, and meant that the College had "however reluctantly, to come to a decision to remain in London".¹²⁰

This decision to remain in London was further supported through the establishment of Westminster College's four-year course. This was primarily arranged by the Board of Education as an apology for having prevented the relocation of the College to Leicester, a scheme that Workman noted "The Board are evidently dead against",¹²¹ even though they had previously encouraged a relocation of the College to another university city. The Board of Education also offered (the previously refused) additional funding,¹²² possibly because "there was a prospect of Southlands not attaining its full numbers for the present and that therefore we might regard a reduction in the grant in respect of them as some set off against the increased cost of a four-year course at Westminster".¹²³ The Board of Education also generated an agreement with King's and University Colleges, as well as the School of Economics, which saw Westminster submit students for the University of London BA/BSc through these colleges, followed by an external, one-year teaching certificate.¹²⁴ The Board of Education does not

¹¹⁹ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

¹²⁰ *Ibid.*

¹²¹ *Ibid.*

¹²² Westminster College Archive, A/1/b/2, The Minute Book of the Trustees of Westminster and Southlands Colleges, June 1928.

¹²³ University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2, File on Westminster College and its potential relocation to join University College, Leicester, 1927-28.

¹²⁴ *Ibid.*

appear to have consulted with the University of London about this scheme. It was only in the 1930s, following a change in principal and another decade of growth in the number of students trained by the College, that Westminster sought approval to offer an internal teaching certificate from the University of London.¹²⁵ In a letter to Percy Nunn, Principal of the London Day Training School, Westminster's Principal A. W. Harrison noted that the College had considered breaking from the University of London for the internal certificate in education, and having its teaching certificates validated by the University of Cambridge, but that this had proved unsatisfactory for unstated reasons.¹²⁶ It is possible that the lure of the University of London proved to be too strong a prospect, or that (as happened in the 1950s) the requirement to change the institution's name from 'Westminster' or 'Wesley' proved too daunting a task.¹²⁷

After exploring the possibility of Leicester, the Methodist Education Committee considered relocating to Hull, although this was a relatively short-lived proposal, driven primarily through the suggestions of a single wealthy Hull-based Methodist like Leicester, the University of Hull was initially a university college formed to prepare students for London external degrees in 1927.¹²⁸

¹²⁵ University of London Institute of Education Archive, IE/1/ATT/6, Letter from Dr Nunn to Miss Fawcett regarding proposals of the Board of Education, 3 June 1929.

¹²⁶ University of London Institute of Education Archive, IE/1/ATT/6, Letter from A. W. Harrison to Sir Percy Nunn regarding the future of Westminster College, 27 September 1935.

¹²⁷ 'Westminster College', and the Methodist 'Wesley House', had both been established in Cambridge by the 1930s although, in the case of Wesley House, this had only opened a decade prior.

Westminster College Archive, A/1/c/1, Memorandum to the Trustees of Westminster College, 29 January 1954.

¹²⁸ University of Hull, University History. Available at:

<https://web.archive.org/web/20150107013059/http://www2.hull.ac.uk/theuniversity/history.aspx>. Accessed on 11/03/2024.

In 1926, Westminster College also considered relocating to another site, Addington Palace (the former summer palace of the Archbishops of Canterbury).¹²⁹ If the Methodist Education Committee had purchased Addington, a 170-acre site with pre-established accommodation, lecture spaces and a Chapel (albeit a Church of England one),¹³⁰ the Methodists planned to reunite Westminster and Southlands Colleges as one teacher training college at Addington. In these suggestions, the name of ‘Westminster College’ is used to refer to a united institution -demonstrating the unspoken belief that (as the older college) it was the more significant. Ultimately, the connection with the University of London proved to be a strong attachment for Westminster College, and any relocation needed to make provision for this, as well as provide room for expansion. These two factors would prove to be the make or break points for any possible moves, whether they were to university cities, like those of Leicester or Hull, or new buildings at Addington or Elmstead Woods.

By the late 1930s, Westminster College had expanded within the confines of its campus. As has already been discussed, it had renovated its practising schools with additional classrooms and facilities; more than quadrupled the number of students attending the College,¹³¹ even after the WMEC established a second institution to deal with this increase of

¹²⁹ Addington Palace, in its current form, was established in the eighteenth century. In the late nineteenth century, it became the summer home of the archbishops of Canterbury, before being sold and divided several times in the twentieth century. Today, part of the site is used as a golf club, whilst the manor and surrounding grounds are used as a wedding venue.

Historic England, Addington Palace. Available at: <https://historicengland.org.uk/listing/the-list/list-entry/1000790?section=official-list-entry>. Accessed on 11/03/2024.

Addington Palace, History of Addington Palace. Available at: <https://www.addington-palace.co.uk/history-of-addington-palace/>. Accessed on 11/03/2024.

¹³⁰ Westminster College Archive, A/1/b/2, Minute Book of the Trustees of Westminster and Southlands Colleges.

¹³¹ See Appendix III.

students. The site on Horseferry Road initially lacked a Chapel and Library,¹³² and did not have many sports facilities, such as sports pitches or a swimming pool, with only tennis courts onsite. There were no more buildings on the campus to re-design (as had been done in the early 1900s),¹³³ and there was no available land neighbouring the College to expand the site - the College was surrounded by other buildings - most of which were government owned, or the offices of other businesses.¹³⁴ Finally, the College buildings were becoming dilapidated. The neo-gothic college buildings, which had originally been large and lavish (created when the Methodist educational budget was high) had a series of narrow passageways and small bedrooms.¹³⁵ With a now modest budget, with no government or Methodist grants forthcoming, these buildings were difficult to maintain, let alone allow for the renovation of spaces to keep pace with modernisation or changes in ideas of teacher training and the specialist spaces required for different subjects. Damage caused by the Second World War forced the College to redesign and rebuild parts of the buildings, but these were restored and mostly replaced like-for-like, especially in terms of design, rather than trying to feature new styles or requirements.¹³⁶ Worn out woodwork, and non-structural masonry, was not replaced. An article in the 1947 *Westminsterian* describes how little the College had changed since 1851 remarking that, “war has left its scars. Workmen “whistle while they work” on the rebuilding of the Chapel; the lawn is dust; the twin lamp-posts at the base of the staircase are lamp-less. But as the first-year student retraces the invisible footsteps of his earliest predecessor, he too can place

¹³² The first College Chapel, named ‘The Scott Memorial Chapel’, was opened elsewhere on Horseferry Road in 1872. For its first decades, the College had gendered reading rooms, rather than a specific library.

Pritchard, *Story of Westminster College*, p49.

¹³³ Westminster College Archive, Uncatalogued, Souvenir Guide for the College, c. 1906.

¹³⁴ An interactive map of London can be found at ‘Layers of London’. Available at: www.layersoflondon.org/map. Accessed on 11/03/2024.

¹³⁵ Westminster College Archive, A/1/a/231, Plan of Westminster College, c. 1914.

¹³⁶ Westminster College Archive, D/1/c/4, Report on Westminster College by H. M. Inspectors, 1953.

a reverent hand on the joint of the entrance arch, and feel the pride, not perhaps of the first possessor, but of a great inheritance.”¹³⁷

War damage aside, the College buildings were no longer fit for purpose.¹³⁸ The MEC, therefore, was left with two options: rebuild or relocate.

In 1939, the Methodist Education Committee purchased land at Elmstead Woods in Kent for £6,750.¹³⁹ Within commuting distance of the rest of the University of London, only twenty-five minutes by train, it was intended that the College would relocate to Elmstead, but retain its links with the University - particularly its prestigious four-year course. The date of the Elmstead Woods purchase was inauspicious, however, and the plans were interrupted by the outbreak of war in September 1939, and the dispersal of students with their London University colleges. Pritchard noted that, at the outbreak of war, the purchase was “complete in every sense but the legal one”.¹⁴⁰ Although the war paused plans to relocate to Elmstead, they were not abandoned. On its return to London in 1945, the College finalised its purchase of the land, and began its use as a sports facility. The existing College sports facilities at Tooting were sold in 1947,¹⁴¹ and a further ten acres were purchased at Elmstead in 1950. In 1951, as part of the College’s centenary celebrations, a sports pavilion was officially opened at Elmstead.¹⁴² In the closing paragraphs of his work (which was also published in 1951), F.C. Pritchard recorded the intended relocation of Westminster College to Elmstead Woods with hope and anticipation:

¹³⁷ Westminster College Archive, Uncatalogued, *The Westminsterian*, 1947.

¹³⁸ Westminster College Archive, D/1/c/4, Report on Westminster College by H. M. Inspectors, 1953.

¹³⁹ Pritchard, *The Story of Westminster College*, p175.

¹⁴⁰ Pritchard, *The Story of Westminster College*, p178.

¹⁴¹ Pritchard, *The Story of Westminster College*, p138.

¹⁴² Westminster College Archive, Uncatalogued, Centenary Programme, July 1951.

At Elmstead Woods in Kent waits a plot of land that is already becoming familiar to Westminster students as the place where they meet students from other Colleges in friendly rivalry at games. One day Strutton Ground will no longer be the approach to Westminster College, the noises of Chadwick Street will no longer offend some scholar working late, the hum of traffic will no longer be the accompaniment to the busy, varied life, and Big Ben will no longer mark the passing hours. These must be matters for regret when set against the treasured recollections of Old W's, but the true Westminster College will not change. It remains its chief aim to recruit and train Christian teachers and that is a fundamental ideal which does not depend on bricks and mortar and which does not change with passing years.¹⁴³

Hindsight, however, informs us that the College never relocated to Elmstead Woods, halting these plans in c. 1953, pinning all of its hopes for the future for a return to the “Birthplace of Methodism”: Oxford.¹⁴⁴

Westminster's Affiliate Status: the birth of the four-year programme

In operation, relatively little appears to have changed for the College in the early twentieth century. The Methodist Education Committee continued to select students for

¹⁴³ Pritchard, *Story of Westminster College*, p200-201.

¹⁴⁴ Wesleys Oxford. Available at: <https://www.wesleysoxford.org.uk>. Accessed on 12/03/2024.

Westminster;¹⁴⁵ and there continued to be collaboration and discussion among the various teacher training institutions in London in regards to who they selected for their college.¹⁴⁶

In addition to its four-year course, between 1930 and 1959, Westminster College offered training towards a Diploma in Education (a one-year course); a Certificate in Education (a two-year course); a Post-Graduate Certificate (one hour a week during term time); and a Supplementary Course in Religious Education - for those who planned to be specialist teachers of RE.¹⁴⁷ This variety of teaching programmes helped to contribute to the growing number of students at Westminster.

The syllabuses developed by Westminster College make no reference to the three years at London University that the majority of their students were studying. For this part of their course the College was effectively serving as a hall of residence for many of its students, albeit one that also provided social and religious activities for their students to take part in, and a series of strict rules students were expected to follow. Neither Westminster College, nor its staff or buildings, are explicitly named in the annual calendar produced by the London School

¹⁴⁵ The Committee had selected students for Westminster College from its opening in 1851, and Southlands College from 1872. It is partially for this reason that there is one set of College Registers, maintained by the Methodist Education Committee, now catalogued in the Westminster College Archive at B/1/a/1-5.

¹⁴⁶ Colleges collaborated on a series of matters, including evening lectures and sporting events. Academically, this collaborative relationship can be seen in letters in the University of London Institute of Education Archive. Catalogued at IE/1/ATT/6, these letters demonstrate a willingness to cooperate over which students were accepted for a place at each college. For example, in a letter of 16 January 1928, H. B. Workman wrote to Percy Nunn stating that an applicant had “applied for admission to Westminster College which, however, he places second on his list, yours being the first choice and Kings College the third. I am willing to take him into Westminster if you are not taking him into the London Day Training College”. He continues this letter offering the same for a further two students, but then states that there are some students Westminster would not accept. This demonstrates that the colleges were working together for their mutual benefit, but did not accept all applicants to their college.

¹⁴⁷ Although there is no definitive list of courses offered at Westminster College at this time, the subjects available can be extracted from the College syllabuses (catalogued at G/1/a); the lists of staff (catalogued at A/2/c/1); and student records (catalogued at A/4/a/4; A/4/b/1; B/1/a/1-5, as well as uncatalogued record cards).

of Economics in 1930/31-39/40 which was one of the institutions Westminster College submitted students to.¹⁴⁸ However, the University of London Calendar for 1949/50 does contain reference to Westminster College: it lists two members of the University staff as members of the Westminster College Governing Body; features the College in a list of ‘Constituent Members’ of the Institute of Education; and identifies Westminster as a provider of a University of London Diploma in Education, although this is the external diploma only.¹⁴⁹ Nevertheless, there was representation of the Methodist Education Committee on the Council of the Institute of Education as one of “four persons representing the views of voluntary bodies concerned with the training of teachers”.¹⁵⁰ The other three bodies were the British and Foreign Schools Society; the Catholic Education Council; and the National Society of S.P.C.K..¹⁵¹ In 1949, the Methodist representative was Rev. E.W. Baker,¹⁵² with the College Principal, J. S. Ross, also serving as a member of the Institute Council. Along with Westminster, twenty-five other Colleges and Departments were affiliated with the Institute of Education.¹⁵³

¹⁴⁸ London School of Economics Archive, LSE/UNREGISTERED/27/5/3, Institutional Calendars, 1930-33.

¹⁴⁹ University of London, *Calendar for the Year 1949-50*. (London: Senate House, 1949).

The two staff members, listed on p323, are Professor G. B. Fawcett and Professor J. F. Lockwood. University of London, *Calendar*, p371.

¹⁵⁰ *Ibid.*

¹⁵¹ *Ibid.*

¹⁵² Dr Eric Baker (1899-1973) served during the First World War prior to ministerial training at Wesley House, Cambridge. He was MEC Secretary from 1946, following the death of A. W. Harrison. He was also Chairman of the London (North-East) District before his being appointed Secretary of Conference in 1951. He held this office until 1970, and also served as President of Conference in 1959. In this role, he attended the official opening of Westminster, College Oxford. A lengthier biography of Baker can be found in DMBI, available at: <https://dmbi.online/index.php?do=app.entry&id=116>. Accessed on 12/03/2024.

¹⁵³ University of London, *Calendar*, p370-1.

Of the content covered in the Westminster College syllabuses,¹⁵⁴ much remained stable with few changes between 1930, when the College started its four-year course, and 1959, when the College left London and ceased being validated by the University. However, the level of coverage, and the extent and depth of knowledge students were expected to display, differed based on the academic level of the course. Across all levels and courses, there was a focus on “The School Journey”.¹⁵⁵ This is, perhaps, unsurprising given the emphasis placed on this in the wider educational sector, and also because Westminster College claimed that it was the birthplace of this educational feature.¹⁵⁶ The themes covered in Westminster’s courses can, broadly, be classified into five categories:

- Citizenship and Political Education;
- Moral and Religious Education;
- the Psychology of a Child, including developmental stages (the latter of which included sex and relationships education);

These were the Department of Education at King’s College, London; the Training Department of Goldsmiths’ College; Avery Hill Training College; Battersea Training College of Domestic Science; Borough Road College; Brighton Training College; Chelsea College of Physical Education; Clapham and Streatham Hill Training College; the College of St Mark and St John; Dartford College of Physical Education; Digby-Stuart Training College; Eastbourne Training College; Froebel Educational Institute; Furzedown Training College; Manresa House Training College; Maria Assumpta Training College; Maria Grey Training College; the National Society’s Training College of Domestic Subjects; the National Training College of Domestic Subjects; Nonington College of Physical Education; Rachel McMillan Training College; St. Gabriel’s College; St Katherine’s College; St Mary’s College; Shoreditch Training College; Southlands College; Stockwell College; Westminster College; and Whitelands College. Of these thirty colleges, twelve were of a religious foundation.

¹⁵⁴ Westminster College Archive, G/1/a/1-2, College Syllabuses, 1937-59.

¹⁵⁵ Pioneered by Joseph Cowham during his tenure at Westminster College, information about the early ‘school journey’ can be found in Pritchard, *Story of Westminster College*, p84.

¹⁵⁶ Westminster College Archive, Uncatalogued, ‘The Story of Methodist Colleges’ by G. M. Workman, c. 1945.

- Educational Education, covering analysis of different types of schools, and an awareness of existing and historic educational legislation (particularly the 1902 and 1944 Education Acts);
- and extracurricular activities, including sport, outdoor pursuits, and performing arts.

Especially notable is the fact that the syllabus on educational legislation refers to an analysis of the “Contrast between ideas of teaching and instruction in the past 100 years. The schoolroom of 1870 and the classroom of 1950. The changed status of the teacher”.¹⁵⁷ This clearly reinforces the idea that education; teaching; and teacher training changed significantly during the first half of the twentieth century, and that the role of teacher had been identifiably professionalised. As well as studying this thematic content, students undertook subject-based courses: the subjects available were Physical Education; Music; History; Geography; French; Modern Languages; and Divinity.¹⁵⁸ All students at Westminster College would have studied a wide variety of this course material as all students trained to teach both primary and secondary school classes prior to specialisation and further training based on the age they chose to teach.

Conclusion

It is evident that both the teaching profession and society in London changed dramatically during the early twentieth century. For Westminster College, the need to conform to standards established by religious institutions, including the Church of England and the (Wesleyan) Methodist Church, ensured that Westminster College needed to adapt and evolve. In this time period, the College expanded its higher educational spaces through the conversion of its Practising Schools; added a Chapel; and redesigned its specialist teaching spaces and Library, all of which sought to meet increasing needs and standards.¹⁵⁹ Increased

¹⁵⁷ Westminster College Archive, G/1/a/1, College Syllabus, c. 1950.

¹⁵⁸ *Ibid.*

¹⁵⁹ Westminster College Archive, Uncatalogued, Souvenir Guide, c. 1906.

professionalisation of the teaching profession (primarily the need for a degree level qualifications) caused the greatest educational changes for Westminster College during this time period and, along with the desire to develop a larger campus with on-site sports facilities, led to several attempts to relocate. Despite this, the ties to the site in Westminster, as well as external factors (such as interruption by two world wars), prevented the relocation of the College. By 1955, therefore, it was becoming evident that Westminster College had outgrown its campus in London, and that the site was now hampering any further educational development or growth of the College - either in terms of the range of courses or the number of students.¹⁶⁰ The fifty-year period covered in this chapter also demonstrates that it was essential for any potential new campus to provide a site of comparable standing to Westminster; the ability to build on existing Methodist ideals; and a link with a degree awarding institution to provide the required validation for its teaching qualifications. For Westminster College in the mid-1950s there was only one place worth considering: Oxford.

¹⁶⁰ Westminster College Archive, D/1/c/4, Report on Westminster College by H. M. Inspectors, 1953.

Chapter III: Westminster College, 1953-1963: Relocation to Oxford, possibilities; problems; priorities; and realities

In October 1959, Westminster College began its first term in Oxford.¹ Its new campus was not finished, and the promise of additional government funding following the allocation of additional student numbers would see it expand further in the coming months and years, partially with a hope of meeting the increased number of children in schooling as a result of the 1944 Education Act.² It is likely that this need to increase the number of teacher training places is tied to the 1944 Education Act which saw an expansion in the number of school places available, and also the length of time children were in school. Following the cessation of the second world war, there had been a large number of schools built, with £350,000,000 spent on school buildings between 1945 and the publication of ‘The story of post-war school building’ in 1957.³ Despite its buildings not being finished, an unofficial manuscript history of the College,⁴ mostly covering 1953-59, was written by College Principal, H. Trevor Hughes. This described Oxford in positive terms as ‘the Promised Land’. Hughes stressed the Methodist Church’s links to Oxford, noting that “Though we live in the Royal County of Berkshire, our postal address is Oxford”,⁵ and describing the new campus as being “not a pale imitation but an inspired reflection of the Oxford colleges”.⁶ He finished his description by writing that “the

¹ Although it had originally been hoped for the College to relocate from London at the end of its summer term, and to ready all the buildings for use by September, this was delayed, primarily because of late building work. As such, the start of College term was also delayed to the October.

² Ministry of Education, *Report and Statistics for England and Wales*. (London: H.M.S.O., 1960).

³ Ministry of Education, *The story of post-war school building*. (London: H.M.S.O., 1957), pV.

⁴ Westminster College Archive, A/3/f/13, History of Westminster College (1953-59) by H. Trevor Hughes, c. 1960.

⁵ *Ibid.*

⁶ *Ibid.*

Chapel, which architecturally is the central feature, will be the focus and inspiration of all our life”,⁷ once more underlining the importance of religion to the life of the College.

Hughes’s history also states:

The plan to move the College to Elmstead Woods had been in the minds of the Governors from 1939. When hostilities ceased it seemed more important to re-establish the college on its old site than to face inevitable delays in trying to start up again somewhere else. However, a full inspection of the College early in 1953 served to remind us that the Ministry of Education felt it was high time that we found premises more suitable than our needs than those we were occupying.

In May of that year the Trustees re-affirmed the decision to move and agreed that we should not be limited to the site we had purchased at Elmstead.

... It was one evening in November that Mr. J.A. Knowles (financial secretary of the Methodist Education Committee) telephoned. “Prepare yourself for a shock”, he said. “What about moving the college to Oxford?” He asked me to produce objections. I could think of none.⁸

It is evident, therefore, that the relocation of Westminster College to Oxford was perceived as an opportunity, rather than to the detriment of the College. Oxford, of course, came with the possibility of a relationship with its University. It was hoped that this relationship could be similar to the one enjoyed between Westminster College and the University of London, and more beneficial than the remote relationship between Wesley House and the University of Cambridge.⁹ There were also historic and emotional links between Methodism and Oxford, which will be explored further in this chapter. Although the College did not

⁷ Westminster College Archive, A/3/f/13, History of Westminster College (1953-59) by H. Trevor Hughes, c. 1960.

⁸ *Ibid.*

⁹ Despite its geographic location, Wesley House has never been validated by the University of Cambridge.

become a constituent college of the University of Oxford, it did form a relationship which enabled it to award University of Oxford validated qualifications.

The relocation was the culmination of some forty years of work, including the exploration of alternative locations, before the College finally left its first site in Westminster. The new site at Harcourt Hill brought with its larger rooms with accommodation for specialist teaching spaces, sports pitches and (latterly) a swimming pool;¹⁰ and there was some room for expansion as needed. The site was recommended by A. H. Smith (Vice-Chancellor of the University of Oxford) as being within “15 minutes walk of the city” centre,¹¹ and was owned by the Harcourts - a local baronial family. The site was being used for allotments and the site of a water tower, with nearby fields having previously been used as a Prisoner of War camp, and another in use to provide BBC television signal.¹² It came with some planning permission, with plans having been created during the inter-war period for its development. This chapter will, therefore, explore the relocation of Westminster College to this new, underdeveloped, rural site; the fraught relationship with the University of Oxford and Oxford City Council; as well as the impact this relocation had on Westminster College, and on Methodist Higher Education overall.

¹⁰ Westminster College Archive, Uncatalogued, *Papers relating to Estates Development (Oxford)*.

¹¹ Oxfordshire History Centre, CC3/4/C23/3, Letter from A.H. Smith, Warden of New College, 25 January 1954.

Alic Halford Smith (1883-1958) was a British philosopher; Warden of New College, Oxford (1944-58); and Vice-Chancellor of the University of Oxford (1954-57). A file of his papers at New College (NCA 9241) relates to Westminster College’s relocation to Oxford. They are, however, primarily duplicates of material in the College archive.

Unknown, *Alic Halford Smith, 1883-1958: scholar, fellow, and warden of New College and Vice-Chancellor of the University of Oxford*. (Oxford: New College, 1960).

¹² The swimming pool was added later in the 1960s. Some plans can be found (uncatalogued) in the College archive. Photographs of its construction are catalogued at Ph/L/2/21-26.

Possibilities Unrealised: the selection of Oxford

From an academic viewpoint, the selection of Oxford as a location is self-evident: the city is home to the oldest university in Britain and,¹³ as such, has become a byword for academic excellence worldwide. In the eighteenth century, John Wesley (the son of a relatively poor clergyman serving as the Rector of St. Andrew's, Epworth, Lincolnshire) attended Christ Church, Oxford.¹⁴ He matriculated in 1720,¹⁵ and was followed six years later by his younger brother, Charles.¹⁶ Having followed his father into holy orders in 1725,¹⁷ John was elected a Fellow of Lincoln College, Oxford, on 25 March 1726.¹⁸ It was whilst John was a Fellow at Lincoln College (and Charles was an undergraduate at Christ Church) that Charles convened a small discussion group, known as 'The Holy Club'.¹⁹ Ideas formulated at this group from the 1730s evolved over time into The Methodist Church.²⁰ A great many histories of the Methodist

¹³ R. Anderson, *British Universities Past and Present*. (London: Hambledon Continuum, 2006), p2.

¹⁴ DMBI, 'John Wesley'. Available at: <https://dmbi.online/index.php?do=app.entry&id=2955>. Accessed on 06/02/2024.

¹⁵ *Ibid.*

¹⁶ Charles Wesley was four years younger than John, having been born in 1707. He matriculated at Christ Church in 1726. Charles has an entry in DMBI, available at:

<https://dmbi.online/index.php?do=app.entry&id=2944>. Accessed on 12/03/2024. He also has a lengthy biography in ODNB, by Henry Rack, and a series of published biographies, including K. Newport and T. Campbell, *Charles Wesley: Life, Literature and Legacy*. (Peterborough: Epworth Press, 2007).

G. Best, *Charles Wesley: a Biography*. (Peterborough: Epworth Press, 2006).

J. Tyson, *Charles Wesley: a Reader*. (Oxford: Oxford University Press, 1989).

F. Baker, *Charles Wesley as revealed by his letters*. (London: Epworth Press, 1948).

¹⁷ See 'John Wesley' in ODNB, written by Henry Rack.

¹⁸ Lincoln College, Oxford Archive, LC/A/R/2, *Medium Registrum*, 1574-1739.

¹⁹ See 'The Holy Club' in ODNB, written by Henry Rack.

Alternatively, see H. Luke, *The Holy Club: some notes on the holy club from its earliest days*. (Self-Published, date unknown).

'The Holy Club' also features in most biographies of John Wesley, including V. Green, *John Wesley*. (London: Nelson, 1964).

²⁰ The Methodist Church, History. Available at: <https://www.methodist.org.uk/about-us/the-methodist-church/history>. Accessed on 12/03/2024.

Church; the Holy Club; and the early Methodists have been written in the past three centuries, and these subjects continue to engage scholars, with several hagiographical and/or historical volumes produced each year. This study does not aim to provide a history of the Methodist Church or the Wesleys, but a short acknowledgement of the Methodist historical ties to the City of Oxford is important, primarily because it led to the selection of Oxford as a second home for Westminster College. It is these ties that have led to Oxford being described in Methodist literature as “the Birthplace of Methodism”. For a denomination that was relatively new in its formation, and had little theological rooting when it came to a creation narrative (especially when compared to the Roman Catholic and other Anglican churches), it is clear that Methodists developed both a history and heritage. These supported a meaning for their denomination, and have created a heritage that has led many Methodists, both in Britain and in the worldwide movement, to feel a spiritual and emotional link with Oxford.²¹

When J. A. Knowles*, Financial Secretary of the Methodist Education Committee, first generated a list of arguments for a relocation of Westminster College, and the idea behind leaving London altogether, he gave three reasons why Oxford was an ideal location.²² In a memorandum on the relocation of the College, dated 9 December 1953, Knowles stated

Should not, therefore, the Authoritative Bodies responsible for the future of Westminster, and before the die is cast, consider the possibility of moving Westminster to a site which would not only enhance the prestige of Westminster but might give to Methodism in general a cultural centre second to none in the country?²³

R. Davies; A. Raymond George; E. Gordon Rupp, *A history of the Methodist Church in Great Britain*. (London: Epworth Press, 1965-88).

²¹ John Rylands Research Institute and Library (JRRIL), The Methodist Connexional Archives, DDEy/43, File of minutes, correspondence, and associated papers of the Oxford Westminster College Trustees, 1954.

²² John Rylands Research Institute and Library (JRRIL), The Methodist Connexional Archives, DDEy/43, File of minutes, correspondence, and associated papers of the Oxford Westminster College Trustees, 1954.

²³ *Ibid.*

He argued that, in addition to an increased prestige, relocation to Oxford could allow the College to retain its four-year course, possibly alongside additional courses, and that a relocation of the College would allow Westminster to accept women students to attend the College as it had between 1851 and 1872 (prior to the foundation of Southlands College).²⁴

Not all these arguments bore equal weight, though Knowles did not indicate which he thought was the more significant or persuasive. Nevertheless, it is apparent that the academic standing and reputation of Oxford was a critical factor for Westminster College as well as its Methodist links. Perhaps the historic Methodist links with Oxford were a useful secondary argument, rather than a strong argument for relocating the College there. After all, Leicester; Hull; Addington Palace; and Elmstead Woods had been considered in the 1920s and 1930s. The aim of the Methodist Church for the College to eventually become a university, or a university college, in its own right, suggests that previously location might have been a secondary consideration.²⁵ Having said that, the inclusion of the importance of Wesleyan links with Oxford in Hughes's historical narrative suggests that it played a role. Perhaps it was thought that, unlike earlier choices, Methodist students might find Oxford more attractive.

Printed reports from the World Methodist Council (WMC), including the 1953 report from their conference held in Oxford,²⁶ illustrated the importance of Oxford, as the WMC referred to the creation of an "ecumenical study centre in the City of Oxford" as "the Oxford Memorial Project", and offered financial support behind its creation.²⁷ The international Methodist interest in Oxford can also be seen in the creation of "the Wesley Room" at Lincoln

²⁴ *Ibid.*

²⁵ University of London Institute of Education Archive, IE/1/ATT/6, Letter from Dr Nunn to Miss Fawcett regarding proposals of the Board of Education, 3 June 1929.

²⁶ World Methodist Council, *Proceedings of the World Methodist Conference, held in Oxford*, (Nebraska: World Methodist Church, 1953).

²⁷ World Methodist Council, *Proceedings of the World Methodist Conference held in Oxford*.

College,²⁸ funded and furnished by wealthy United Methodist donors, primarily from the United States of America. Situated in the rooms notionally believed to have been occupied by John Wesley, the “Wesley Room” was opened in 1928 and features a statue of Wesley, as well as several volumes by or about him.²⁹ Although a study centre was never established in Oxford, the interest in such a venture from the World Methodist Council demonstrates that there was interest in this Methodist narrative at both an intra, and inter, national level. This might suggest that the inclusion of the pull of Oxford inclusion in Knowles’ list of reasons was a gesture by Knowles to wider Methodist views rather than a justifiable reason for the selection of Oxford. It is arguable, however, that the individual reasons for the selection of Oxford are of relatively little importance, and that it was all of these reasons collectively that supported the choice of Oxford.

In addition to the three arguments made by J. A. Knowles, he also recognised the great difficulty in achieving a relocation from the College’s original buildings on Horseferry Road, stating that neither of the two parties (the Ministry of Works and Messrs. Holloway Bros.) could purchase the Horseferry Road site at a price and time-scale that suited the College; and that “There would be considerable difficulty in (1) acquiring a suitable site at Oxford; and (2) obtaining permission to erect a College, as the Oxford City Council consider that Oxford is already overcrowded”.³⁰ The College Trustees further restricted the possibilities of a relocation to Oxford, with an initial caveat that “the College should be transferred to Oxford, provided

²⁸ American Methodist Committee, *John Wesley’s rooms in Lincoln College, Oxford: being a record of their reopening on the 10th September 1928 after restoration by the American Methodist Committee*. (New York: Methodist Book Concern, 1929).

Lincoln College Archive, LC/MS/WES/E/1, Correspondence with the Rev H B Workman, Principal of Westminster Training College, regarding the celebrations of the 200th anniversary of John Wesley's Fellowship election, 1926-1928.

²⁹ Lincoln College Archive, LC/MS/WES/F/3, Contents of the Wesley Room, 1929.

³⁰ JRRIL, DDE/y 43.

that permission is obtained from the University of Oxford, and a site secured within the University area”.³¹

Having settled on Oxford for the new home of Westminster College, there were three issues to be resolved, and these will be discussed in order of magnitude, and the order in which Westminster encountered them. First, the selection of a site “within the University area”; secondly, the relationship between Westminster College and the University of Oxford; and, finally, the College’s operation in Oxford.

Priorities Detailed: establishing Westminster College, Oxford

Securing the purchase of a site proved difficult: the city council (although they had little authority over the land) was concerned about a separate college building in the area; and the campus would break up the natural barrier of fields and farmland which surrounded the metropolis of the city. Following months of negotiations in 1954, the Methodist Education Committee secured the site, and thirty-nine acres of land were purchased at the top of Harcourt Hill (in North Hinksey, Berkshire) on 7 March 1955.³² This land, recommended by A. H. Smith, then Vice-Chancellor of the University of Oxford, would put the College within close distance of the City. Previously an undeveloped site owned by the Harcourt family, which had originally advertised this parcel of land for housing in the 1920s and 1930s,³³ a water tower already occupied part of the land, along with a series of allotments.³⁴

³¹ Westminster College Archive, A/3/f/2, Proposal for the Relocation of Westminster College, with amendments by Harold Roberts, 31 March 1954.

³² Westminster College Archive, A/1/a/249, Typescript copy of the Deed of Conveyance for land atop Harcourt Hill.

There are additional copies of this deed in the College archive, including a copy formerly owned by the Methodist Education Committee (uncatalogued). The original deed is still held by The Methodist Church.

³³ Westminster College Archives, A/3/f/2, Letter from A.H. Smith to J.A. Knowles, 17 February 1954.

³⁴ *Ibid.*

Westminster College Archive, A/1/a/241, Royal County of Berkshire Development Plan: Inset Map I, Oxford Green Belt, section in Berkshire, 1960.

Having purchased the site, the next task for the ‘Westminster/Oxford Sub-Committee’ (of the College’s Board of Trustees) was to select an architectural firm. Here, Westminster chose to select their own architect, rather than using the city council’s architect, or the architect recommended following work on Wesley Memorial Church.³⁵ The Methodist Education Committee selected Seely and Paget Architects, with H. Trevor Hughes noting that they had “done a good deal of work for the Church Training Colleges and also the restoration at Lambeth Palace and Eton”.³⁶ It is also likely that Seely and Paget were selected to design the new college because of their experience of designing new buildings (or parts thereof) within historic settings – including a remodelling of Eltham Palace for the Courtauld family, and Mottistone Manor, John Seely’s ancestral seat; as well as their experience of designing educational buildings, with projects including work for Homerton College, Cambridge, Culham College (in Oxfordshire), and Trinity College, Carmarthen. . For Westminster, which hoped to create a series of buildings which would look like a modern Oxford college, this ability was crucial. The selection is further illustrated in the list of architects who were rejected by the Committee: Yorke, Rosenberg and Mardall; Denis Clarke Hall; Bridgwater and Shephard; and Harrison, Barnes and Hubbard.³⁷ Each of these architectural firms were similarly respected within the field, with Gatwick Airport (Yorke, Rosenberg and Mardall); Richmond Girls’ High School (Denis Clarke Hall); housing for the Festival of Britain (Bridgwater and Shephard); and Nuffield College, Oxford (Harrison, of Harrison, Barnes and Hubbard) listed as some of their previous projects.

Westminster College Archive, A/1/a/242, Plan of North Hinksey/Harcourt Hill, with manuscript notes and additions, undated.

³⁵ Westminster College Archive, A/3/f/2, Letter from Rev. Reginald Kissack to H. Trevor Hughes, 6 March 1954.

³⁶ Westminster College Archive, A/3/f/3, Letter from H. Trevor Hughes to C. A. Coulson, 10 January 1955.

³⁷ Westminster College Archive, A/1/c/2, Minutes of the Westminster/Oxford Sub-Committee, 2 October 1954.

The (indirect) opposition from the University of Oxford to Westminster College proved to be an unresolved issue for Westminster College in the early 1950s, and it remained even after the Harcourt site had been purchased. Negotiations with the University of Oxford progressed during the latter half of the 1950s, through to the College's relocation in 1959 but, unlike negotiations with the planning committees, these negotiations ended very much against the College's interests and ambitions with the College not being admitted as a Permanent Private Hall of the University; nor being allowed to submit graduate students through St. Catherine's Society (the society for non-collegiate students of the University). It had to settle for external validation of students (along with Culham and Bletchley Park Colleges): very much a reversion to the College's position within the University of London in the 1920s,³⁸ rather than being a beneficial step forwards for its academic standing. Negotiations with the Oxford and Area Joint Planning Committee (a local authority body which included representatives from the Abingdon Rural District Council, Oxford City Council, and Oxfordshire County Council), however, ended positively, with the majority of the College's requests being permitted. Negotiations proved to be lengthy, especially for J. A. Knowles and George Osborn, and occupied a great deal of time.

Unlike the University of Oxford, and the City of Oxford Council, Abingdon Rural District Council had no objections to the relocation of Westminster College to Harcourt Hill.³⁹ Given that the Harcourt site fell within the boundaries of the Abingdon Rural District Council, and of Berkshire, rather than Oxfordshire, County Council, the difficulties experienced by Westminster in relocating to the site clearly demonstrates the power and control of Oxford, as

³⁸ Westminster College Archive, A/3/g/17, 'Westminster College: Relationship with the University', a paper by Donald Crompton (College Principal), undated.

³⁹ Permission to erect the College on Harcourt Hill was granted by the Abingdon Rural District Council on 25 October 1954. (Westminster College Archive, A/3/f/2).

it was these organisations which initially prevented the College purchasing the Harcourt site, and also demonstrates the imbalance of power at the Oxford and Joint Area planning committee. This is probably due to the proximity between the College site and Oxford, as it fell on the very boundary between the two areas, and also the crucial role of the City and University in regards to local employment. For Westminster College, the reliance on the City Council and on Oxford, rather than the Berkshire they were joining, reinforced the singular nature with which Westminster considered its relocation to the area.

The University of Reading (established 1892), itself with links to the University of Oxford,⁴⁰ was also validating teaching qualifications in Berkshire, through institutions such as the emergency college established at Easthampstead Park.⁴¹ Westminster College, however, focused solely on the ability to present its students for Oxford validated qualifications, and did not consider Reading, or any other degree awarding body. This further illustrates that, for Westminster and the wider Methodist Education Committee, Oxford (and a relationship with its University) was one of the main objectives in this relocation.

Problems Encountered: Town, Gown and Westminster College

The second problem encountered by Westminster College is also, possibly, the most predictable: the prominence and significance of the University, and the new College's hopes for a relationship with it. The University of Oxford and its colleges were the largest single employer in the City; the largest landowner in the City; and also contributed a great deal to Oxford's economy – both through its own financial operation, and also because of the large number of students the University attracted.⁴² Westminster College, with its predicted 200

⁴⁰ University of Reading, 'Our History', Available at: [https://www.reading.ac.uk/staff-common-room/history#:~:text=Our%20history,and%20of%20Science%20\(1870\)](https://www.reading.ac.uk/staff-common-room/history#:~:text=Our%20history,and%20of%20Science%20(1870).). Accessed on 07/02/2024.

⁴¹ Easthampstead Park, History of the Easthampstead Park Estate, Available at: <https://www.eastpark.co.uk/about-us/history>. Accessed on 06/02/2024.

⁴² University Grants Committee, *Returns from Universities and University Colleges in receipt of Treasury grant*

students and its Methodist ethos, would have posed a large threat to the University, even if it was fully incorporated. As a result of this, the interests of the University were foremost among the interests of the City Council. At several points in its negotiations with Westminster College, the City Council made decisions which it believed would support the University and its interests, even when the University had separately stated otherwise.

In addition, the University was considering opportunities for further expansion. Colleges owned a large portion of the undeveloped land in Oxford, and the University had an important voice on any further development. The University and the colleges naturally tended to favour their own interests, or those of the other colleges or permanent private halls.⁴³

This concern over land usage was recognised by A. H. Smith, the Warden of New College and Vice-Chancellor of the University between 1955 and 1959. In 1954, Smith gave a paper to the British Association for the Advancement of Science, titled ‘The Town-Planning of Oxford’.⁴⁴ The paper (later published by Basil Blackwell) focused on the idea of limiting the geographic spread of Oxford through the creation of a local green belt.⁴⁵ In Smith’s opinion, Oxford was becoming overcrowded and overdeveloped, and there was an increasing call on space in the already over-developed city centre with an increasing number of individuals drawn to Oxford. This view had previously been shared by Thomas Sharp in his work, ‘Oxford Replanned’,⁴⁶ so it was clearly neither a new idea or an uncommon one. It is possible that the view that Oxford was ‘full’ was also held by those involved in the planning department of the

academic year 1950-51. (London: H. M. S. O., 1951).

⁴³ A ‘Permanent Private Hall’ is a small collegiate institution which is religious in foundation.

University of Oxford, What are Oxford Colleges? Available at:

<https://www.ox.ac.uk/admissions/undergraduate/colleges/what-are-oxford-colleges>. Accessed on 12/03/2024.

⁴⁴ A. H. Smith, *The Town-Planning in Oxford*. (Oxford: Basil Blackwell, 1954).

⁴⁵ *Ibid*.

⁴⁶ T. Sharp, *Oxford Replanned*. (Oxford: Architectural Press, 1948).

City Council as they were most likely to be in possession of the best overall picture of the problems presented by the overdeveloped city centre and, in particular, the ‘university area’ coveted by Westminster College. This is evidenced by the fact that even Oxford College of Technology was denied planning permission for its new campus in 1950, despite being owned and managed by the City Council, and having funds of £250,000 allocated by the Ministry of Education for the project.⁴⁷

Once he had been reassured that the College would not negatively impact on this ‘green field’ space, or on his envisioned ‘green belt’, Smith encouraged Westminster College’s purchase of land on the Harcourt Estate. A college there, Smith argued, would see fewer cars on roads; fewer buildings overall; and fewer daily commutes into the city than a housing estate which had previously been proposed for this site.⁴⁸ This physical control of the City would prove to be a barrier to Westminster College’s relocation to Oxford, especially between November 1953 and March 1955 (when the College eventually managed to purchase land from the Harcourt estate). Indeed, it is possible to argue that the refusal to permit purchase of any site in the city might have been the end of the College’s ambitions to relocate to Oxford, as permission had been granted for such a removal only if a site could be acquired in the university area.⁴⁹ Technically situated in Berkshire,⁵⁰ the Harcourt site fell outside of this area, even

⁴⁷ Oxford Brookes University, *Timeline – Our History at a Glance*. Available at:

<https://www.brookes.ac.uk/about-brookes/history/timeline-our-history-at-a-glance>. Accessed on 13/02/2024.

⁴⁸ Westminster College Archives, A/3/f/2, Letter from A.H. Smith to J.A. Knowles, 17 February 1954.

⁴⁹ *Ibid.*

Westminster College Archives, A/3/f/2, Letter from P.R. and B.J. Coltman to J.A. Knowles, 19 February 1954.

⁵⁰ Westminster College Archive, A/1/a/241, Royal County of Berkshire Development Plan: Inset Map I, Oxford Green Belt, section in Berkshire, 1960.

though Oxford could be seen from the site,⁵¹ once again suggesting that emotional ties to the area were more significant than rational or educational links.

As well as physical limitations, it is possible that theological differences may have proved to be a limiting factor for Westminster College's attempts to relocate to Oxford. Legally, Methodists had been able to attend universities in Britain since 1871 when the Universities Tests Act abolished the required religious conformity of those who enrolled (or graduated) at universities.⁵² Members of the University of Oxford no longer had to be a member of the Church of England. The nature of this opening of the University of Oxford for Methodists was examined in two articles produced for its "Opening Oxford" project in 2021.⁵³ Martin Wellings' article explored the foundation of the John Wesley Society (and how the original "Methodist mission in Oxford focussed on 'town' rather than 'gown'"),⁵⁴ whilst William Gibson focussed on the integration of the post-nineteenth century integration of Methodists into the City and University.⁵⁵ Wellings also explored the negative reaction expressed by Wesleyan Methodists to the 1902 Education Act, in an article which suggests that opposition to the Act from Oxford Wesleyans was stronger than other nonconformists, or even those from other Methodist traditions.⁵⁶ These articles demonstrate, therefore, that (although possible) for

⁵¹ Westminster College Archives, A/3/f/2, Letter from P.R. and B.J. Coltman to J.A. Knowles, 19 February 1954.

⁵² UK Legislation, Universities Tests Act 1871. Available at: <https://www.legislation.gov.uk/ukpga/Vict/34-35/26>. Accessed on 12/03/2024.

⁵³ Opening Oxford, About Us. Available at: <https://openingoxford1871.web.ox.ac.uk/about-us>. Accessed on 12/03/2024.

⁵⁴ M. Wellings 'The John Wesley Society and Methodist Students in Oxford'. Available at: <https://openingoxford1871.web.ox.ac.uk/about-us>. Accessed on 12/03/2024.

⁵⁵ W. Gibson, 'Methodism and the Universities Tests Act', Available at: <https://openingoxford1871.web.ox.ac.uk/article/methodism-and-university-test-act>. Accessed on 12/03/2024.

⁵⁶ M. Wellings, "'The day of Compromise is past': The Oxford Free Churches and "Passive Resistance" to the 1902 Education Act', in *Studies in Church History*, 56, p455-70.

Methodists to join the University of Oxford, there was some resistance in the nineteenth and early twentieth centuries.

The issue of attitudes to Methodism was paradoxical given that the University had already accepted relationships with non-Anglican institutions in the decades prior to Westminster's relocation. Catholic colleges included St Benet Hall (est. 1897),⁵⁷ Champion Hall (1896),⁵⁸ Greyfriars (1910) and Blackfriars (1921);⁵⁹ Protestant nonconformist college included Manchester (1893),⁶⁰ Mansfield (1886);⁶¹ and Regent's Park College (1927).⁶² Each of these Colleges relocated to Oxford, like Westminster, with all believing in Oxford's academic superiority. Two of these colleges (Manchester and Regent's Park) had both moved from London. These colleges were, however, only permitted the status of permanent private halls, established in 1918 by the University as a separate class of institution representing different denominational traditions.⁶³ Attempting to relocate after a large period of growth and diversification, the addition of Methodists to the City and University, was possibly one nonconformist college too many, thus explaining the lukewarm welcome experienced by Westminster College in 1959/60.

⁵⁷ St Benet's Hall, Available at: <https://www.st-benets.ox.ac.uk>. Accessed on 12/03/2024.

⁵⁸ Champion Hall, About Champion Hall. Available at: <https://www.champion.ox.ac.uk/about>. Accessed on 12/03/2024.

⁵⁹ Regent's Park College, Greyfriars at Regent's. Available at: <https://www.rpc.ox.ac.uk/alumni-friends/greyfriars-at-regents>. Accessed on 12/03/2024.

Blackfriars, Blackfriars: An Oxford University Hall. Available at: <https://www.bfriars.ox.ac.uk/discover/blackfriars-an-oxford-university-hall/>. Accessed on 12/03/2024.

⁶⁰ Harris Manchester College, The College. Available at: <https://www.hmc.ox.ac.uk/the-college>.

⁶¹ Mansfield College, Our History. Available at: <https://www.mansfield.ox.ac.uk/about/our-history/our-history/>. Accessed on 12/03/2024.

⁶² Regent's Park College, History. Available at: <https://www.rpc.ox.ac.uk/about-regents/history/>. Accessed on 12/03/2024.

⁶³ University of Oxford, What are Oxford Colleges? Available at: <https://www.ox.ac.uk/admissions/undergraduate/colleges/what-are-oxford-colleges>. Accessed on 12/03/2024.

Reality Faced? Westminster College, 1959-63 and beyond

In H. Trevor Hughes' memorial painting, *A Christian Life*,⁶⁴ Oxford is depicted as akin to the Holy City, a city upon a hill. This was a reflection of the reality, as it shows Westminster College situated alongside the key University buildings of the Radcliffe Camera and St. Mary the Virgin Church; city landmarks, like the Martyrs' Memorial; and notable College buildings, like All Souls, or Tom Tower at Christ Church. When Westminster College opened in 1959, it was following a series of problems with its new buildings: its new quadrangle lawns were described as being comparable with the red sea,⁶⁵ and one student noted that "many a shoe" was lost to the mud.⁶⁶ Tutors' houses were without heating for the first winter at Harcourt Hill.⁶⁷ Its reception from the University of Oxford was similarly frosty at a managerial level, embodied through the fact that the Vice-Chancellor sent a representative to the College's official opening on 21 May 1960, even if this representative was one of the University provosts, and the Rector of Exeter College.⁶⁸ At an institutional level, however, Westminster records show that the College was fully incorporated into the University of Oxford Institute of Education and, as far as teacher training went, work carried on as it had done in London with a similar relationship experienced between Westminster, Bletchley Park, and Culham Colleges as there had been between Westminster, Borough Road, and other University of London Institute of Education members. In Oxford, Westminster students sat for papers created solely by the Institute, rather than a combination of University of London BA/BSc papers, and the

⁶⁴ 'A Christian Life: A Memorial Painting for Rev. H. Trevor Hughes, MA' by Eric Jennings (1990).

⁶⁵ Westminster College Archive, Ph/a/19, Album of the "Fred Club", chronicling the move from London to North Hinksey, 1958-60.

⁶⁶ *Ibid.*

⁶⁷ Westminster College Archive, A/3/f/7, Correspondence with Seely and Paget, Architects, 1954-59.

⁶⁸ Westminster College Archive, Uncatalogued, Letter from J.A. Ward to H. Trevor Hughes, 28 March 1960. Sir Kenneth Wheare (1907-79) was Rector of Exeter College, Oxford between 1956 and 1972. He was Vice-Chancellor between 1964 and 1966. A lengthy biography of Wheare, by Max Beloff, can be found in ODNB.

Institute Certificate of Education. College staff were recognised as being pedagogical experts, and provided lectures for the evening seminar series, and students were expected to reach the academic standards of the Institute which validated their training.⁶⁹

As previously mentioned, the Methodist Education Committee approved the concept of Westminster College relocating to Oxford as long as it could erect a new series of buildings within the university area, and ensure a favourable relationship with the University of Oxford. Given that neither of these factors was truly achieved, why did Westminster College choose to relocate from the busy metropolis of inner-city London to a blustery hillside in rural Berkshire? Did the more attractive brand of 'Westminster College, Oxford' carry greater academic and Methodist weight? Although the University of Oxford permitted the addition of Westminster College to its Institute of Education from its arrival on Harcourt Hill, the institutional relationship was far from the (mostly) cordial one experienced between Westminster College and the University of London. Indeed, apart from institutional prestige of the validating link, Westminster College lost a great deal in leaving London. Although renovation of its site in London was necessary (indeed, it was more or less mandated by the Ministry of Education Inspection in 1953),⁷⁰ any future in London can only be debated, although it is unlikely that Westminster College would have survived a further forty years to 2000 (the date it 'closed' in Oxford)⁷¹ without relocating elsewhere. The site on Horseferry Road simply was not large enough; there was no space for further development; and the lack of on-site playing fields was a very real deterrent for students, as well as being a block to new course requirements. Oxford did, however, come with a large emotional draw for the Methodists, and the thirty-five acre campus allowed for further development, as was demonstrated by the further expansion to

⁶⁹ Westminster College Archive, A/1/b/2, Letter sent to the Board of Education by the Trustees of Westminster College, 28 February 1928.

⁷⁰ Westminster College Archive, D/1/c/4, Report of Westminster College by H.M. Inspectors, 1953.

⁷¹ Bone, *Our Calling to Fulfil*, p162.

buildings between 1959 and 1961,⁷² and also by later developments with a new library in 1971 and new halls of residence in 2012.⁷³ Indeed, although no longer an independent institution, or with the university it had envisioned, a merger agreement with Oxford Brookes University in 2000 did mean that relocating to Oxford had eventually led to internal degrees being awarded on the Harcourt Hill site.

⁷² Westminster College Archive, Uncatalogued, Plans for the expansion of Westminster College, drawn by Seely and Paget Architects, 1959.

⁷³ Westminster College Archive, K/2/1, Film of the new College Library being opened by the Vice-Chancellor of the University of Oxford, 20 October 1971.

Oxford Brookes University Flickr, Westminster Halls on Harcourt Hill Campus. Available at: <https://www.flickr.com/photos/40003115@N05/8510486470>. Accessed on 12/03/2024.

Westminster College, Oxford (1963 – 2000)

Westminster College's relationship with the University of Oxford continued to be tumultuous throughout their remaining years of operation at Harcourt Hill. This was mirrored by the ever-changing landscape of teacher training, and higher education more broadly.¹ By the time Westminster College closed in the summer of 2000, having formally merged with Oxford Brookes University that April,² the Methodist college was unrecognisable from the institution that had opened on 6 October 1851.³ This following chapter aims to summarise the forty-one years of activity at Westminster College which followed its relocation in 1959, as well as a short review of what Methodist Higher Education looks like in the twenty-first century. Given that this period is not the main focus of this study, this chapter will be shorter than those that precede it. It is divided into three sections, each of which reflects on a thematic area, rather than a chronological time period, although these themes also reflect historic events so do have a certain chronological undertone. These themes are

- The academic life of Westminster College;
- The necessity of a merger;
- The changing face of teacher education, and Methodist involvement with it

Westminster College's Academic Life

The relationship with the University of Oxford continued to be rocky for the College's forty years in Oxford. For the first two decades, the College seemed to establish a successful partnership with the University for the validation of teacher training certificates through the

¹ S. Hewett, 'The futures of the colleges of education' in J. Lawlor eds., *Higher Education: Patterns of Change in the 1970s*. (London: Routledge, 2012), p20.

² Bone, *Our Calling to Fulfil*, p162.

³ The Oxford Centre for Methodism and Church History, The Smetham Collection, SME 1/7/1, *Family Letters and Reminiscences*.

Institute. These early Oxford years saw a steady growth in the number of students at Westminster, further supported by a diversification into theological teaching, but never ministerial training. The introduction of an Oxford Bachelor of Education degree for the brightest certificate students further reinforced Westminster's view that they were on the path towards becoming an integrated part of the University, as had been desired by Knowles and the Education Committee in 1953. Between 1976 and 1992, however, Westminster College qualifications were validated by the Council for National Academic Awards (CNAA).⁴ It was only at the closure of this Council, primarily following the 1992 Higher Education Act, that Westminster's education degrees were once again validated by the University of Oxford. Having further diversified, Westminster's other qualifications were validated by the Open University. These other qualifications further strengthened Westminster College's view that it was able to be a university in its own right, even though there was little call for a third university in the Oxford area.

Outside validity concerns, Westminster College continued to strengthen its presence in Oxford. Its students continued to be members of the University's John Wesley Society, increasing its membership to several hundred students each year. A reciprocal lecture programme was created, with Westminster and Oxford lecturers presenting on a variety of topics, not only theology. H. Trevor Hughes was the first Methodist select preacher in the University Church, and, in 1969 he was presented with a University of Oxford Master's degree.

⁴ It is evident that Westminster College continued to seek alternative validity bodies, however, as is shown by correspondence in the University of Bristol Archives.

University of Bristol, DM2076/15/22/9, Correspondence concerning the Bed course at Westminster College Oxford, 1978-85.

Its diversification saw Westminster offering qualifications in education; theology; media studies; and for a variety of Methodist related study courses. It saw the College gain a series of research centres and collections – ranging from the Alistair Hardy Religious Experience Centre (originally at Manchester College) to the G. K. Chesterton Library. In 1996, the Wesley Historical Society moved its extensive collections from Southlands College (then part of the University of Surrey) to Harcourt Hill.

Change or Die: The Need for a Merger

In 1992, the Higher Education Act saw the cessation of the CNA validation with many of those who utilised its awards now becoming universities in their own right. Within Oxford, this weakened the diversified structure – changing from a university; a polytechnic; and a college of education to two universities and a college of higher education.⁵ Although Westminster was, at this point, offering a great many courses other than education, the creation of a second university in Oxford, with its own degree awarding powers, greatly weakened the appeal of Westminster. This, in turn, led to a gradual decrease in student numbers, with the final years mirroring those of the first few in terms of intake. This reduction in student numbers, and an increase in Higher Education Institutions throughout Britain necessitated a change in direction for Westminster: they believed it was time again to investigate integration into the University of Oxford. For Westminster, once again offering degrees validated by the University; now in the same county; and the presence of nonconformist colleges having set precedence for the integration of non-Anglican institutions of the University (Manchester College had become ‘Harris Manchester College’, and was incorporated in 1996).⁶ Unfortunately for Westminster, its weakened hold over student applications, and an

⁵ Oxford Brookes University formally opened in 1993/94, having previously operated as ‘Oxford Polytechnic’.

⁶ Harris Manchester College, Harris Manchester College: A Journey. Available at: <https://www.hmc.ox.ac.uk/timeline>. Accessed on 12/03/2024.

unsustainable financial income which relied on student numbers and other ad-hoc income streams, integration of the College into the University was initially viewed as unviable.⁷ It was at this point that Westminster College started negotiations with the newly established Oxford Brookes University whose own School of Education (familiar to Westminster College as it had previously been Lady Spencer-Churchill College)⁸ was also failing in terms of recruitment; overall student numbers; and income/expenditure.⁹

“Education, Education, Education”: the changing nature of education in England, 1963-2023

Between the formal end of this study, and the years of its creation, state funded education had developed greatly. It had also fluctuated greatly. Between the 1960s and the turn of the millennium in 2000, state funding of education had increased gradually, along with state involvement in education. In 1997, Tony Blair (the Labour Party Leader) led his general election campaign with a slogan of “Education, Education, Education”.¹⁰ This was followed by a further growth in educational schemes and programmes, including the ground-breaking ‘Sure Start’ scheme,¹¹ which aimed to give “children the best possible start in life” through a suite of social measures, including healthcare and education. Educational funding was, however, greatly reduced in the early 2010s as part of a series of cost-saving measures by successive Conservative governments. National ‘lockdowns’ during the Covid-19 pandemic

⁷ Westminster College Archive, Uncatalogued, *Papers relating to the merger with Oxford Brookes University*.

⁸ Lady Spencer-Churchill College formally merged into Oxford Polytechnic in 1975 following a change to county boundaries in 1972. This boundary change brought the College into Oxfordshire, and under the management of Oxfordshire Council who were already running higher education courses at the Polytechnic.

⁹ Westminster College Archive, Uncatalogued, *Papers relating to the merger with Oxford Brookes University*.

¹⁰ Tony Blair’s Labour Party Conference speech on 1 October 1996 included the establishment of his campaign phrase, “Education, Education, Education”.

The full speech can be read at <https://www.theguardian.com/politics/2001/may/23/labour.tonyblair>.

¹¹ House of Commons Library, Sure Start (England). Available at: <https://commonslibrary.parliament.uk/research-briefings/cbp-7257>. Accessed on 12/03/2024.

further divided educational standards in Britain as the majority of children were forced to be educated from home – an educational system that is not dissimilar to that experienced by children of the nineteenth century when Westminster College was founded. The primary difference between education of 2020 and 1820 was the large support from trained teachers, and the large number of children in full-time, state funded education. Whilst the 1944 Education Act had mandated an increased school-leaving age of 16 (although, as has already been highlighted, this was not implemented until 1972), an educational policy of 2015 saw a further increase in this leaving age to 18.¹²

Between the start of this study in 1902, and its completion in 1963, the mandatory age for children leaving education had increased from 13 to 15, with the 1944 Education Act mandating a further increase to 16. Within a further fifty years, this age had increased to 18. When combined with an increase of the British population from 32.6 million living in England and Wales in 1901 to 46.1 million people in 1961 (an increase of 13.5 million people), this suggests that there is likely to have been more children in schools, even if the average number of children per family did decrease.¹³ In 2021, the census recorded 56.1 million people in England and Wales, demonstrating a further population growth of 10 million people.¹⁴ UK Government statistics, meanwhile, show an overall growth in the number of children in schools.¹⁵ State funding, however, did not continually match this increase in pupils. This

¹² ‘Education and Skills Act’ (2008).

¹³ J. Hicks and G. Allen, *A Century of Change: Trends in UK statistics since 1900*. (London: House of Commons Library, 1999).

¹⁴ Office for National Statistics, *Population and household estimates, England and Wales: Census 2021, unrounded data*. Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/populationandhouseholdestimatesenglandandwales/census2021unroundeddata#:~:text=On%20Census%20Day%2C%2021%20March,census%20in%20England%20and%20Wales>. Accessed on 14/02/2024.

¹⁵ UK Government, *Schools, pupils and their characteristics*. Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>. Accessed on 14/02/2024.

demonstrates that, between 1963 and 2023, there was increased pressure applied to the educational sector, with little increase in state funding.¹⁶

Similar pressures have been felt in the further and higher education sectors, with a reduction in government funding mirrored by an increase in the number of individuals utilising services; a demand for the diversification of services offered; and (in most cases) ageing buildings in need of renovation and adaptation.

This fluctuation in educational funding has been mirrored by the interests of the Methodist Church. When state funding of education was high in the 1990s and early 2000s, Methodism scaled back its involvement with the sector, reducing the number of new schools it was supporting, and no longer directly delivering any form of higher education training, outside of ministerial training and development. Southlands College merged with a series of teacher training colleges in Greater London in 1976 to form the ‘Roehampton Institute’ at the University of Surrey,¹⁷ whilst Westminster College merged with Oxford Brookes University in 2000.

Following over a decade of reduced state funding of education, however, Methodist engagement with the sector has gradually increased once more, now with three academy groups and two large trusts (Methodist Academy Schools Trust [MAST] and Methodist Independent Schools Trust [MIST]) overseeing educational activity in Britain.¹⁸ Methodist Schools have

¹⁶ Institute for Fiscal Studies, *Education spending – background*. Available at: <https://ifs.org.uk/education-spending-background>. Accessed on 14/02/2024.

¹⁷ University of Roehampton, Southlands College History, Available at: <https://www.roehampton.ac.uk/colleges/southlands-college/history>. Accessed on 12/03/2024. Milbank, *Years of Change*, p126-130.

Bone, *Our Calling to Fulfil*, p162.

¹⁸ Methodist Schools, About Us, Available at: <https://www.methodistschools.org.uk/about-us/about-us>. Accessed on 12/03/2024.

also submitted several reports to Methodist Conference, the most recent of which was sent to the 2021 Conference.¹⁹ Although this report made references to engaging with higher education, particularly those institutions which incorporate the former Southlands and Westminster Colleges, it made no definitive recommendations for higher education engagement or development. Equally, the Methodist Church (unlike both the Church of England or Catholic Church) has no higher education policy or programme of work, except for as a member of ‘The Cathedrals Group’.²⁰

¹⁹ Methodist Schools Committee, ‘Transforming Lives: A Schools’ Educational Strategy for The Methodist Church’ in The Methodist Church, *Agenda for Methodist Conference*. (London: Methodist Publishing, 2021), p500-528.

²⁰ Church of England, *Further and Higher Education*. Available at:

<https://www.churchofengland.org/about/education-and-schools/further-and-higher-education#:~:text=Higher%20Education%20Policy,that%20oversee%20universities%20and%20colleges.> Accessed on 14/02/2024.

Catholic Education Service, *Higher and Further Education*. Available at:

<https://www.catholiceducation.org.uk/about-us/higher-and-further-education#:~:text=There%20are%20four%20Catholic%20universities,Newman%20University.> Accessed on 14/02/2024.

The Cathedrals Group, *Who We Are*. Available at: <https://cathedralsgroup.ac.uk/who-we-are>. Accessed on 14/02/2024.

The Methodist Church has the lowest representation in this group, with only one university representative (the University of Roehampton).

The latest attempt of The Methodist Church to create a report on its work in Higher Education was the 2011 ‘Fruitful Field’ report. This report envisioned “a hub which can nurture intentional and mutually beneficial links with the Higher Education sector, allowing the Church to listen to and learn from theologians and academics in the secular sphere, and enabling the Church to contribute to the discourses of academic theology and professional practice”. It made no recommendations, however, but had a good deal of negative impact on Methodist work in the wider Higher Education sector. Its entry in the DMBI records that “The proposals proved controversial both for the speed at which the decisions were taken and for the decision to concentrate initial residential training for ordained ministry at the Queen’s Foundation with the loss of existing academic and ecumenical links elsewhere. Other aspects of the proposals however were generally welcomed. Arrangements were later made for the Methodist Church to share with the Church of England in a Common Awards scheme validated by the University of Durham.”

The Methodist Church Ministries Committee, *The Fruitful Field: A Consultation Document*. Available at: <https://www.methodist.org.uk/downloads/you-fruitful-field-consultation-171011.pdf>. Accessed on 14/02/2024.

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Conclusion

Westminster College trained individuals for nearly 150 years (1851-2000), but was never able to present students for its own awards, always relying on either the government or successive external institutions to do so. During this century and a half operation, the face of teacher education changed greatly, from a small, informal scheme delivered by a series of voluntary colleges, to being the sole domain of universities. The subjects offered by Westminster College also evolved, it developed from primarily preparing students for Methodist schools to training teachers for all schools and a greater variety of courses were offered. Subject content changed too, reflecting the changes in society, from traditional subjects to education on a variety of topics, such as social activities and sexual health. The fluctuating nature of education is mirrored by the role of the Methodist Church, which grew over time, with its peak, arguably, in the mid-twentieth century, as indicated by the place of Methodist educators at the centre of debates on Methodist Union in 1932, and the large number of Methodists provided evidence for the educational reports and legislation of 1944 and 1963.

In the introduction to this thesis, four aims were established:

1. An analysis of Methodist higher education provision between 1851 and 1963;
2. An examination of the increasing professionalisation of the teaching profession;
3. An assessment of the impact this had on Westminster College;
4. An exploration of the attempts made by Westminster College to adapt its buildings in London; its attempts to relocate to Leicester, Hull, and Kent; and its eventual relocation to Harcourt Hill on the outskirts of Oxford.

Through an assessment of each of these areas, it has been possible for this thesis to create a new view of the role of the Methodist Church in higher education between 1851 and 1963, as

well as the increased role this gave the Church to influence national policymaking in education. As a result, this thesis also tracks the Methodist understanding of teaching as a missional output during the early twentieth century, and explores the Church's provision of teacher education in the period. In addition to creating a greater understanding of Methodist education in the twentieth century, this thesis also provides the first account of Westminster College's attempts to move away from London; its desires for university status; and evaluates the reasons behind the choice to relocate to Oxford in the 1950s. Finally, by using Westminster College as a focal point, it has been possible to explore the extent to which the professionalisation of teacher training to degree level in the twentieth century excluded the voluntary bodies which had been essential in the provision of teacher training during the nineteenth century, and also the extent to which this requirement for higher qualifications ultimately killed the training colleges in England.

For the Wesleyan Methodist Church, the selection of Westminster for its new teacher training college provided the Church with a headquarters situated in the heart of British power and establishment through its proximity to the Houses of Parliament and Westminster Abbey. The Wesleyan Church's desired link with the establishment; the ability to appear 'respectable'; and an attempt to be associated with the Church of England, could also be found in the way the College estate was modelled on the buildings of an Oxford College. Life and learning was situated around a series of College Quads and patriotic 'VR' [Victoria Regina] bosses were mounted around the Principal's Quadrangle. The College also sought to encourage association with the establishment through the invitation for Princess Elizabeth to attend the College's centenary in 1951; the College Union Society's letter of condolence upon the death of George VI; and its engagement with national events (like parliamentary elections and coronations) and involvement with the war efforts in 1914-18 and 1939-45.

The College's need to relocate, meanwhile, provided the Church with an opportunity to select a new site which also provided links with tradition and power, albeit of an academic sort, through association with the oldest and most prestigious university in Britain. This was one of the primary reasons behind the selection of Oxford, and demonstrates the multi-layered nature of the decision-making process. In this case, there was the need to balance the educational needs of a modern institution with desires for the future; a need for teaching space and sports pitches; and the overall attraction of Oxford in an educational sense. On the other hand, there were the needs of the Methodist Church to be considered. As well as the role of Oxford in the Methodist creation narrative, the issues involved include the relative ambivalence of the Methodist Education Committee towards the status of nonconformity, as well as the ambivalence of John Wesley towards the new Methodist Church, as well as his determination to remain a member of the Church of England.

These complex elements considered by the Methodist Education Committee demonstrate the interlocking, fluctuating series of factors at play when relocating Westminster College, and the selection of Oxford for its new home. This also goes some way towards explaining why they persisted with the choice, even when it became clear that a site in the City of Oxford was not going to be possible. Arguably, the aim to move to Oxford reflected the ingrained Wesleyan desire for respectability which would be reflected in an institutional link with the University of Oxford. It also demonstrated the importance of Oxford as a place within Methodist identity. For a denomination that had little theological distinctiveness, the need to reflect its creation narrative was crucial. Perhaps the selection of Oxford as the new home for Westminster College demonstrated the necessity within Methodism to formalise its history; for the denomination to create a foundation point with apparently established roots. The evidence in this thesis also gives the historian an insight into the emotional aspects of decision making, particularly given the role played by the City and University of Oxford in Methodist identity.

This desire to conform to both Methodist and educational ideals generated a tension between managerialism and emotion in Westminster College which can also be seen in Methodism in the mid-twentieth century, particularly in the later attempts made to reunite with the Church of England.¹ The wider tension; lack of understanding its position and purpose; desire to be ‘something more’ than it was; and a fixation with its past, all explain the choice of Oxford. It is clear that four factors combined determined the choice to relocate to Oxford: the academic practicality of a larger site; the reputation of the University of Oxford; an attempt to strengthen the foundational roots of Methodism; and the search for a sense of identity within the wider denomination.

By having a teacher training college situated in the City of Westminster, the Methodist Church was provided with the ability to engage with national debate; gave it a method to help inform the legislation that was being drafted by government; the ability to shape the leaders and minds of the future; and a physical seat at the heart of British power. Successive legislative changes; the increased professionalism of teaching; and the crumbling College estate forced the relocation of Westminster College in the 1950s. The fixation of Methodism on its past and desire for a creation story, however, led to a gradual decline of the College over the next forty years. Although the 1963 Robbins Report, when this study formally finishes, is a high point for the College, the relocation to Oxford was probably detrimental in the long term. In essence,

¹ In 1946, the Archbishop of Canterbury (Geoffrey Fisher) initiated a process which resulted in a series of negotiations with the Methodist Church, led on the Methodist side by Harold Roberts. These conversations failed in the 1970s, but were revisited in the 1990s, and resulted in the Anglican/Methodist Covenant (signed in 2003). For further information on this matter, see the entry for ‘Anglican Methodist Conversations in DMBI; J. Platt and M. Wellings, *Anglican-Methodist Ecumenism: The Search for Church Unity, 1920-2020*. (Abingdon: Routledge, 2022.); or ‘General Synod: Methodist union legislation a bridge too far for now’ in *The Church Times*, available at <https://www.churchtimes.co.uk/articles/2019/12-july/news/uk/general-synod-anglican-methodist-covenant-a-bridge-too-far-for-now#:~:text=Since%20the%20signing%20of%20the,a%20united%2C%20interchangeable%20ministry%E2%80%9D>.

once Westminster College tried to mirror the Methodist Church and to be 'more than just a teacher training college', its role became confused, and the later twentieth century is primarily a tale of decline as both Westminster College and the Methodist Church are forced to question what their core identity, and what its purpose, is.

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Training to Teach: some developments
in Methodist teacher training. The case
study of Westminster: Archive
Catalogue.

Chapter I: Higher Education and Teacher Training Policy, and the (Wesleyan) Methodist engagement with these topics, 1900-1963.

The Wesleyan Methodists on the 1902 Education Act

(Westminster College Archive, Report of the Wesleyan Methodist Education Committee, 1902.)

This Report covers the Wesleyan response to the 1902 Education Act, introduced by Arthur Balfour, the Prime Minister. It had proved unpopular with the Methodists from its drafting and sees the start of Methodist policy favouring full state education provision in Britain, and the reduction in the number of Methodist schools. It also had long-reaching effects, with the responses from voluntary bodies (such as the Methodists) leading to cautiousness in regards to later educational policies.

... The most important event of the past year affecting Wesleyan Day Schools has been the passing of the Education Act, 1902.¹ The Bill was introduced by the Rt. Hon. A.J. Balfour on

¹ Wesleyan Day Schools were originally established as a method of providing free, widely accessible education to children of all ages and classes. The Church established hundreds of these schools throughout the latter nineteenth century, spurred on by an inquiry commissioned in 1836. F.C. Pritchard records in his centenary history of Westminster College that there were, in 1837, 3,339 Sunday Schools utilising 59,277 teachers; 9 weekday schools for infants; and 22 weekday schools for older children in 1840. He latterly notes that this relatively small number demonstrates the “immense development” to come. It was partially this rapid growth in the number of schools, and an already large number of teachers, which drove the need for the Connexion to establish its own teacher training institution. This was first requested in the Wesleyan Education Report in 1844.

the 24th March,² 1902, and after prolonged debate passed into law on the 18th December, 1902. In anticipation of Parliamentary legislation, the [Wesleyan Methodist] Conference of 1901 appointed a Special Committee to consider any Education Bill which might be brought in by the Government in the next session of Parliament.³ This committee consisted of the Secondary Education Committee and the Ordinary Committee of Privileges,⁴ together with one Minister and one Layman chosen by each District Synod in September, 1901.⁵ In the constitution of this Committee the General Education Committee, responsible for Elementary Education, was not included, as it was expected that the measure would be likely to deal more particularly with Secondary Education. From the text of the Act, reprinted on pp.19-42, it will be seen that it

² Lord Arthur J. Balfour (1848-1930) served as a Member of Parliament from 1874 until 1922, representing Hertford; Manchester East; and the City of London. Between 1922 and his death in 1930, Balfour then continued to serve in the House of Lords. Prior to his tenure as a Member of Parliament, Balfour had been raised in an upper class household (as the son of a Scottish MP, grandson of the Marquess of Salisbury, and godson of the Duke of Wellington), later studying at Trinity College Cambridge. As a Member of Parliament, Balfour held several senior positions, including serving as First Lord of the Admiralty and the Secretary of State for Foreign Affairs. Prime Minister between 1902 and 1905, Balfour saw through the first major Education Act of the twentieth century. The 1902 Act (more commonly known as the 'Balfour Act') made greater state provision for education in Britain, as well as for its 'voluntary' schools, the majority of which were owned and ran by churches. Especially unpopular with the Methodists, however, was the fact that this funding was not limited to Protestant denominations, but allowed for public funding to be allocated to Roman Catholic schools or, as was it was popularly termed, placing 'Rome on the Rates'. He has a lengthy biography available in ODNB.

³ 'The annual 'Conference' is the governing body of British Methodism. Meeting annually, it consisted of representatives from Methodist 'Districts' (areas) throughout Britain, and is led by the President, Vice-President, and Secretary of Conference. Whilst the President (always a Methodist Minister), and the Vice-President (always a Lay Person), are elected annually, the Secretary of Conference is a permanent role, and thus has an extremely influential role within Methodism. In 1901/02 the President of Conference was William T. Davison.

⁴ The Secondary Education Committee was a sub-committee of the Wesleyan Methodist Education Committee. Working in conjunction with the Elementary Education Committee, they oversaw matters which specifically related to one level of British/Wesleyan education, allowing them to deal with more specialist matters.

⁵ In Britain, the connexion, or national body of Methodists, is divided into 'districts'. These are similar to Anglican diocese, but do not cover the same geographic area. Districts are then further divided into 'circuits'.

embraces all grades of Education below the University.⁶ The Special Committee, convened by the President of the Conference, met in Wesley's Chapel, City Road, London,⁷ on Tuesday, 22nd April, 1902. The following resolutions were adopted.

2. Resolutions adopted.

This Special Education Committee of the Wesleyan Methodist Conference would have been glad to support any Education Measure which really secured a unified, fully organized, and efficient system of National Education, primary, technical, and secondary. But in view of the repeated declarations of the Conference -

(1.) "That the primary object of Methodist policy in the matter of Elementary Education is the establishment of School Boards everywhere,⁸ acting in districts of sufficient area, and the placing of a Christian unsectarian school within reasonable distance of every family. This is of special importance in rural districts, where our people have no alternative to the compulsory attendance of their children at Anglican Schools."⁹

⁶ In 1902, this included vocational training, including the training of teachers.

⁷ Today known as 'Wesley's Chapel and the Museum of Methodism', this choice of location is especially important to Methodists, as it was John Wesley's home for several years, and is where he is buried.

⁸ The introduction of School Boards had been favourably accepted by the Methodists. Indeed, the Rev. James H. Rigg (Principal of Westminster College, 1868-1903) had been a member of the first School Board in London in 1870, a meeting that has been memorialised in a large painting by John Whitehead Walton, now in the Guildhall Art Gallery in London. Rigg can be seen in the centre of the front row of this painting. School Boards became a national requirement under the Elementary Education Act (1870).

⁹ These items feature as quotations as they are lifted directly from the annual Minutes of Conference produced by the Church and, as such, are quotations used in the original Education Report.

(2.) “That there should be no increased Grant of public funds, whether from the local rates or from the Imperial taxes, to Denominational Schools, unless that increased Grant is accompanied by adequate and representative public management.”¹⁰

And in view also of the following resolution of the Conference of 1901,¹¹ namely:

(3.) “The Conference declares its strong disapproval of any policy which would tend to weaken the direct popular control of Primary Education or to imperil the work of the School Boards.¹² The Conference deeply regrets that recent Governments have taken no steps to carry out ‘the primary object of Methodist policy in the matter of Elementary Education’, namely, ‘the establishment of School Boards everywhere, acting in districts of sufficient area’, and urges that the avowed intention of placing Elementary Education under the control of such an authority as is suggested by the late Education Bill would render it impossible for this declared policy of the Wesleyan Methodist Church to be carried into effect.”

This Committee has no alternative but to condemn the Education Bill introduced into the House of Commons by His Majesty’s Government,

¹⁰ This policy demonstrates one of the many divisions in Methodist educational policy. Here, they state that no increase in national funding was desired without an accompanying increase in public control. At the same time, however, they wished to maintain control over the syllabus; the training of teachers; and the religious instruction at the schools.

¹¹ The Methodist Conference meets annually in June, meaning that it could not have made any firm decisions on the Education Act of 1902, hence the need to reaffirm any decisions made in relation to this Act at the Conference of 1902.

¹² Rigg was still the Principal of Westminster College at this time, having served since 1868, and heavily involved in national Methodist policy work. Given that he was a great supporter of school boards, it follows that Wesleyan support of school boards remained at this time.

(1.) Because while it prepares the way for the abolition of School Boards, it proposes an Education Committee which is in no sense directly representative of, or responsible to, the ratepayers.

(2.) Because while it provides that the entire cost of maintenance of the Voluntary Schools shall be borne by the rates and the taxes, the increased Grant of public money is unaccompanied by any really “adequate and representative public management”.

(3.) Because the proposals of the Bill Which are offered as a remedy for the injustice and which other people suffer, especially in rural districts, would prove in most cases illusionary and educationally mischievous, well they would encourage the multiplication of denominational schools, maintained out of the public funds without a question representative public management, instead of “Christian Unsectarian Schools”.¹³

(4.) Because, in addition to these reasons, the Bill offers no promise of increased educational efficiency and progress. the limited rating power for Higher Education (Which will in future include much that have hitherto been paid for out of the Elementary School Fund)¹⁴ and the permissive nature of the Bill destroy all hope of an adequate provision of Secondary Education, especially since the Education Authorities will be compelled to provide additional funds out of the rates for the maintenance of Elementary Schools. The multiplication of bodies concerned with the management of Elementary Schools, and the relaxation of the means at present existing for compelling

¹³ Possibly better described as ‘non-denominational’ Christian schools.

¹⁴ Whilst it is unclear what the Wesleyan Methodist Church specifically means with the term ‘Higher Education’, especially as they are suggesting an amended educational structure, it is presumed that they solely mean university education, as training in colleges such as Westminster College were best described as being part of (what was then) ‘further education’.

the Education Authorities to fulfil their duty, are equally unfavourable to the efficiency of Elemental Education.

For all these reasons the Committee is of opinion that the most strenuous opposition should be offered by our people to the passing of the Bill.

3. Resolution adopted by the Conference, 1902

The Conference held in Manchester in July, 1902, received the Report of the Special Committee and adopted the following Resolution.

“This Conference once more declares that the primary object of Methodist policy in the matter of Elementary Education is the establishment of School Boards everywhere, acting in districts of sufficient area, and the placing of a Christian Unsectarian School within reasonable distance of every family.

“The Conference, therefore, deeply regrets that the present Education Bill is intended to destroy the School Board system, and to make no adequate provision for the just claims of those parents who do not desire their children to be driven into Denominational Schools.

“The Conference has no wish to abolish the Denominational Schools or to prevent them from being used with equitable restrictions for the purpose of giving Denominational Education to those children whose parents desire it.¹⁵ But the Conference expresses once more its deep conviction that no increased Grant from public funds should be made to Denominational Schools, unless the increased Grant is accompanied by adequate and representative public management. If, however, Denominational Schools

¹⁵ Indeed, the Wesleyan Methodists favoured denominational schools as it ensured that Methodist values could be taught to young children, rather than solely the views of the Church of England or another denomination.

are to be almost wholly maintained from Imperial taxes and local rates, the “irreducible minimum” of the rights of conscience and of public justice demands that at least a majority of the Local Education Authority, and of the Governing Committee of every School, shall consist of publicly-elected persons.”¹⁶...

¹⁶ This is likely to be because this would have seen taxes paid by Methodists used to fund the teaching of values and ideals relevant to another denomination.

Educational endowment from the ‘Twentieth Century Fund’

(The Wesley Historical Society Library, Extract from the ‘Report of the Twentieth Century Fund’, c1910. p19-21.)

The ‘Twentieth Century Fund’ was alternatively known as the ‘Million Guineas fund’, as it sought to raise one guinea from one million Methodists, totalling one million guineas. The aim of this fund was to endow Methodist endeavours at the start of a new century. In addition to education, this fund also supported ministerial training, and the construction of Central Hall, Westminster.

... II. EDUCATION SECTION

1. Westminster and Southlands Colleges and Day Schools.¹⁷ -

¹⁷ Southlands College was established by the Wesleyan Methodist Church in 1872 as a second teacher training college, both in response to the 1870 Education Act (which increased educational provision to the masses), and to an increasing number of those enrolling to study at Westminster College. It was to be the second of the two teacher training colleges ran by the Church, although there were attempts to establish a third college in the 1940s. To create a difference between Westminster and Southlands it was decided that Westminster would be a male college, and Southlands a female one, a division that lasted for the next 70 years or so, with Westminster re-admitting female day students from the early 1950s. The two colleges worked closely together, with students taking part in joint activities together, such as dramatic performances and attending dances together. At a managerial level, both colleges were owned by the (Wesleyan) Methodist Education Committee, and shared a Board of Trustees until the late 1920s, only splitting then at the insistence of the University of London. Southlands College merged with Digby Stuart and Whitelands Colleges, as well as the Froebel Institute, in 1975 to found the ‘Roehampton Institute’, today the University of Roehampton. There have been two histories written about Southlands College,; E. Williams, *The history of Southlands College 1872-1972*. (Wimbledon: Southlands College, 1972). and D. Milbank, *Years of Change: a history of Southlands College*. (Wimbledon: Southlands College, 1985). There have also been other histories of the college produced, such as ‘Southlands College, retrospect-prospect 1872-1928’, and more recently, a 150th anniversary timeline in the College magazine *The Southlander* (2022).

The sum of £70,715 11s 9d. has been expended in connection with the Westminster and Southlands Training Colleges,¹⁸ the Practicing Schools, and Wesleyan Day Schools in various parts of the Connexion.¹⁹

(a) WESTMINSTER COLLEGE. At the Westminster College the extensive block of buildings formerly used as Practicing Schools have been so altered as to provide for the use of the College Chemistry and Physical Laboratories, a Gymnasium, Art and Music Room, Study and Lecture Rooms and Common Rooms, Bath Rooms, and certain contingent improvements in the approaches.²⁰ Important structural alterations made in the main building of the College provide commodious Common and Study Rooms and a handsome Library. The sanitation of the entire premises was also thoroughly modernised.²¹ Many of these improvements have been repeatedly urged by the Board of Education, but full compliance with the requirements of the Government would not have been possible but for the money made available through the raising of the Twentieth Century Fund. The entire cost was about £12,000.

The adaptation to College purposes of the block of buildings formerly used as Practicing Schools necessitated the erection of new premises in which the Day School might be continued. The land was made available by the demolition of an old School, and upon this site, together with its playground, was erected an imposing consisting of four floors, accommodating Boys',

¹⁸ In modern terms, this equates to approximately £5,527,993.03 (estimated using The National Archives Currency Converter).

¹⁹ 'Connexion', when spelled thus, is the term used to describe the entirety of The (Wesleyan) Methodist Church in Great Britain.

²⁰ The majority of this development is mapped in the 1906 souvenir guide for the College. This is an uncatalogued item held in the College archive.

²¹ Many of these rooms were later photographed c1925, and were then sold as photograph packets, with several copies of these now residing in the College archive, or available to view at www.flickr.com/ocmch. Similarly, a diagram of the plumbing changes that were made at this time can be found in the College archive, and in both the Westminster College building files at The National Archives (ED 78/48 and ED 78/134), and under 'Horseferry Road' with the City of Westminster Archive (WDP2/0783/17.).

Girls', and Infants' Departments, with a large Gymnasium and Art, Science, and Manual Training Rooms. The Schools alone involved an expenditure of more than £13,000.²²

In the matter of buildings, accommodation, and equipment, Westminster now stands in the front rank of the Residential Training Colleges of the country.

(b) SOUTHLANDS COLLEGE, BATTERSEA.²³ At Southlands College increased accommodation was imperative in order to meet the ever-growing number of applicants for admission.²⁴ In addition to a Library, a Laboratory, an Art Room, and an Assembly Hall, the enlargement of the Dining Room, additional Class Rooms and Dormitories were recognised as essential for the successful continuance of the College. These oft repeated requirements of the Government could not have been met if the Twentieth Century Fund had not been raised. A new Wing was joined on to the West end of the College. On the Ground Floor are provided the Library and the College Hall. This Hall is admirably proportioned and is in every way worthy of the Institution of which it now forms a part. On the First Floor there is an Art Room, and above that Dormitories accommodating twenty-four additional Students. His Majesty's Inspector in his Report stated that "the Committee is to be congratulated upon the liberality and taste with which the recent extensive additions to the College have been carried out." The Practising Schools have also been reconstructed on approved plans, and now meet all the

²² Again, using The National Archives Currency Converter, this is the equivalent of approximately £1,016,239 in modern money.

²³ This College was originally located at Battersea. Like Westminster, however, it has moved several times, most notably to Wimbledon, and now to Roehampton Lane, London.

²⁴ This clearly highlights the continued effort of the Methodists to fully support both men and women as trainee teachers. For further information on this work, see B/1/a/1-5 (the Registers of students trained at Westminster and Southlands Colleges) in the Westminster College Archive, or <https://www.methodist.org.uk/our-work/our-work-in-britain/social-justice/walking-with-micah/my-justice-journey/my-justice-journey-portrait-of-sarah-smetham> (a blog post exploring the history of female education within the Methodist Church).

requirements of the Board of Education. The expenditure on the College and Schools exceeded £13,000.

(c) WESLEYAN DAY SCHOOLS. - More than 200 appeals were received from the Managers of Wesleyan Day Schools for financial assistance, majority being cases where the continuance of the School was vital to the interests of Methodism. One hundred and twenty cases were dealt with, and a sum of £33,218 has been devoted to grants to Day Schools, the total expenditure being about £150,000.

2. Secondary Education. The Conference had repeatedly urged upon the Secondary Education Committee the importance of devising a scheme for the reconstitution of certain of the Middle-Class Schools which had been carried on as Company Schools. A scheme was drafted and approved by the Conference, but the acquisition of the Schools would have been impracticable without the resources placed at the disposal of the Committee by the Twentieth Century Fund. Negotiations were entered into with the Directors of the Schools at Bury St. Edmund's, Truro, Trowbridge, and Woodhouse Grove, Apperley Bridge,²⁵ with the result that these four Schools were purchased and are now the property of the Connexion. In addition to the purchase price, it was found necessary in each case to expend considerable sums in order that the buildings might be modernised and brought more into harmony with present-day educational requirements. The sum of £33,559 was required for the purchase and the improvements.²⁶

In the case of the Rydal Mount School, Colwyn Bay,²⁷ the property was purchased for the Connexion for the sum of £35,000.²⁸ Of this amount £20,000 was provided from the Education

²⁵ This list demonstrates the valuable nature of The Twentieth Century Fund to Methodist Schools. Of the four areas mentioned here, three are still in operation, with only the Trowbridge school having closed.

²⁶ The equivalent of £2,623,380.86 in today's monetary value.

²⁷ Rydal Mount School still operates as a school, but is now known as 'Rydal Penrhos' school having merged with another local school in 1995. It is the only independent Methodist school in Wales.

²⁸ The equivalent of £2,736,027.00 in today's monetary value.

Section of the Twentieth Century Fund, the Trustees of the Board of Management for Wesleyan Secondary Schools holding a second mortgage on the property. The sum of £13,000 was advanced as a first mortgage on the properties of the two schools under the Kent Wesleyan Methodist School Association.²⁹ Shares to the value of £1,000 were taken in the Queenswood School and each year a dividend of five per cent. has been received.³⁰ The West Cornwall College, Penzance,³¹ was also assisted financially. The total sum devoted to the consolidation of Secondary Education was £70,873 8s. 7d.³²

3. University Scholarships. The sum of £4,000 was allocated for the purpose of founding University Scholarships, and the Trustees appointed invested this sum in Stock, which produces an annual income of about £130. Each year the available income has been distributed among carefully selected candidates, who have been studying at the following Universities: Cambridge, Leeds, Birmingham, Oxford, Manchester, Durham, Bedford College, and Holloway College. An illustration of the value of the Fund to Methodism may be seen in the fact that two of the men whom it has helped to complete their course at Cambridge were accepted as candidates for the Wesleyan Ministry. The experience which the Trustees have accumulated prompts them to appeal to wealthy Methodists for the augmentation of a fund

²⁹ The equivalent of 1,016,238.60 in today's monetary value.

³⁰ Founded in 1869, this school was designed to teach the daughters of Methodist Ministers, operating as the female equivalent to Kingswood (established by John Wesley in 1748). It was founded by Dr D.J. Waller, the Secretary of the Wesleyan Education Committee (who is memorialised in the large east window in the Westminster College chapel). More information about this school can be found by visiting its entry in the *Dictionary of Methodism in Britain and Ireland* (DMBI) (<http://dmbi.online/index.php?do=app.entry&id=2244>), or the school's own website (<https://www.queenswood.org/explore/a-history-of-queenswood/>). Two printed histories of the school exist: H.M. Stafford, *Queenswood, the first sixty years, 1894-1954* (St Albans: Queenswood School, c1954), and N. Watson, *In Hortis Reginae: a history of Queenswood School, 1894-1994*. (London: James and James, 1994).

³¹ This College closed in 1967. Notably, however, this College was the only secondary school in Penzance when the Balfour Act passed in 1902. Further information can be found at <https://west-penwith.org.uk/reviews2.htm>.

³² In today's monetary value, this equates to £5,540,331.88.

which has unlimited possibilities of future usefulness to the best interests of the Wesleyan Methodist Church.

4. Moulton Scholarships.³³ The £4,000 assigned to Moulton Entrance Scholarships at The Leys provides emoluments of £75 a year.³⁴ The first scholar is still in residence, and will on the completion of his course go to the University with a distinguished Scholarship at King's College. The second scholar's health failed. The third is still at The Leys, and a fourth Scholarship is being offered for competition in July, 1910.

5. Sunday Schools. The Committee, recognising the claims of Sunday Schools, transferred to the Chapel Committee, for their benefit, the sum of £20,000.

6. Local Preachers. The sum received for the benefit of Local Preachers was £9,435 5s. 1d. The money was invested with the sanction of the Distribution Committee. It produces about £290 per annum. The proceeds from the staple and major part of the income, which is employed in carrying out the work placed upon the Committee by the Conference.

³³ It is not clear who established the Moulton Scholarship, given that it could be a number of individuals. The Moulton family (see their DMBI entry: <http://dmbi.online/index.php?do=app.entry&id=2005>) were a prominent Wesleyan family, several of whom taught at The Leys School. Dr W.F. Moulton (1835-1898) was the inaugural headmaster of the school and is the most likely candidate. Alternatively, it could have been Wilfred Moulton, a pupil at The Leys who was latterly the headmaster of Didsbury College (see his DMBI entry: <http://dmbi.online/index.php?do=app.entry&id=2006>).

³⁴ The Leys School was established in 1875 to train Methodist boys for entry to Oxford and Cambridge universities. It is still in operation, now describing itself as “the leading co-educational boarding and day school in Cambridge”. Further information about this school can be found in its DMBI entry (<http://dmbi.online/index.php?do=app.entry&id=1696>); its school website (<https://www.theleys.net/415/about-us/history>); or in one of the many histories written about it, such as D. Baker's *Partnership in excellence: a late-Victorian venture: The Leys School, Cambridge, 1875-1975*. (Cambridge: The Leys School, 1975), or J. Harding's set *A Methodist education: the Leys under Moulton and Barber 1875-1914*. (Cambridge: The Leys, 2012) and *The Leys in the ear of World War: a history of The Leys 1914-1950*. (Cambridge: The Leys, 2014).

7. Bermondsey Settlement.³⁵ The sum of £9,435 5s 1d, contributed by the Twentieth Century Fund to the Bermondsey Settlement, was used to pay off the mortgage on the buildings and for deficiencies left by the completion of the buildings some years after the first erection and the greater part of the deficiency on the first ten years' working of the Settlement.

³⁵ The Bermondsey Settlement was founded by John Scott Lidgett, grandson of the inaugural Westminster College Principal, Rev. John Scott. It was the only Methodist settlement ever created in Britain. Further information can be found under its DMBI entry (<https://dmbi.online/index.php?do=app.entry&id=310>). It is also covered extensively in B. Frost and S. Jordan's *Pioneers of Social Passion: London's cosmopolitan Methodism*. (Peterborough: Epworth Press, 2006).; and A.F. Turberfield's *John Scott Lidgett: Archbishop of British Methodism?*. (Peterborough: Epworth Press, 2003). The research material generated for the latter contains a good deal of material referencing the Bermondsey Settlement, and is held by the Wesley Historical Society.

Summary of the Disbursement of the sum of £193,745 2s. 3d.

	£	s.	d.
Westminster and Southlands Colleges	37,497	3	9
Elementary Education	33,218	8	0
Secondary Education	70,873	8	7
University Scholarships	4,066	13	4
Moulton Scholarships	4,000	0	0
Chapel Committee, for Sunday Schools	20,000	0	0
Local Preachers	9,435	5	1
Bermondsey Settlement	9,435	5	1
Welsh Assembly ³⁶	5,218	18	5
	193,745	2	3

³⁶ The 'Welsh Assembly' was made up from representatives from throughout Welsh-speaking Wales, and oversaw the activities of Methodism in Wales. It is for this reason that it received a donation from the Twentieth Century Fund towards its educational endeavours. A good deal of archival material for it can be found at the National Library of Wales in Aberystwyth, including the agendas for each meeting between 1899 and 1917.

Anticipated Relationship with the University of London, 1927-28

(The Westminster College Archive, The Report of the Wesleyan Methodist Education Committee, 1927/28)

The Report of the Wesleyan Methodist Education Committee records the Committee's annual meeting, and is a useful source for understanding the priorities of the Church at this time. This Report records the outcome of discussions between the University of London and the Methodist Education Committee, which resulted in Westminster College becoming an 'Affiliate' of the University. It operated under this arrangement from 1930 until relocating to Oxford in 1959. For material outlining the negotiations behind this agreement, see 'Section II: A Catalogue of transcribed documents relating to Westminster Training College; its activity in London; its relationship with the University of London; and its attempts to relocate, 1920-1955'.

... UNIVERSITIES AND TRAINING COLLEGES

In its report for 1927 the Committee referred at some length to the proposals of the Board of Education for the grouping of Training Colleges throughout the country around university centres. This scheme has now been carried out, and so far as London is concerned was adopted by the Senate of London University at its meeting on January 25th, 1928.

By this scheme, Westminster College – along with Borough Road (Islesworth),³⁷ the College of St. Mark and St. John (Chelsea),³⁸ and St. Mary's (Hammersmith)³⁹ - have been allotted a special place to themselves and associated with University College [London], which college will have some representation upon the governing bodies of these Colleges. No attempt will be made for the present on the part of the University to interfere with the work of the above colleges for a London Degree, the only limitation being that they must not accept any students except for university work, and that those students who may fail at the end of their first year's course in the Intermediate shall not be allowed to sit against the Intermediate in their second year (those who are 'referred' in one subject will be allowed to complete their Intermediate in that one subject in the following November examination). Some provision, as yet undetermined, will have to be made for students who fail in the Intermediate to take a

³⁷ Borough Road College was a teacher training college operated by the British and Foreign Schools Society, and was established in the late eighteenth, or early nineteenth century, although its exact date of foundation is not recorded, nor is it detailed in the College history. (E.R. Hamilton, *An Outline History of Borough Road College, 1809-1959*. (London: Borough Road College, undated).). Today, the College is no longer in operation, and its archive is held by Brunel University, London. Borough Road is particularly notable as it was evacuated to Richmond College with the students of Westminster College during the First World War; and with the students of Westminster and St. Mark and St. John's Colleges in the Second World War. It merged with Maria Grey College and Chiswick Polytechnic in 1976 to form the West London Institute of Higher Education, which became Brunel University College in 1995. An online history of the College can be found at <https://www.brunel.ac.uk/life/library/Archives/Documents/PDF/INFO-SHEET-BRC.pdf>.

³⁸ Originally established as two colleges, St. Mark's College opened at Chelsea in 1840, closely followed by St. John's College in 1841 at Battersea. The two institutions merged in 1923, and relocated to Plymouth in 1973. One of Britain's newest universities, 'Plymouth Marjon University' received its full university status in 2013. As such, the most complete history of this institution can be found at <https://www.marjon.ac.uk/about-marjon/history/>.

³⁹ St. Mary's College was founded in Hammersmith by the Catholic Church to see to the education of poor children in the area. The College trained teachers for University of London qualifications between 1920 (external BAs) and 1983, at which point they moved to submitting students for the University of Surrey qualifications. As of 2014, St. Mary's operates as a full university under the name of 'St. Mary's University, Twickenham'.

Certificate Course. The full scheme as now adopted by the Senate of the University of London is as follows:

CO-OPERATION BETWEEN THE UNIVERSITY OF LONDON AND THE TRAINING COLLEGES IN THE LONDON AREA

SCHEME

1. the University is prepared to undertake, if desired, the examination of students in training colleges and, in accordance with the following scheme, towards a certificate to successful candidates.
2. For the present the scheme will apply only to the London area as defined in the memorandum drawn up by the “Committee on Universities and Training Colleges” of the Board of Education in July 1926.⁴⁰
3. The scheme will be in force for five years and will be subject to reconsideration at the end of three years.

*Training Colleges Delegacy*⁴¹

4. A Delegacy to be known as the Training Colleges Delegacy will be appointed annually by the Senate and will consist of two groups -
 - a. 13 persons nominated as follows:-

Church of England Colleges in the London group 1

Roman Catholic Colleges in the London group 1

⁴⁰ The Report of this Committee is held at The National Archives, and is catalogued at ED 24/1201.

⁴¹ It is believed that this ‘Delegacy’ operated in the suggested format for sixteen years until the Education Act (1944) recommended ‘Area Training Organisations’. This led to the creation of the University of London Institute of Education, which still operates as part of University College, London.

Free Church and Undenominational Colleges (other than municipal) in the London group 1

London County Council 2

Principals of Training Colleges in the London group (to be selected, one from each group) 6

Teachers in elementary and secondary schools, nominated by the Teachers' Registration Council 2

- b. 16 other persons, including the official members (the Chancellor, the Vice-Chancellor, and the Chairman of Convocation) appointed by the Senate, who needs not be members of The Senate 16

Subject to the consent of the Board of Education, a representative of the Board should be invited to attend meetings of the Delegacy.

Functions of Delegacy

5. The Delegacy will be responsible to the Senate for the general conduct of the Scheme and will submit an annual report to the Senate. in particular it will be responsible (after consultation with the relevant bodies) for the approval of syllabuses of instruction; for the admission of new Colleges under the Scheme and the grouping or re-grouping of Colleges; it will submit to the Senate (through the Academic Council) the names of persons to act as Moderators and the names of Representatives to serve on the Governing Bodies of the Colleges.
6. The Delegacy will also arrange for the periodical visitation of the Colleges and will forward the reports of the visitors to the Senate for transmission to the Colleges concerned.

Grouping

7. The Colleges coming under the Scheme will be grouped in a manner to be hereafter provided. The object of the grouping is threefold:- (1) to allow of a group being sent around and related to a College of the University where it is possible; (2) to bring the colleges of each group into closer relations with each other; (3) to provide a workable unit for purposes of the examination.

Examinations Council.

8. An Examinations Council will be appointed by the Delegacy, consisting of Moderators, the 6 Principals of Training Colleges on the Delegacy, the Principal Officers or other Representatives of any University Colleges associated with the groups, the Principal of the University, the Academic Registrar, the University Professors of Education, a Representative of the London County Council, with the Secretary to the Delegacy. A Representative of the Board of Education will be invited to attend the meetings. The Examinations Council shall have power to co-opt not more than 2 members.
9. the duties of the Examinations Council will include the preparation for the approval by the Delegacy of Regulations for the examination; the approval of syllabuses submitted by the respective Group Committees; the recommendation of Moderators, University and College Examiners.

Group Committees

10. There will be group committees for (a) groups attached to a particular University College; (be) any unattached groups of colleges.

Committees of the former type will be constituted by arrangement between the University College and the Training Colleges concerned. They may include representatives of the University College staff, Training College Principals, and the

Staffs and the secretary to the Delegacy, and will be concerned in the administration of the Group. These committees shall have powers to appoint Sub-Committees.

11. Two or more Group Committees may meet together if they desire and shall do so if requested by the Delegacy.

12. An advisory Board shall be appointed by the Delegacy consisting of 5 persons of whom 3 shall be nominated by the Academic Council, not necessarily from their own number. The duties of the Board shall be to recommend the names of teachers in Training Colleges for appointment as Examiners. The Board shall take into consideration any recommendations which may be submitted to them by the Group Committee.

Conduct of Examiners

13. The Examinations will be conducted by (a) Moderators (see paras. 14-15); (b) University Examiners (see para. 16); and (c) College Examiners (see para. 12). Assistant Examiners may also be appointed to mark scripts (see para. 22).

Moderators

14. Moderators in the more important subjects of examination will be appointed by the Senate after receiving a report from the Delegacy. They may be chosen from among the Appointed or Recognised Teachers of the University.

15. The functions of the Moderators will be to assist in maintaining a proper standard of examination in their respective subjects. All examination papers will be submitted to them for approval, and, while they will not be expected to mark any fixed proportion of scripts, all scripts will be open for their inspection.

University Examiners

16. University Examiners will be appointed by the Delegacy on the recommendation of the Group Committees approved by the Examinations Council. They will be Appointed or Recognised Teachers of the University (or of similar standing) and when possible will be appointed from the staff of the University College with which the group is associated.

College Examiners

17. College Examiners will be appointed by the Delegacy on the advice of the Advisory Board (see para. 12).

Procedure for Conduct of Examiners

18. It is contemplated that for most of the principal subjects there would be a separate examination for each group of Training Colleges. In minor subjects with relatively few candidates a single examination for London would be held. The subject of "Teaching" will require special consideration.
19. The examination for each subject for which there is a Group Examination will be conducted, as a rule, by one University Examiner and one College Examiner for each Group (both Examiners being appointed in the case of A groups (see para. 10) after report from the Group Committee) in consultation with the Moderator common to all groups.
20. The teachers of the respective subjects may, if they so desire, submit suggested questions for inclusion in the papers.
21. The Examinations will be held at the Colleges and as nearly as possible on the same dates. The Examination arrangements will be under the superintendence of the Principal of the College, who may nominate assistants for appointment by the Principal of the

University as invigilators. The ordinary University procedure for invigilation will be observed.

22. Scripts will be marked in the first instance by the University and College Examiners in conjunction with any assistant examiners that may be appointed. After approval by the Moderators, a provisional list of results with the marks obtained will be drawn up on a prescribed form and forwarded to the University indicating Pass, Fail, Distinctions and doubtful cases.
23. The results will be finally determined at meetings of the Moderators and Group Examiners presided over by the Principal Officer of the University or his deputy. The meetings of the various groups will, as nearly as possible, be held consecutively. One pass list will be published.

Annual Conference

24. An annual Conference shall be held presided over by the Vice-Chancellor to which the Principals of Training Colleges and associated University Colleges and Examiners shall be invited, when any general questions connected with the working of the scheme may be discussed.

Representation of University on Training College Governing Bodies.

25. Representatives will be appointed by the Senate on the recommendation of the Delegacy reporting through the Academic Council. When possible they will be chosen from members of the University College with which the Training College is related.

Secretary to Delegacy.

26. A whole-time Secretary will be appointed by the Senate. He must be conversant with the needs of the Training Colleges, which he should visit at frequent intervals for the purpose of keeping in touch with their work and aims. He will attend meetings of the

Delegacy and be a member of the Examinations Council, the Group Committees and the Advisory Board, and assist generally in the conduct of the examinations, and in the visitation of the Colleges.

Visitation of Colleges

27. The University reserves the right of visitation of the Training Colleges. Visitation by the University is not intended to supersede the Inspection which it is understood will be continued by the Officers of the Board of Education. The University hopes to be able to count upon receiving the assistance and counsel of the Officers of the Board in the working of the Scheme.

APPENDIX A

*Special Conditions applicable to Men's Colleges.*⁴²

1. The Training College authorities will notify the University authorities not later than the beginning of the second term as to which students will proceed to Degree Examinations and which to the Certificate Examination.
2. Students will not be admitted to an Intermediate Examination unless they have already intimated to the College authorities in writing that should they be successful in the Intermediate they are prepared to stay three years in order to take the Final.

⁴² These would have become applicable to Westminster College from the start of the 1930/31 academic year, which is when Westminster started submitting students for its four-year course. (As previously mentioned, this consisted of three years of studying at a University of London college for a Bachelor of Arts or Science degree (BA or BSc); and then a final, fourth year studying for a Certificate of Education (CertEd.) at Westminster College. Students lived in accommodation at Westminster for all four years.)

For further information on this four-year course, see F. C. Pritchard, *The Story of Westminster College 1851-1951*. (London: Epworth Press, 1951), or Chapter Two of the commentary which accompanies this catalogue..

3. Students taking an Intermediate Examination must do so in their first year, provided that students referred in one subject may be allowed to complete at the next following November (External) Intermediate.
4. Students who fail to pass or complete the Intermediate as provided in (3) above will automatically become Certificate students, and take the Certificate Examination in the second year.
5. Students who pass the Intermediate will take the professional subjects of the Certificate in the second year, and any further subject agreed to under (7).
6. A Certificate Examination will be held in the second year of the College course and the Training College Delegacy will have no responsibility for examinations taken after this. The Certificates of students who are studying for a third year will not, however, be issued until the close of that third year, and any further examination passed by students in their third year will be duly noted upon their Certificates by the authorities of the College.

By exception, students who enter College having passed an Intermediate Arts or Science Examination will take the Final Examination at the end of their second year and will be examined, either for the Certificate or for the Teacher's Diploma or for both, at the end of their third year.

7. The Group Committee will be responsible for the initiation of the syllabus for the Examinations, and they will consider and report to the Delegacy on the question of introducing subjects to supplement the scientific training of those students who take the Intermediate Science Examination.

8. It shall be referred to the Finance Committee of the Senate to consider whether a smaller fee will be charged for those students who are examined in professional subjects only.⁴³
9. It is provided in Clause 43 that the Scheme is subject to reconsideration at the end of three years. The Group Committee will report before the end of the third year of the currency of the Scheme on its working as it affects the Men's Colleges.

The four men's Colleges in London are - ⁴⁴

1. Westminster.
2. St. Mark's and St. John's.
3. Borough Road.
4. St. Mary's.

The above Colleges admit only such students as take a three-year course for degree work.

APPENDIX B

The following is the full list of Training Colleges grouped under the Scheme with the University Colleges with which they will be associated:

⁴³ The majority of students training to teach at Westminster College were in receipt of at least one scholarship or bursary, often in addition to funding available from local areas as an incentive to train as a teacher. Whilst both Westminster College and the Methodist Church had bursaries available, another recurring scholarship utilised was offered by the Wesleyan Methodist Missionary Society (WMMS) to a potential student for an overseas student. This is evidenced by the large number of international students found within the student records for Westminster College in the 1920s, 30s and 40s.

⁴⁴ Notably, each of these colleges is religious in foundation. In the order listed here, Westminster College was Wesleyan Methodist; St Mark's College was founded by The National Society (Church of England); St. John's College (which later merged with St. Mark's College) was founded by Sir James Shuttleworth in 1840, but latterly transferred to the National Society and 'refounded' as St John's in around 1870; Borough Road College was established by the nonconformist British and Foreign Schools Society; and St Mary's was Catholic.

School of the University

Training College

University College

Iselworth, Borough Road Training College.

Strawberry Hill, St. Mary's Training College.

Chelsea, St. Mark's and St. John's Training College.

Westminster Training College.⁴⁵

King's College

Chelsea, Whitelands Training College.

Stockwell Training College.

L.C.C. Furzedown Training College.

London School of Economics

L.C.C. Avery Hill Training College.

Wood Green, Home and Colonial Training College.

Bedford College

Kensington, St. Charles' Training College.

Kennington, St. Gabriel's Training College.

Tottenham, St. Katharine's Training College.

Brondesbury, Maria Grey Training College.

Froebel Educational Institute.

⁴⁵ As is evidenced within F.C. Pritchard's history, the students accepted at Westminster eventually trained at several different University of London colleges.

King's College for Women (H. and S.S.D.) Hampstead, National Society's Training
College of Domestic Science.

Westminster, National Training School of
Cookery, etc.⁴⁶

Battersea, Polytechnic Training College of
Domestic Science.

Birkbeck College L.C.C. Graystoke Place Training College.

Gipsy Hill Training College.

Battersea, Southlands Training College.⁴⁷

East London College L.C.C. Shoreditch Technical Institute.

By the scheme as approved, Southlands College will be grouped along with Graystoke Place (L.C.C.) and Gipsy Hill with Birkbeck College.⁴⁸

The schemes for the rest of the country are also far advanced, and the Board of Education will cease to examine for the Certificate after 1929. The London scheme is far away the most

⁴⁶ It is worth noting that this Westminster Training College differs from the Methodist Westminster Training College, although this is often not evident from records or archival catalogue entries.

⁴⁷ It is not believed that Southlands College ever had a strong relationship with Birkbeck College. It certainly was never as developed as that of Westminster College with its university partners, possibly because of the greater geographic distance between Southlands and Birkbeck than between Westminster and University College. This would have been especially true after Southlands relocated to Wimbledon.

⁴⁸ The use of 'L.C.C.' after various colleges in Appendix B of this document indicates that there were several local authority training colleges training teachers at this time. These had been established following the 1902 Education Act.

excellent of any schemes that have been put forward. Alone of all schemes in the country, it will lead to a university certificate; whereas in the other university centres, the certificate granted will be simply a certificate of the Delegacy - the new body created by each university to look after Training College matters. The difference arises from the fact that at London from first to last the Senate and its University Colleges will be the predominant element; whereas in other Universities, the Colleges have been given a measure of representation which will overshadow that of their senates. The certificate given by London will thus have the value of an independent assessment which is bound to count in the long run for much more than a certificate so largely assessed by the Training College authorities themselves. There is no doubt also that the standard of London assessment for its degrees - which has never erred on the side of leniency - will also be applied to its teachers' certificates. One inevitable result will follow, and is one of the difficulties of the scheme: that differentiation is bound to take place between the certificates issued by the different authorities. To overcome this the Board of Education proposed that there should be a co-ordinating committee which should oversee the work of the various universities. London University naturally refused to have anything whatever to do with such a derogatory scheme, and the attempt had to be abandoned. From the first the Board was warned that it was unlikely that London, accustomed to the examination every year of thousands of its own students - to say nothing of the thousands of candidates for Matriculation and candidates for the Higher School Certificate - should put itself at the mercy of a small body outside of itself.

In last year's report it was pointed out that the scheme would hasten the inevitable development of Westminster College into a four-year College, but the effect upon Southlands will certainly be injurious.

At Southlands a certain number of students had taken their Intermediate Arts, and by arrangement with Westminster College, a few selected students had already taken Intermediate

Science; and every year a few students have come back for a third year to take their Final Degree. The University has decided that they cannot allow either the Intermediate or the Final. There is no doubt that this decision will inflict a considerable loss upon the more aspiring of Methodist candidates. Summed up in a word, the results of the scheme will be sharply to divide (with the exception of the men's colleges in London) the Training Colleges of the country into two-year, and four-year colleges. The general intention would seem to be that, so far as women's two-year colleges are concerned, they shall supply the teachers for children under 11 years of age, and the teachers for those over 11 years would be recruited chiefly from those who have been to a University.

At the moment of writing it is uncertain whether candidates for Southlands who have taken their Intermediate before admission would be allowed to take their Final at a University College itself, taking their professional work in their third year at Southlands. This procedure would, of course, involve the College in considerable expense.

The 1920s case for Culham

(Oxfordshire History Centre, O32/14/1/A1/1.)

Culham College was a Church of England teacher training college. Located in Abingdon, Oxfordshire, it is a comparative institution to Westminster Training College. It was later used as a reason for Westminster College not relocating to Oxford as the University already validated qualifications for one voluntary male teacher training college. This document clearly establishes the point of view held in the College at the start of the 1930s.

THE CASE FOR CULHAM

The Governing Body of Culham College are unanimously agreed:-

- I. That the present constitution and conduct of the Board of Supervision do not give effect to the scheme adopted in 1918.⁴⁹
- II. That none of the Men's Colleges need be closed.
- III. That the value of Culham College as an educational and spiritual power in the Diocese of Oxford and the Church at large, is beyond question.
- IV. That the financial surplus shown by the College during the last three years affords evidence that it can be satisfactorily maintained, if given reasonable support in its long-standing plans for extension and improvement.

⁴⁹ This probably relates to a piece of Church of England specific legislation rather than national legislation produced in 1918. Whilst there was educational legislation produced in 1918 (most notably the 'Fisher Act' which raised the school-leaving age to 14) this would not immediately appear to link to such a strong stance from Culham College.

The ‘final’ Wesleyan Methodist Agenda of Conference, 1932

(Extracts from the Agenda for Wesleyan Methodist Conference, 1932. P.102-277.)

The Agenda for (Wesleyan) Methodist Conference is an annual publication which contains the Reports for that year’s Conference. The Agenda for the Wesleyan Methodist Conference of 1932 is the last one produced prior to the unification of the three main Methodist sub-denominations in September 1932. As such, it can be used to understand the final priorities of the Wesleyan Church before Union, and clearly establishes that education and teacher training remains an important area of operation.

... The first year of working under the new conditions at Westminster College has been most successful. ... c. Sixteen representatives of the interests of the Methodist Training Colleges, at least three of whom shall be women:

(i) Ex-Officio:

The Principal of Westminster College

The Principal of Southlands College⁵⁰

... The Committee welcomes the educational recommendations of the Report, founded on the explicit statement that “every child ought to receive specific and systematic instruction as to the properties of alcohol” ...

⁵⁰ It is notable that, among the representatives chosen by the Wesleyan Methodist Church to attend the Uniting Methodist Conference held in 1932, both principals of the WM teacher training colleges were selected. This clearly demonstrates the importance placed on education by the Wesleyan sub-denomination. It is also worth noting in relation to the Uniting Conference that the Rev. Dr John Scott Lidgett was appointed as the first President of this united Church, having recently retired as the Vice-Chancellor of the University of London.

Concerns of Church Colleges, 1937

(Oxfordshire History Centre, O32/14/1/A1/1, Newspaper cutting from *The Times*, 28 July 1937.)

Whilst it is unclear whether this is solely about training colleges ran by the Church of England or about training colleges ran by different denominations, it is likely that any issues which related to national support of these colleges and affected the Church of England also affected the Methodist Education Committee. As a result, this means that, although this letter was written in relation to a Church of England College, its issues are likely to have also impacted Westminster.

CULHAM COLLEGE

TO THE EDITOR OF *THE TIMES*

Sir - Canon Winter's letter in your issue of to-day needs one important addition.⁵¹ The loss of income from which the Church Training Colleges for Teachers are suffering does not merely affect their power to maintain their present level of efficiency. It prevents them from making

⁵¹ An article had previously been published in *The Times* on 12 July of this year with the headline of 'The threat to Culham College'. This article bears a subtitle of 'Opposition to Closure'. This highlights the important role played by church colleges, both in their communities and in a wider educational sphere.

The article referenced here, titled 'Culham College' is by Rev. Stephen Winter. It is a response to the above article, and was published on 27 July. In it, Winter states that "the Oxford diocese feels that Culham deserves the support of the Church at large", and that it "would be a disaster to the Church if the only college so placed were to be sacrificed in the interest of colleges situated in crowded areas". In his article, he is critical of the Board of Representatives, hence this response by Phipps. This publicly reported tension clearly outlines the importance of church colleges and their use as a political tool, even if this is indicated by a Church of England college.

Rev. Stephen Winter is listed in the article as being the Vice-Chairman of the Education Committee of the Diocese of Oxford, and the Vicar of Wargrave in Berkshire.

improvements to their buildings and equipment which they have long been planning. Without these they will be at a disadvantage in comparison with the colleges provided by the local education authorities, and be hardly justified in taking from their students' fees that are now higher than those colleges charge.

I am, sir, yours faithfully,

EDMUND PHIPPS⁵²

(one of the representatives of the Colleges on the Board of Supervision)

⁵² Phipps is described as the 'unofficial chairman' of this Board by M. Lofthouse in his work '*Faith, Class and Politics: The Role of the Churches in Teacher Training, 1914-1945*' (Oxford: University of Oxford Department of Education, 2009).

Concerns of Culham College, 1937

(Oxfordshire History Centre, O32/14/1/A1/1, Newspaper cutting from 'The Times', 3 August 1937.)

This letter from The Times clearly sets out the concerns of an individual college, as well as highlighting issues faced by several male colleges following the end of the First World War in 1918. As a result, although it primarily relates to the work of a Church of England college, its issues probably also had an impact on Westminster College and the Methodist Education Committee.

Sir, - I do not think that Sir Edmund Phipps's letter in *The Times* of July 28 adds anything to what Canon Winter wrote. It is true, of course, that the Church training colleges for men teachers have been affected adversely by the reduction of the numbers of teachers in training,⁵³ but it is the annual contribution which the men's colleges have made to the common fund that has prevented them from financing loans to improve their buildings and equipment. If Culham College is helped by the Board of Supervision as other colleges have been helped the long-projected improvements can begin at once.

I am, Sir, yours faithfully,

ALFRED GUILLAUME,

Principal of Culham College.

⁵³ Whilst this is stated as a fact by the Principal of Culham College, and is presumed to have equally affected Westminster College, it is not clear why this reduction of teaching places would have been implemented. It is, of course, also unfortunate that male training colleges would have been so adversely affected in the late 1930s when the coming war would also have a large and lasting impact on many of them.

Methodists and the 1944 Education Act (1)

(The Wesley Historical Society Library, Agenda for Methodist Conference, 1943.)

The 1944 Education Act is often viewed as being one of the most influential pieces of educational legislation produced in the twentieth century. The following extract from the Agenda for Methodist Conference establishes the views of, and actions made by, the Methodist Church in relation to this Act.

... The Government Education Bill has not been presented in the House of Commons, but during the year many deputations have been received by the President of the Board of Education from religious bodies and interested parties.⁵⁴ The Procedure has been one of balancing interests; and on the difficult questions of the Dual System it seems likely that a compromise will be forthcoming.⁵⁵

A special meeting of the Methodist Education Committee was held, at which the following Resolution was adopted (the Free Church Federal Council also took similar action):

The Methodist Education Committee is still of opinion that the only satisfactory solution of the problem of Education in England and Wales is to be found in a unified national system with full public control. The Committee believes that such a solution would be acceptable to an overwhelming proportion of the parents of scholars, who are

⁵⁴ It is not explicitly stated, but it is believed that this representative would either have been the President of Methodist Conference or the Secretary of the Methodist Education Committee (who was, at this time, former Westminster College Principal, Rev. A.W. Harrison).

⁵⁵ This 'Dual System' was a legacy of the 1902 Education Act, and was particularly disliked by the Methodists. In their view, it allowed for a divided educational system based on class and wealth, where state educated children were educated in one system (and progressed at certain ages), and those wealthy enough to fund their own education were educated at 'public schools' which had their own ages of progression.

not interested in denominational differences, although friendly to religious teaching in the schools. Difficulties, however, arise from the large numbers of non-provided schools but, it would be deplorable if educational progress was retarded by controversies over denominational questions at the present time.

If a compromise is necessary and grants from the Local Education Authorities for the renovation of denominational schools are forthcoming to meet part of the cost, such part should not exceed 50 per cent of the total cost and should never be offered in single-school areas,⁵⁶ but made available only in places where alternative accommodation is provided in Council Schools. In these cases, there should be some increase in public control with some public representation on the body of managers.

Where there are non-provided schools in which the managers are unable to fulfil their legal obligations in respect of repairs, alterations, and improvements, and receive the whole of such costs in the form of grants, the public control must be greatly increased. In particular the appointment of teachers should be transferred to the Local Education Authority, and all teachers (including the Head teacher) should be appointed without regard for their denominational allegiance. A strictly limited number of reserved teachers may, however, be appointed to be responsible for religious teaching in accordance with the Trust Deed; such teaching to be given to the children whose parents desire it on only two days a week. Apart from this all the religious instruction given should be based on an agreed religious syllabus. Four of the managers should be appointed by the Local Education Authority, the remaining two to be Foundation Managers who will be concerned to see that denominational instruction is provided for.

⁵⁶ This demonstrates a continuation in the policy of the Methodist Education Committee from the start of the twentieth century and the Methodist aversion to single-denomination schools in an area.

The Methodist Education Committee is also of the opinion that building grants should not be available for additional denominational schools. ...

Methodists and the 1944 Education Act (2)

(The Wesley Historical Society Library, Agenda for Methodist Conference, 1944.)

This extract from the 1944 Agenda of Methodist Conference can be viewed as a continuation of the above extract from 1943, providing further information on Methodist activities in relation to this legislation. It is also important to note that the 1944 Education Act received royal assent on 3 August 1944, only two months after the Conference met. This means that any comments made had little impact nationally, but are still useful in understanding the views of the Church.

... A Joint meeting of the Executive and the Connexional Education Committee was held to consider the position of the Methodist Church in respect of the Government Education Bill.¹ A statement representative of the Methodist position was submitted and adopted. ... The Free Church Federal Council issued a pamphlet on “The Coming Educational Bill” containing a clear statement written by the Rev. Dr Lidgett ...² A joint meeting of the Conference Executive and of the Methodist Education Committee was held on 27th January, 1944, when the following statement was approved to be sent to the president of the board of education, to all members of Parliament, and to the Press. ... The Methodist Church has served the cause of Education in England in many varied ways for 200 years and therefore welcomes the new Education Bill as a genuine attempt to provide the country with a comprehensive scheme for all children and young persons between the ages of 2 and 18. Methodists specially welcome

¹ Whilst the Methodist Conference makes the large-scale decisions in relation to Church policy, committees oversee the day-to-day operation of the Church. One such committee is the Church Executive Committee which is now named the ‘Church Council’. The Church website describes it as being ‘the governing body of the Methodist Church’ which meets three times a year.

² Having served in various educational roles throughout his career, John Scott Lidgett was an opportune individual to be commenting on these matters.

the proposed provision of Nursery Schools, the raising of the school-leaving age, the plans for Secondary Schools with curricula which are graded to serve all children according to their interests and capacities, and also the proposals for Young People's Colleges for those who have left school and entered upon they're working factory, office or shop.³ The provisions for more careful oversight of the physical condition and fitness of children and young people, for the reorganisation of what we have hitherto called the Elementary School system, with the raising of the standards to be required for school premises, and for the registration and inspection of independent schools, are full of promise.

It is also gratifying to know that in future the fundamentals of the Christian Faith will be recognised in all schools in daily acts of worship and in regular instruction. We have always believed that the great simplicities of the Christian religion should form the basis of English education and have long hoped that denominational differences might be forgotten. The different Churches have full opportunities for building on this foundation and for teaching their own particular tenets on their own premises or periods outside School hours. It is therefore regrettable that the Bill prolongs the life of our complicated and difficult dual system. There we recognise the facts of history and know the difficulties that must confront any minister in framing legislation on English education when half the elementary schools in the country are denominational schools, however small some of them are, yet a bolder treatment might have been expected and would have received widespread welcome.

In particular, the Methodist Church regrets that the problem of the single-school area remains. It is unjust that the children of Methodist parents should be under compulsion to attend the school of another denomination. Conscience clauses do not in practice nullify that injustice.

³ Young Persons Colleges sought to provide education for those above the increased school leaving age of 15. In this aspect, they are best compared to 'Further Education' colleges now in existence.

A debate around these colleges can be found in Hansard on 23 March 1944.

The suggested permissive use of agreed syllabuses in such schools – and then only on distinct to parental request - by no means meets the situation. The fact remains that schools provided for the purposes of one denomination constitute in 4,000 areas the only provision for the purposes of primary education. It seems but asking for elementary justice to request that in such areas there should be available for every child either county school or a controlled school - to use the new phraseology of the Bill. Nearly forty years ago the country recognised the justice of this plea for freedom from compulsory attendance at denominational schools in a sensational general election. The three attempts made in 1906 and following years to remedy this defect in our system of education were rejected in no democratic manner, and the problem still remains. Nor has the injustice of the present restriction of opportunity of service of teachers who are non-Anglican or non-Roman Catholic in auxiliary schools been fully met. Methodists feel that the appointment of teachers in aided schools should pass to the Local Education Authority, subject only to the reservation necessary for giving denominational instruction. As the whole success of this measure turns upon the provision of suitable teachers in large numbers, the Methodist Church views the plans for the provision and training of teachers, so far as they appear in the Bill, with a measure of anxiety. If men and women of character and personality are to be found in sufficient numbers for this responsible work, the help of the churches will be urgently needed to furnish recruits and to help in their training. The Methodist Church also regards with concern the special provision in Section 25 giving a right of entry to county schools in certain cases for definite denominational teaching. It is far more satisfactory to give more attention to the training of teachers as specialists in this work than to call in outsiders to make good apparent deficiencies. Methodists view with apprehension the proposals in the Bill to give grants of public money for the building of new or transferred denominational schools. There seems, also, no reason why Sunday attendance should be required at any young people's college (other than in residential courses) and section 42 (5)

should be amended accordingly. Provision should also be made in these colleges for the spiritual and moral training of young people as well as for their physical and vocational training (41 (1.)).

The Methodist Church feels it necessary to point out these weaknesses in the Bill while hoping that controversy over religious teaching and denominational control of schools may be avoided as far as possible. The measure is in no sense an agreed Bill; and although compromise over the vexed question of religious teaching seems inevitable, yet any increase in grants to denominational schools would be strongly opposed by the Methodist Church. The Bill has so many excellent qualities that it deserves the support of all citizens who wish the England of the future to be guided by an educated democracy. As men of good will, while submitting our considered and restrained criticisms, we shall be ready to work with those of other communions, and those of no Christian communion at all, to secure the best possible opportunities in our schools for the children of to-day and to-morrow.

Leslie Church - President of the Methodist Conference

Edwin Finch - Secretary of the Methodist Conference

A.W. Harrison - Secretary of the Methodist Education Committee...⁴

⁴ Rev. Dr Leslie Church (1886-1961) was a lecturer in Church History and Pastoral Theology at Richmond College (1929-35), before becoming the Connexional editor (1935-53), and President of Conference (1943/44). He has a more extensive biography in DMBI.

Rev. Edwin Finch (1876-1965) served as an assistant in the 'Temperance and Social Welfare Department', and then Secretary to Methodist Conference (1937-50). He has a more extensive biography in DMBI.

Dr Archibald W. Harrison (1882-1946) studied at University College, Nottingham before training for ministry at Didsbury College (later Wesley College, Bristol). He served during the First World War, before he was appointed Vice-Principal (1921-30), and then Principal (1930-40) at Westminster College. Upon his retirement, Harrison served as Secretary of the Methodist Education Committee, and was appointed President of Conference in 1945/46, but died partway through his service. Harrison has a lengthier biography in DMBI.

... The Report of the McNair Committee appointed by the Government to consider the Recruitment and Training of Teachers was only published in May 1944.⁵ That Committee had before it the memorandum on the subject submitted by the Principals of Westminster and Southlands Colleges and approved by the Methodist Education Committee.

The immediate plans of the Board of Education include two schemes of training:

- (a) An emergency scheme for men and women who have served in H.M. Forces or other departments of national service, which will involve setting up special centres of a temporary nature for such training;⁶
- (b) A more permanent scheme which may involve some additions to the facilities provided by existing institutions for the training of teachers. This last is dependent on the plans recommended in the expected McNair Committee's report.

In the case of a more permanent scheme being evolved by the Government, the Methodist Education Committee and the Governing Body of the Colleges would be glad to co-operate, and to seek additional premises in another part of the country for the purpose. The London University Training College Delegacy had suggested a scheme of training not only for teachers

⁵ The McNair Committee was made up of Sir Arnold McNair and ten other members, several of whom were connected to Westminster College. Sir Fred Clarke, for example, was the Director of the London Institute of Education; whilst others were previous members of staff (such as Philip Morris, latterly Vice-Chancellor of the University of Bristol), or alumni (such as the aforementioned Sir Ronald Gould). Westminster College also directly submitted evidence, with J. S. Ross (as the College Principal) in the lists of those interviewed.

⁶ These emergency colleges were opened between 1945 and 1948, with the last emergency college being Bletchley Park Training College, which was incorporated into Oxford Polytechnic (now) in 1975. The majority of other emergency colleges have been similarly incorporated into other institutions, or have otherwise ceased to operate as independent institutions. Further information about these colleges can be found in the Ministry of Education's report, *Challenge and Response: An Account of the Emergency Scheme for the Training of Teachers*. (London: H. M. S. O., 1950).

but for other social services; for all to be trained together at first and the students making a choice of profession later. To such a scheme the Methodist Education Committee would give warm-hearted welcome and practical support.

For the Training College Delegacy for 1943-1944, the British and Foreign School Society nominated their Representative, Lt.-Col. J.H. Gettins,⁷ to represent the Nonconformist and Udenominational Colleges of the London Group. The Methodist Education Committee should make the nomination for 1944-1945, and deplores the practice by which such annual nomination alternating between the two nominating bodies precludes any continuous period of service of the Representative appointed. ...

⁷ Lieutenant Colonel Joseph Gettins OBE DSO is best known as having been an amateur footballer. He also served as a teacher in schools and higher education institutions, presumably serving at Borough Road College at this time. During the Second World War, Gettins primarily served with the Royal Army Educational Corps. Gettins has a biographical profile as part of the Imperial War Museum's 'Lives of the First World War' (Available at: <https://livesofthefirstworldwar.iwm.org.uk/lifestory/1330009>), and features in J.A. Mangan; C. Hickey, 'Pioneers and their Influence: Playing the Game' in *Soccer & Society: Soccer's Missing Men. Schoolteachers and the Spread of Association Football*, 9:5 (2008).

Methodists on the Fleming Report, 1944⁸

(University of Warwick Modern Records Centre, MSS.179-EDU-3-11-1824-2)

This Memorandum by the Methodist Education Committee expresses their views on boarding and public schools. Given that several Methodist schools (including the oldest, Kingswood) were boarding schools, their belief in this model of education is evident. For Westminster College, therefore, it is likely that a great many of the College's students arrived at Westminster having studied at Kingswood, and/or would later teach there. As is explored in Chapter Two of the accompanying commentary, the Kingswood School Rule also had direct influence on the operation and management of Westminster College. Similarly, the contents on this document closely relates to the 1922 Applicants Register for Westminster College which shows that, although applications were not solely made by Wesleyan Methodists, all bar one were made by Methodists or members of the Church of England. This one applicant was Jewish, meaning that no applications were made by Catholics in this time period.

Westminster College originally held a strict policy on ensuring they were accepting those who conformed to its religious values. Indeed, there is one example in the 1910s of the College

⁸ 'The Fleming Report' is named after its chairman, Lord David Fleming (1877-1944). Fleming was a Scottish prosecutor and judge. In addition to being the chairman of the Public Schools Committee (the reason this Report was named after him), Fleming was a President of the Boys' Brigade in Edinburgh, and chairman of the London appellate tribunal for contentious objectors during the Second World War. He has a lengthy biography, by John Cameron, in ODNB.

Officially titled 'The Public Schools and the General Educational System. Report of the Committee on Public Schools appointed by the President of the Board of Education in July 1942, this report sought to "consider means whereby the association between the Public Schools (by which term is meant schools which are in membership of the Governing Bodies' Association or Headmasters' Conference) and the general educational system of the country could be developed and extended; also to consider how far any measures recommended in the case of boys' Public Schools could be applied to comparable schools for girls". (Board of Education, *The Public Schools and the General Educational System*. (London: H. M. S. O., 1944).)

seeking to have one student's teaching certificate revoked because he did not match their religious values.

Methodism believes in Boarding Schools as one of the best modes of securing an education of tripartite character – physical, spiritual and intellectual.⁹ Our people generally are not well off hence we seek to maintain schools with our religious outlook at moderate fees, recognising that our members who are better off will use public schools of greater repute. We try to help our unfortunate members by bursaries, e.g. children of Methodist ministers are admitted to our schools at a reduced fee.¹⁰

As for the religious character of our schools, we put first and foremost a thorough interpretation of religion into the routine and daily habits of the school and indirectly into the general syllabus. Some of our schools retain Methodist chaplains, but we encourage ministers of other Churches be they Romanists, Church of England, or Free Church, to maintain frequent contact with pupils of their communities.¹¹

Our religious services and teaching approach very nearly to what is commonly referred to as an agreed syllabus with daily worship. We do not limit our schools to our people: indeed only about 50% are Methodists.

⁹ Notably, the tripartite system (albeit a different one) is also one of the main features found in the 1944 Education Act, showing that this was a key aspect of pedagogical discussion at this time.

¹⁰ Indeed, the children of Ministers is the reason that Wesley first sought to establish a boarding school in the 1740s. Given that Methodist Ministers are itinerant (and relocate every five years or so), it was believed that this would provide a more stable and consistent educational environment for their children.

¹¹ This demonstrates a stark divergence from earlier educational policies where engagement with Catholic educationalists or thinking would have been in direct opposition to the primary Methodist policies of the day.

Practically for the past century we have held firmly to the idea that our Church like others should help in providing boarding schools in healthy surroundings and with ample elbow-room for use by parents who believe in that type of schooling. We are impressed with the need for such schools today perhaps more so than in the past, and we find that a large number of parents value it highly. Families tend to be smaller, the single child left at home is often pampered and spoiled; father is away long hours and parents wish to be out at night when the boy should be doing home lessons; homes are smaller and room for quiet study difficult to find; outside attractions for the boy take his attention, and concentration is difficult. The thoughtful parent who can afford it sees in the boarding school the solution of his difficulties.

... Having followed the newspaper discussions and read the many publications we would stress the importance in discussing the matter of Day v Boarding Schools of the dominant position of the parent. For centuries he has had the right recognised by the State of choosing the type of school without restriction as to area. If he chooses he can have the child brought up in exclusive fashion even at home with a tutor, and conversely any man can conduct a school for profit. The administrative bodies can interfere only on questions of actual efficiency (a certificate of training is not required) and of hygiene.

The non-local character of the bulk of boarding schools is of prime importance. We find that our schools draw from very wide areas: e.g. Truro from London and the Home Counties.

Classification according to the methods of interested bodies of the Headmasters' Conference may be misleading. Well known Public Schools do not send the bulk of outgoing pupils to universities and many boys become very successful in life contrary to the expectation of school authorities.

... The great extension and improvements in secondary education since the last war have resulted in the majority of boys being within easy reach of a secondary school which provided good teaching up to the standard of the School Certificate. The fact, however, that many of the boys who go to these schools leave as soon as they have obtained their School Certificate implies that the VI Form is small and that the school cannot always provide Advanced Courses to meet every boy's requirement. This difficulty does not arise in big schools in the larger towns, but it is a very real difficulty in smaller towns. In consequence there are many boys who cannot obtain the type of education they really need between the ages of 16 and 18 ½ unless they (I) make a very long and tiring daily journey to a big school in a large town or city; (II) live during the week in a hostel attached to a large town or city school; (III) go to a boarding school (which will normally be situated in a country district). Choice (III) seems preferable to choice (II). Choice (I) has the advantage of keeping the boy in rather closer touch with his home at the heavy cost of a physical strain which is generally undesirable during the period of rapid growth.

... Many good boarding schools provide an atmosphere in which a boy's religious consciousness may develop naturally and spontaneously. The regular services of prayer and worship, the teaching of scripture in the classroom, in the chapel and in voluntary classes of preparation for Church Membership, and above all the example set by those masters whose religious convictions are revealed by their daily life as well as by their teaching, together provide an environment in which a boy's religious instincts can develop naturally. In such surroundings he is unlikely to feel any of the painful embarrassment of being different from his fellows which is so often a source of secret worry in the growing boy. The very least that can be said of the religious atmosphere of a good boarding school is that it avoids the two dangers of selfconscious priggishness for the few and the fear of ridicule for the many. Many

of the boys who in a boarding school go to Chapel regularly and willingly would attend public worship with their parents with some measure of selfconsciously smothered resentment, for they would realise that the service was primarily for adults and that most of their friends were spending their time in the enjoyment of more youthful pursuits. This problem of providing forms of worship which meet the religious needs of growing boys and girls is an urgent one, and the good boarding school can fairly claim to have supplied a satisfactory solution as far as its own members are concerned.

The bitter opposition to boarding schools found in certain quarters (including a part of the teaching profession) is based largely on ignorance and on a greatly exaggerated idea of the unfair advantages secured by the Public-School boy, not as a direct result of the education he has received, but arising purely and simply from the prestige that the Public Schools have acquired for themselves in the past. In a very few professions – e.g. the Diplomatic Service and the Regular Army – the non-Public School boy may still feel at some disadvantage, but the increase in both the number and the quality of the day schools, together with the breaking down of the more rigid parts of the social structure during the two great wars has placed the boy from a good day school in a position of complete equality with the boy from a boarding school as far as the great majority of careers are concerned.

... The qualities of leadership educed by boarding schools with their larger opportunities for practice in it is pretty well shown by the war and the number of men commissioned from the ranks which they have produced. Well over 60% of our boys known to be serving as in

commissions, 50 are in non-commissioned rank (28 sergeants) and of half the remainder insufficient facts are known: most of them probably in positions of responsibility.¹²

... This school, and I think Methodist Schools in general, have succeeded in evolving an ethos which, with a minimum of formality, approximated to that of a family. Discipline is a means to an end: individual understanding, even affection, can without difficulty be cultivated in an atmosphere of mutual trust between older and younger members of the same unitary community. There is scope for self-expression, room to grow, a factor of the utmost importance in the emotional development of the young.

Boarding school education is good preparation for employment that involves community life, e.g. work in a hospital, work in a college, the Army, Navy, Air Force. I am sure girls from boarding schools have been more adaptable to life in the Auxiliary Services than those from day schools.

... Public Schools have a tradition of leadership and service which cannot be built up quickly. Hostels do not provide the right atmosphere. They are an accommodation rather than an opportunity.

¹² Given that this Memorandum was written in the midst of the Second World War, it is likely that statements such as this one have been included to match the thoughts of the day, including those involved in the production of the Report on Public Schools.

... Certainly we do not favour the “short period” idea: this is a unanimous opinion. We believe that the best results come from admission early into a Preparatory School or Department at about 8 or 9.

... (a) I should strongly object to the restriction of public boarding schools to advanced work for pupils of 16 and upwards. In my opinion schools should be multi-lateral and should cover a wide range of age.

(b) No period at a boarding school of less than two years is worth considering.

(c) A pupil should attend a boarding school for the whole of his secondary school course. Even with co-ordination of syllabuses, text-books etc., a change of school in the middle of secondary school life may cause dislocation and delay.¹³

... We prefer a Regional Committee rather than the existing Local Education Authorities as the bodies to decide selection and allocation of those successful examinees.¹⁴

We favour the grant system of recognition, the bringing of boarding schools into the State system with the right of schools to withdraw from the Grant List and the conditions attached.

¹³ For the Methodist Education Committee (MEC), it is possible that they viewed an increased boarding provision in Britain as being a way to strengthen their training colleges at Westminster and Wimbledon (where Southlands had relocated to), and also support the third College they were exploring in Manchester.

¹⁴ It is these regional committees that the MEC supported in their commentaries around the 1902 Act. It is evident, therefore, that although their views on religious conformity had evolved, their opinions on the weaknesses of the 1902 Act had not.

Already we are accustomed for our schools to have regular inspection by Whitehall officials and our Governing Bodies which include representatives of public bodies consider these as altogether helpful.

... We have given much attention to economies in school working and believe that fees can generally be lowered. Our charges are often £25 to £50 a head less than other schools.

Our chief difficulties lie in the Burnham scale for teachers and cost of teaching equipment. Whatever is the decision, no boarding school can afford to pay less to teachers or be equipped less efficiently than day schools.¹⁵ This consideration weighs heavily with us in favouring a grant system all round.

In amount, the grant should have some relation to the average cost of running schools on the educational side, met now in part from local rates. The great variation in treatment of boarding schools by Local Education Authorities calls for enquiry. Most schools seek for obvious reasons to avoid coming further under the rule of the Local Education Authority and officials, and so take a lower rate of grant.

If the alternative of giving up the direct-grant or going entirely under the L.E.A. as part of its provision is allowed, some of our schools (we expect the majority of our direct-grant schools) will ask us to maintain their non-local character even if the direct-grant as it is must be entirely sacrificed.¹⁶

¹⁵ The Burnham Scale was the payment scale for all teachers employed by the state, as well as those in voluntary schools. It was named after Lord Burnham who, in 1919, chaired the committee which established this scale.

¹⁶ This 'Direct Grant' enabled boarding schools to be funded centrally by government, rather than by their local education authority. This enabled these schools to retain a level of autonomy over their management and allocation of finances.

The existing complexities seem to be difficult to overcome. A fresh plan for non-local schools distinct from the Education Committee of the 1902 Education Act, not necessarily placing all existing recognised schools on the grant list, seems to be the best solution.

... As a whole parents of poor homes are unwilling to part with their children. They help to support the home later when beginning to earn; and it is customary to stay on if possible until married.

Whatever schemes are adopted, let there be almost unlimited variety and elasticity. Education should be the very last of human activities to be cribbed and confined in rigid systems.¹⁷

The issue is so fundamentally linked with the future development of secondary education as a whole in this country that it is impossible to make concrete proposals until the shape of things to come is more clearly defined. I have assumed simply that there will be a great extension of secondary education, all boys and girls remaining at school until they reach a standard approximating very roughly to the School Certificate, and a much higher proportion of those staying on until 18-19.

... It is said that religious training can be given better in a boarding school than in a day school. In the case of children who come from homes where they would be well taught, I doubt if this is true. In the case of other children it might certainly be done, though most of us are very hesitant and ignorant of how to set about it.

I should definitely enjoy trying children from public elementary schools in a boarding school. We have got some corporate good which, though it may sometimes be sentimentalised, is worth

¹⁷ This dislike of rigid structures can clearly also be seen in the running of Westminster College, especially in relation to the establishment of the College's four-year course, and its inability to offer qualifications validated by itself or the Church.

having. If it is not shared among all the classes in the State, the public schools themselves will be atrophied – left high and dry outside the main stream of thought in the country.

A.W. Harrison,

30 November 1942

Offices of Methodist Education Committee and Board of Management for Methodist Residential Schools, Old King Street Methodist Church, Bristol.¹⁸

¹⁸ It is worth noting that A. W. Harrison was educated at Loughborough Grammar School, an independent boarding school founded in 1495.

The high number of Methodist Ministers on the Education Committee would suggest that boarding schools were overrepresented at this body.

The McNair Report

(The Westminster College archive, uncatalogued.)

This extract from the Report of the McNair Committee demonstrates the national development of teacher training intended to follow the end of the Second World War. As a result of this, any recommendations of this report had as much (if not more) of an impact on Westminster College as the 1944 Education Act.

The Committee of Council on Education first defined the conditions under which training colleges could qualify for grant in 1843-44, exactly a hundred years ago.¹⁹ About thirty years later, when Board Schools were established, the Committee had recognised 34 colleges accommodating 2,500 students.²⁰ After another thirty years, when the School Boards were abolished, there were 61 colleges and 6,000 students. The Board of Education now recognise more than 100 institutions, voluntary colleges having been supplemented, since 1890, by university training departments and, since 1902, by colleges provided by local education authorities. In 1938 there were 15,000 students, including degree students in their undergraduate years, in attendance at training institutions recognised by the Board of Education.

The development of training facilities during the past hundred years has not been systematically planned. It has certainly not matched, either in quantity or variety, the growth and diversity of other educational provision. It is sufficient, in this connection, to mention that a large number of teachers now in the secondary schools have not pursued any course of professional training

¹⁹ Sarah Smetham, in her *Letters and Reminiscences*, (Oxford Centre for Methodism and Church History, SME 1/7/1) records that she was among the cohort which sat this first examination, having been sponsored by the Methodist Education Committee for training in Glasgow.

²⁰ Both Westminster and Southlands Colleges would have been among these thirty.

and that there is at present no systematic provision for the training of teachers in technical colleges.

... 36. Of the 83 recognised training colleges 54 belong to voluntary bodies, the remainder being provided by local education authorities. The voluntary colleges are divided as follows: 27 Church of England, 9 Roman Catholic and 2 Methodist. The other 16, some of which are religious foundations, are undenominational in character.²¹ There are 60 colleges for women only, 16 for men only and 7 for both men and women. The large majority of the colleges are for resident students only, but a number of them also admit day students. All the university training departments admit day as well as resident students and all, except the department at the University of Cambridge, admit both men and women. There is an independent postgraduate training college for women in Cambridge.

... However critical we may be of the present position we must not be regarded as placing responsibility for its complications on the Burnham Committee.²² In 1919 they were called upon to bring order out of chaos and to improve the salaries of teachers who up to that date had been disgracefully exploited. They have succeeded in their task in a large measure and the

²¹ This demonstrates that voluntary colleges were in the majority, and that the majority of these voluntary colleges had some kind of religious affiliation, like Westminster (which is one of the two Methodist colleges mentioned here).

²² This committee was formed in 1919 to create a singular pay scale for teachers in state and voluntary-aided schools in England and Wales. It was divided into 'Primary', 'Secondary', and 'Further Education' committees, which may explain part of the reasoning behind the fractured nature of teacher's pay outlined in the following sections of this report.

teaching profession owes an immense debt to them. That committee, however, like everyone else concerned, has been hampered by the pattern of education which the law has prescribed.

18. The regulations governing the elementary schools, that is the 'Code', prescribe the qualifications required of the several types of teacher employed in these schools. Teachers in elementary schools are thus recognised individually in grades. The grades are as follows: Certificated Teachers, that is teachers trained in accordance with approved arrangements which will be described later in this chapter: Uncertificated Teachers, that is untrained teachers who are over 18 years and have certain minimum academic qualifications: and Teachers of Special Subjects, that is teachers who, though qualified to teach special subjects such as handicraft and domestic subjects, are not qualified for recognition as certificated teachers. Many teachers of special subjects are, however, also certificated teachers.²³ There is also a limited class of Supplementary Teachers, that is suitable women over 18 years of age who, with the approval of H.M. Inspector, may be employed in teaching younger children in rural schools.

19. The regulations governing secondary schools, on the other hand, do not define any grades nor prescribe any particular qualifications for the teachers employed in them. The teaching staff of a school must be 'suitable and sufficient in number and qualifications for providing adequate instruction in each subject of the curriculum'. In practice, the majority of the teachers are university graduates, more than half of whom have been trained.

20. The grading of teachers in elementary schools is thus determined by the Board through the regulations governing these schools, and the Burnham Committee allocates scales of salary to

²³ The (Wesleyan) Methodist Education Committee trained teachers for the Board of Education's Certificate for the length of its existence, including under its four-year scheme. As such, all of the alumni of Westminster and Southlands Colleges were 'certificated'.

each grade. No grading of teachers in secondary schools is laid down in any regulations of the Board; the classification of teachers in these schools arises directly from the Burnham salary scales for different types of qualification.

... Of the 167,000 full-time teachers employed in 1938 in public elementary schools 80 per cent were certificated teachers and 9 per cent of these were university graduates. Only one or two uncertificated teachers were graduates. Of the 25,000 full-time teachers employed in grant-earning secondary schools in the same year 78 per cent were graduates of whom 60 per cent were trained, and perhaps as many as 50 per cent of those who were not graduates were also trained.²⁴

... Training colleges and universities draw students who intend to be teachers almost exclusively from secondary schools; and, so far as the publicly provided system of education is concerned, almost exclusively from the publicly provided or aided secondary schools. The teaching profession throughout all its ranges must in future recruit from all types of secondary school including the 'Public Schools'.²⁵

... If the total number of teachers who will, in future, be required for the primary and secondary schools is put at the modest figure of 250,000, and if annual wastage remains at 6 per cent, the

²⁴ This demonstrates that Westminster College was among a small number of institutions in training graduates for teaching roles.

²⁵ This again demonstrates that Westminster College was unusual in its recruitment patterns as it did draw students from "public [private] schools", although many of these students were drawn from the public schools funded by the Church.

schools will ultimately require 15,000 new teachers a year. In so far as these are to be trained teachers or even teachers who have had a full secondary education the problem of supply from the existing field of recruitment reduces itself to an absurdity. There are 21,000 people available for teaching and comparable professions, and the teaching profession requires 15,000 of them!²⁶ If, however, the ban on married women is lifted the 15,000 may be considerably reduced.²⁷ We give these figures in order to show the magnitude of the problem. They are not intended to forecast the future accurately. It remains to be seen, for instance, whether, when the White Paper reforms are in full operation, there will be a larger number of pupils in the grammar schools than there are now in the secondary schools and whether a larger proportion of them than at present will remain in attendance up to 17 or 18 years of age.

... 162. While we are all in agreement upon the recommendations relating to the supply of teachers and to the creation of a Central Training Council we are not all of one mind about the method of securing the integration, on an area basis, of the institutions which are to be responsible for the education and training of teachers. Some of us wish to place general responsibility for the training of qualified teachers upon the universities (in which term we include some of the university colleges) and recommend a scheme which requires the establishment of 'University Schools of Education'. Other members of the Committee recommend what may be called 'The Joint Board Scheme'. The main difference between them lies in the part which should be played by the universities. We now describe the two schemes in paragraphs 163 to 182 and paragraphs 183 to 196 respectively. As stated in our Introduction we distinguish these paragraphs by a vertical line in the margin.

²⁶ This statistic clearly shows why the emergency colleges, mentioned earlier, were created, as well as the ability for ex-servicemen to attend colleges like Westminster for one or two years ahead of certification.

²⁷ It was this recommendation that ultimately led to the removal of a ban on married female teachers.

UNIVERSITY SCHOOLS OF EDUCATION

163. We, Sir Fred Clarke, Sir Frederick Mander, Mr. Morris,* Mr. Thomas* and Mr. Wood*,²⁸ are of opinion that a major constitutional change is required in the organisation and administration of the education and training of teachers. We use the words 'education' and 'training' because there is a danger that the personal education of the teacher may be overlooked. It is as important for the teacher to be well educated as it is for the doctor or lawyer. He who would educate must himself be educated. But this does not mean that there is one thing called 'education' and another and inferior thing called 'training'. It is true that this conception of training held sway during the greater part of the 19th century. The teachers of the 'children of the poor' were not expected to be, and for the most part were not, educated persons. Training was, therefore, regarded as some process which had to be applied to young people so that, by

²⁸ Sir Fred Clarke (1880-1952) was educated in Oxford before becoming a pupil teacher, and later studied at the Oxford University Day Training College. In 1903, Clarke taught at a higher grade school in London before relocating to serve as the Master of Method at the York Diocesan Training College. Clarke held a series of roles during his working life, including as the dean of the faculty of education at the University of Cape Town (1911-1930), and as the holder of the chair of education at McGill University. He started work at the London Institute of Education in 1935, and became its director in 1936. During his time at the Institute, Clarke served on the McNair Committee, and became the first chairman of the Central Advisory Council for Education. He held a series of roles with the National Foundation for Educational Research (1943-52); served on the advisory committee on education in the colonies, and on the Colonial Universities Commission. He was knighted in 1943, and retired from the Institute in 1945, at which point he became an advisor to the National Union of Teachers. Clarke has a lengthy biography in ODNB.

Sir Frederick Mander (1883-1964) studied at Luton higher grade school before training at Westminster College. He returned to Luton to work as a headmaster of a local school (1915-31), and was elected as a local representative of the National Union of Teachers (N.U.T.) in 1922. It was as an N.U.T. representative that Mander took part in the well-known Lowestoft strike, along with 162 other teachers. This strike led to the creation of the Burnham Committee (which regulated teachers' salaries at a national level) in 1926. He became vice-president of the N.U.T. in 1926, and then became its secretary (1931-47). At retirement he was succeeded as fellow Westminsterian, Ronald Gould, thus demonstrating the national educational power and control wielded by the alumni of the College. As secretary, Mander served on the McNair Committee, and heavily engaged with civil servants around the 1944 Education Act and its previous white paper. He was knighted in 1938.

conducting the narrow instruction required of them, they should be able to hold their own in the schools. But practices arising from the social and educational conditions of the 19th century are proving increasingly unsuitable to those of the present time. Training is no longer a matter of giving the intellectually undernourished some 'tricks of the trade'; it is the enlightenment of reasonably cultured young people about the principles underlying their profession which, incidentally, includes much more than teaching.

164. We wholly dissent, therefore, from any sharp distinction between education and training, as though the one were the proper concern of the best institutions and teachers and the other were not. Training is that part of the education of a student which emphasises that he is preparing himself for a particular profession. The studies and practices of one student which reveal that he is to be a teacher and not an engineer are as much 'education' as are the studies and practices of another student which reveal that he is to be an engineer and not a teacher. ... It is clear to us that the idea of separate and self-contained training institutions must be abandoned. The problem is to retain the services of existing institutions in so far as they are or can be made efficient, to add other institutions which have a contribution to make and, with the co-operation of those whose responsibilities entitle them to an interest in the matter, to weld the whole into an integrated training service.

... Training institutions would be affiliated to the School [of Education] subject to the Delegacy being satisfied with their staff, buildings, internal organisation and financial position. They would retain their identity in that they would continue to have their own governing bodies and enrol their own students, but they would lose some of their autonomy in that the approval of the Delegacy would be required to the appointment of a principal or senior member of the staff

of an affiliated training institution. The Delegacy would also have a voice in the establishment and distribution of teaching power throughout the affiliated institutions.

(g) The Delegacy would advise the university about which teachers in the affiliated institutions should be granted the title of recognised teacher in the School and would recommend the conditions, if any, under which courses undertaken in an affiliated training institution, or in any other educational institution with approved facilities, should be accepted as satisfying part of the requirements of a degree course.

(h) The School would offer a common professional qualification, which the Board would accept for the purposes of recognising a student as a qualified teacher, to graduate and non-graduate students alike.

... We wish at the outset to emphasise certain objects which we intend should be secured by our proposed reform of existing training arrangements. In the first place, institutions other than purely training institutions, such as technical colleges, colleges of art, colleges of music and agricultural institutes, should be brought within the ambit of the training service and contribute to the education of students preparing to be teachers. In the second place, admission to training should not be limited to those who either at the end of a secondary school course proceed to a training college or at the end of a degree course seek a one-year course of training. All forms of post-secondary education, such as that provided in technical colleges, colleges of art, agricultural institutes, adult education classes and such as that obtained independently at home or elsewhere, should be regarded, under reasonable safeguards and subject to compliance with adequate standards, as a proper qualification for a course of training. In the third place, courses of training should not be limited to a three-year course for those admitted without a degree and a one-year course for graduates. The training service should provide courses, suitable in nature

and length, to meet the needs of applicants showing great variety as regards age, maturity, attainments and experience.²⁹

... There are two alternative ways of assessing the period during which boys and girls will be required to attend Young People's Colleges. It can be regarded as primarily an educational period during which young people are also at work, finding their feet in industry, commerce, agriculture or domestic activities. Or it can be viewed as essentially a working period during which boys and girls are recalled to school for part of their time in order to continue their education.

... The staffing needs of young people's colleges can be met only by mobility of staff throughout the whole educational system, including youth service, the need for which we have so frequently urged.

... Salaries (Para. 154)³⁰

8. (a) that the salaries of teachers in primary and secondary schools should be substantially increased;

²⁹ This recommendation demonstrates a desired diversification of the teaching qualification. Although this would enable colleges like Westminster to accept a greater number of individuals, thus supporting their survival in times of difficulty (like during the Second World War), it would also present a difficulty for them in terms of the need to retain sufficient scrutiny of applicants to their courses, and also retain the academic excellence of their courses. For Westminster College, which had come to believe itself as equal to a university department, this diversification is likely to have presented more difficulties than opportunities.

³⁰ It is clear that this paragraph was included with the hope of increasing the number of teachers in state funded schools through an increased financial incentive, and the ability for career progression within state schools.

(b) that there should be a basic salary scale for qualified teachers and that additions should be made to the minimum and the maximum salaries of the scale to mark the possession of special qualifications or experience;

(c) that allowances to reward those holding posts of special responsibility should be more widely distributed and should be substantial, and not merely nominal, in amount;

(d) that the post of Deputy Head, with a suitable salary, should be established in large schools; and that two such posts should be recognised in very large schools; and

(e) that the Board of Education should recognise only one grade of teacher, namely the grade of 'qualified teacher', and that, subject to the Board having discretion to accord such recognition to persons with good academic or other attainments, a qualified teacher should be a teacher who has satisfactorily completed an approved course of education and training.

... 16. (a) that the normal period of education and training provided by area training authorities for those entering upon preparation for the teaching profession at about 18 years of age should be three years; and that the period of training for graduates should be one year;³¹

(b) that suitably qualified persons other than graduates should be eligible for a one-year course of training; and

(c) that courses of training, varied in duration, should be provided to meet the needs of others whose attainments and experience, however obtained, justify their entering upon a course of training.

³¹ This clearly suggests a shift in teaching towards being a graduate profession.

A third Methodist teacher training college in 1944?

(The Wesley Historical Society Library, Newspaper cutting from 'The Methodist Recorder', c.1944.)

This cutting from 'The Methodist Recorder' demonstrates the desires of the Methodist Education Committee to further expand, suggesting that there was an anticipated growth in demand that they aimed to capitalise on.

DIDSBURY TO BE TRAINING COLLEGE FOR TEACHERS

A SPECIAL meeting of the Methodist Education Committee was held before Christmas to discuss the purchase of Didsbury College from the Ministerial Training Committee to become a third Methodist Training College for teachers. This plan has been under consideration for some time and negotiations have been taking place. This is a transaction within the Church. Didsbury College is being transferred as a theological college to a new site at Bristol and, therefore, a substantial sum is needed to establish the new college there.³² The transfer must, therefore, be on strictly business lines. The Ministerial Training Committee was, however, prepared to sell the Didsbury premises, including the tutors houses and grounds, to the Education Committee at a lower price than it would fetch in the open market in order to keep this historic institution for Methodism.

The Education Committee unanimously decided to accept the offer for sale at £85,000, of which £20,000 would be paid down and the remainder in annual instalments. This will be a

³² Didsbury College was a Methodist theological college. It merged with Headingley College and relocated to Bristol, forming 'Wesley College'. Wesley College closed in 2012. Further information about the College can be found in its DMBI entry, available at: <https://dmbi.online/index.php?do=app.entry&id=2946>. A separate entry for Didsbury College can be found at: <https://dmbi.online/index.php?do=app.entry&id=832>.

very great enterprise and will mean that large sums of money must be raised to complete this scheme to extend Westminster and Southlands Colleges, and to meet the needs of the elementary schools which hope to continue as aided schools. The best contribution Methodism can make to religious education at the present time is in the training of teachers who come from Christian homes. A hundred years ago our Church did great things for national education, and the call now comes to us again. The Government will assist the voluntary training colleges in their efforts to meet the needs of the present situation. It was the judgement of the committee that the challenge of the hour must be accepted.

A.W.H.³³

³³ These initials relate to 'Archibald Walter Harrison', and he is signing the document as the Secretary of the Methodist Education Committee.

Area Training Organisations

(The Westminster College Archive, Uncatalogued, *The Westminsterian*, Summer 1949.)

'The Westminsterian' was produced on a regular basis by the students of Westminster College. Not to be confused with the modern alumni magazine of the same name (which is still published annually), this extract from the Principal's Letter to students outlines the key aims of Westminster College following the repair of damage received during the Second World War.

My dear 'W's',

As we approach the end of another session we naturally look back and take stock of what has been accomplished since this time last year. An important event in which the College has been concerned has been the inauguration of the new University of London Institute of Education which is the Area Training Organisation recommended by the McNair Report on the Education and Training of Teachers. It is too early to attempt to estimate its value to this College; but if endless committees and discussions can accomplish anything the result should not be in doubt. Far-reaching changes in courses leading to Teacher's Certificate are contemplated, and ample provision will be made to meet the needs of serving teachers in the London area, by which I hope many of you will benefit.

... We now look forward to the time when we shall have a fine sports field of our own at Elmstead Woods. The land is being levelled, seeded and fenced, and it should be ready for use in the autumn of 1950.³⁴

³⁴ Westminster College continued to develop the Elmstead Woods site, opening a sports pavilion here as part of its centenary celebrations in 1951. Ultimately, Westminster College never moved here, deciding to try and procure a site in Oxford instead. For more information on this relocation, see Chapter III of this catalogue or the accompanying commentary.

A Three-Year Course, 1955

(The Westminster College Archive, A/3/f/3, The Scope and Content of the Three-Year Course, 11 January 1955.)

Following its agreement with the University of London, Westminster College had been operating under a four-year training scheme where students studied at a University of London College for three years, and at Westminster for one year, much like the modern bachelors + PGCE method of teacher training. This had become unpopular with the government, however, as it was viewed as forcing students to decide upon a career prior to them starting study. This document discusses the possibility of an overall three-year training scheme for Westminster students which is what was eventually operated under once the College relocated to Oxford in 1959. A decade later, the option for a four-year course was created with the introduction of a University of Oxford Bachelor of Education degree from 1969.

WESTMINSTER COLLEGE

SCOPE AND CONTENT OF THE THREE-YEAR COURSE

Though Westminster College expects to move to another A.T.O. in 1959, its Academic Board is glad of the opportunity to express its views on the scope and content of the three-year course. The Board welcomes the extension of the course of training to three years as providing the colleges with a better opportunity to send out men who will be more fully equipped in themselves through their academic studies and, through their subsidiary subjects, more familiar with teaching techniques.

EDUCATION. Within the common core of education, in addition to lectures concerned with the philosophy of education, history of education, child psychology, administration, health and physical education, the Board feels that abler students could carry out special investigations

(such as the teaching of reading or the education of the backward child) in a course of greater length. This College would regard a basic course in religious education as an essential part of the common core. In this core, too, would be included instruction in written and spoken English which is still an important part of the training of teachers.

SECONDARY ACADEMIC SUBJECTS. Most of the students training in the College for secondary schools take two subjects in their Teacher's certificate. Experience has shown that there is real value in the discipline of these studies in the development of the student. The Board would not be in favour of imposing limitations on the abler student who is capable of taking two subjects, particularly as the standard of those entering may well be raised above the present level. In view of increased time available the Board believes that students should be required to offer two academic subjects for examination. These subjects could be offered either at Advanced or Ordinary level (assuming the latter to be equivalent to the present Special subject). All might begin their subjects at Ordinary level; suitable students could be selected for Advanced level after the college has had some experience of their potentialities.

SECONDARY SUBSIDIARY. Those training for secondary work ought to be familiar with the techniques of teaching their own subjects and two others. It is suggested that altogether four subsidiary subjects should be studied, including English and Mathematics; the last two should be studied generally. Any student offering either English or Mathematics, or both, as his academic study would substitute for them other subsidiary subjects. Thus he could be a specialist in two subjects yet able to teach two others. The Board does not subscribe to the view that the general practitioner is likely to be excluded from the secondary modern school, as paragraph two of the Institute's memorandum implies. It believes that it would be unwise to proceed on that assumption at this stage.

PRIMARY. The primary teacher, the Board agrees, needs a wider variety of subjects than his colleague in the secondary school. It is suggested, therefore, that a prolonged course in a wide range of subjects should be a necessary requirement for this group of students. Past experience in this College has shown that some of the most able students academically have opted for the primary course. The Board feels, therefore, that exceptional students might wish to study more than one academic subject. The primary student, it suggests, should be compelled to take one (and optionally two) subjects at Advanced or Ordinary level and a larger number of subsidiary subjects than the four demanded of the secondary subject.

SCHOOL PRACTICE. With regard to school practice, it must be borne in mind that this and the study of methods in the subsidiary course will be mutually beneficial. The Board suggests a period of eighteen weeks in the three years; the first period early on in the course should be fairly short to give an introduction to the life of the school and familiarise students with a world with which they cannot in the nature of things know much about.

GENERAL. The paragraph that deals with examination requirements in the Institute's memorandum seemed obscure and to be open to the interpretation that students might be compelled to study four subjects, though it would be necessary to pass only in three. The Board would wish to disassociate itself from such a view.

There is a suggestion in the Ministry's memorandum (NACTST Annex to Minute No. 19, paragraph 10 – Smaller Subject Spread)³⁵, paragraph 9 (b), with regard to the transferring of students to specialist colleges. The Board would deplore anything which interfered with a full three years at one college. It would be impossible to maintain the integrity of training in such

³⁵ NACST is an acronym for the 'National Advisory Council on Training and Supply of Teachers'. It was established in 1948 to review teacher training, primarily the 'national policy on the training, qualifications and distribution of teachers'. (<https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/teacher-training/>)

circumstances and might undermine the confidence of the student in the competence of the college to give adequate instruction in the subject. Nor would the Board view with favour over specialisation by colleges. Some students choose their college not simply because of the courses offered but for more intangible but no less important reasons: denominational loyalty, school or parental connections, and these contribute to the particular ethos of training colleges. While there must obviously be some specialisation (Science is an example), it would be a pity if the candidate's choice were limited and, in our opinion, disastrous if men were not to meet those studying subjects other than their own.

H. Trevor Hughes.³⁶

Chairman, Academic Board, Westminster College.

³⁶ Rev. H. Trevor Hughes (1910-88) was the son of Methodist educator and founding principal of Wesley House, Cambridge, H. Maldwyn Hughes. Having trained for ministry at Wesley House, and then for a MA, Trevor served as a Chaplain in the Royal Air Force during the Second World War. He then served as Vice-Principal of Westminster College (1946-53), and then as its Principal (1953-63). It was during this time that the College relocated to Oxford, a move which later saw Hughes be the first Methodist Select Preacher at the University Church, and receive an Oxford MA. He has a lengthier biography in DMBI.

New Trust Deed and Articles of Government, 1968

(The Westminster College Archive, Uncatalogued.)

Following the purchase of a new site on Harcourt Hill, a new Trust Deed and set of Articles of Government were produced. These clearly outline the aims and objectives of both Westminster College, for whom they were produced, and for the Methodist Education Committee more widely. Whilst the deed was written in 1955 following the purchase of the site, its preface was written following an update to its 'Articles of Government' in 1968.

PREFACE

From its opening in 1851 until 1958, Westminster College was governed in accordance with the Declaration of Trust made in 1850 by the Wesleyan Education Committee when the land in Horseferry Road, Westminster, was bought as the site for the College.

When the College was preparing to move to Oxford, a new Trust Deed was drawn up, dated 7th March 1955. Under this deed, the Trustees for Methodist Church Purposes are the Custodian Trustees, and the Methodist Education Committee are the Managing Trustees. A copy of this Trust Deed is printed here.³⁷

After the College had moved to Oxford, the Methodist Education Committee gave consideration to the preparation of an Instrument of Government deriving from the new Trust Deed. However it became known that the Secretary of State for Education and Science intended

³⁷ This trust deed was the second of two deeds created for Westminster College, with this deed remaining in effect until 2000. It is an amended version of this deed that the Westminster College Oxford Trust Ltd. lists as its governing document.

to set up a working party to advise on suitable forms of internal government for the government of all Colleges of Education, both maintained and voluntary.

The Methodist Education Committee therefore waited until the report of the Study Group (the Weaver Report) was published in 1966, before preparing this Instrument for Westminster College.³⁸

The drafts of the Instrument have been carefully examined by the Governors of the College and the members of the M.E.C. The Instrument in draft form and in its final form have been seen by the Department of Education and Science.

At its meeting on April 25th, 1968, the Methodist Education Committee passed a resolution formally establishing the Instrument. Some weeks later, a letter was received from the Department of Education and Science, dated 14th June, 1968, which said that the Secretary of State's formal approval to the Instruments of Government was not required; and that he was prepared to give his approval under Regulation 12 of the Training of Teachers Regulations 1967 to the Articles of Government. ("The Instrument of Government" refers to clauses 1 - 17 of the document; "Articles of Government" refers to clauses 18 - 39.)

JULY 1968

G.R.O.³⁹

METHODIST EDUCATION COMMITTEE, 25 Marylebone Rd., London, N.W.1.

³⁸ Although referenced in this document, 'The Weaver Report' will not feature elsewhere in this study as it falls outside of the time period being studied. Similarly, the 'Department of Education and Science' (mentioned later in this document) will not be referred to, as it was a later rendition of the Ministry of Education.

³⁹ George Robson Osborn (1905-79) was the Secretary of the Education Committee between 1951 and 1970, and was heavily involved in Westminster College's relocation from London to Oxford. He had previously been a Methodist missionary in China and Japan, and later served as chairman of the Board of Governors at Westhill College in Birmingham. Osborn has a lengthier biography in DMBI.

The Oxford Institute of Education Handbook, 1958

(The Westminster College Archive, A/3/f/3, Handbook entry for Culham College received from F.I. Venables by H. Trevor Hughes, 18 November 1958.)

This entry for Culham College in the Oxford Institute of Education Handbook summarises the work of Culham College, a comparable college to Westminster that was ran by the Church of England. This document was received by H. Trevor Hughes so that he could draft the entry for Westminster.

CULHAM TRAINING COLLEGE ⁴⁰

Principal: F. I. Venables, M.A.

Address: Abingdon Berkshire. Telephone: Principal: Abingdon 458; Bursar: Abingdon 778;
Students: Abingdon 779.

Government of College: Church of England.

Total Number of Students: 240 men students

Situation of College: The College is in Oxfordshire in a large loop of the Thames. Abingdon, the market town, is 1 ½ miles away. Oxford, where there are good theatres and concerts, can be reached in half an hour.

Residence: All but a few students are resident.

⁴⁰ The site occupied by Culham College is today home to Europa School – an institution which educates children aged 4-18, and teaches them bilingually for their entire time at the school – teaching in English, and French; German; or Spanish.

Residential Accommodation and Amenities: Each student has his own study-bedroom. Playing-fields of 14 acres adjoin the College grounds. There is a boat-house and a private bathing place on the Thames a quarter of a mile distant.

Organisation of College Life: The elected Students' Council administers student affairs, including the Community fund which, together with a college grant, finances most social and athletic activities. Dances are run in collaboration with other colleges. There are all the normal societies and about a dozen games clubs. These find the proximity of Oxford colleges a great advantage.

Special Features and Activities of the College: As the College is a Church Foundation, stress is laid upon the duty of corporate worship in chapel. Students of all Protestant denominations find themselves able to participate. They frequently conduct services. The chapel was enlarged as part of the celebrations of the centenary of the College. There are frequent visiting preachers from the University.

The College has outstanding facilities for Rural Studies and there are very good science laboratories and gymnasium.

COURSES

The College requirements, which are in accordance with those of the University, are that candidates for the Certificate of Education shall satisfy the examiners and/or satisfactorily follow courses in:

- (a) the Theory and Practice of Education;
- (b) Basic Subjects: Divinity, English and Mathematics;
- (c) two curriculum courses chosen from: Nature Study, Handwork, Physical Education, Drama, Music;

(d) at least one special subject at Main or Higher level and two special subjects at

Subsidiary level chosen from:

- i. Divinity.
- ii. English.
- iii. History.
- iv. Geography.
- v. French.
- vi. Mathematics.
- vii. General Science (with special emphasis on one or two Sciences: Main only).
- viii. Art.
- ix. Music.
- x. Physical Education (Main only).
- xi. Rural Studies (combined with Science for Higher level).
- xii. Craft.

Supplementary Courses: At present there are one-year courses in Rural Studies and related Science, and in the Teaching of Backward Children. These courses are for qualified teachers.

The first year in Oxford, 1960

(The Westminster College Archive, The Principal's Report to the Methodist Education Committee, 1960.)

The Principal of Westminster College submitted an annual report to the Methodist Education Committee's conference which covered its activities, graduates, scholarship students etc. As the 'senior' college, Westminster College always appeared first in the Training Colleges section of the Reports. This report is especially interesting as it covers from the academic year of 1959-60, which was the first year Westminster College operated in its new buildings at Harcourt Hill.

VII – TRAINING COLLEGES

WESTMINSTER COLLEGE

Principal's Report, Session 1959-60

During the session there were 230 students in residence and nine day students:⁴¹ 20 graduates, 24 following the Supplementary Course in Religious Education and 185 the two-year course.⁴² The examinations were conducted by the Oxford Institute and (in the case of graduates) the Oxford Department of Education. 93 gained the Certificate in Education. There were 18 Distinctions and two gained a Certificate with Honours. One was referred in the Theory

⁴¹ The choice to admit day students was not a popular one at Westminster, and had not originally featured in its plans for relocation to Oxford. They were admitted, however, as being an easy method of increasing the number of enrolled students. A large curved building at the bottom of the site (today labelled as 'A Block' was added as part of the 1960-63 site expansion for the use of day students.

⁴² The two-year course was presumably for those who already possessed some level of further training past their A Levels. Little is recorded about it in the College archives, however, suggesting that it was a short-lived course, possibly removed following the introduction of Bachelor of Education degrees in 1969.

of Education and one in its Practice. One graduate was awarded a Distinction in the Diploma of Education of Oxford University, one was referred in his theory papers. All passed the Certificate in Religious Education, one gaining a mark of distinction. These results compare very favourably with others in the Oxford Institute and Department of Education. The two-year course students were undoubtedly affected to some extent by one year in London and one in Oxford. The good results reflect the extent to which both they and tutors overcame the physical and psychological effects of the move, and all are to be commended on what has been achieved.

[A list of students who received prizes followed.]

During the year Miss D. M. Gething (Caterer) left us for a post in London. We are grateful for all her help in the transition period. Miss Macfarlane (Assistant Caterer) succeeded her. The tutorial, administrative and nursing staff were supplemented upon our removal from London: all appointed have settled down happily and are making a valuable contribution in their respective spheres. Needless to say, those who have come from London have been of the greatest possible help. That the transition has taken place so smoothly has been due in no small way to their co-operative efforts. Our thanks are due in particular to Mr. C. E. Prebble,⁴³ the Bursar, for his great work in the moving of our furniture and in getting the new premises in order. It is a miracle that we opened our term only a week after the usual time.

In looking back over the year there are many happy memories. A circuit rally was held on October 24th in Wesley Memorial Church, Oxford, when we were presented with a pulpit Bible.⁴⁴ The President of the Conference came to preach on the Sunday evening following. The Vice-President visited us to speak about life in Oxford and in many ways we received generous

⁴³ Charles Prebble held this role for several years, serving at Westminster from 1959, taking on the role following N. C. Patten's retirement.

⁴⁴ This large Bible bears a plaque on the inside of its front cover, and is held in the College archive.

tokens of friendship. Local Methodists invited the students to their homes. On three occasions we were “at home” to local residents, officials of the Abingdon R.D.C. and local head teachers.

The culmination of the year was our official opening by the Minister of Education,⁴⁵ the Right Honourable Sir David Eccles. The Chairman of the Abingdon R.D.C., the Mayors of Oxford and Westminster and the Rector of Exeter (Pro-Vice-Chancellor) were among the distinguished guests who represented many facets of Methodist, educational and local activity.

On other occasions we have been honoured by visits from Dame Sybil Thorndike and Sir Lewis Casson, Sir Richard Livingstone, the Bishop of Oxford, Mr. A. D. C. Peterson and Mr. H. Loukes.⁴⁶ Professor N. Coghill, the Bishop of Peterborough and Dr Anthony* are others

⁴⁵ The College was opened on 21 May 1960. The reasoning behind the choice of Sir David Eccles to open the site is unknown, as the College had originally invited The Queen, and then The Duke of Edinburgh to open its new buildings. It is known, however, that David Eccles was known by Seely and Paget, the architects, so it is possible that he was invited by them. (His name is etched into the windows of Seely and Paget’s home at Cloth Fair, a sign of friendship or respect between the etcher and the architects.)

⁴⁶ Dame Sybil Thorndike (1882-1976) was an English actress. Born in Gainsborough, she began her acting career in 1904. A tape recording of the visit by Thorndike and her husband (actor and theatre director) Sir Lewis Casson (1875-1969) can be found in the College archive. Both have extensive entries in ODNB.

Sir Richard Livingstone (1880-1960) was a classical scholar and university administrator. Born in Liverpool, Livingstone studied at Oxford, before becoming the librarian at Corpus Christi College, Oxford (1905-24). Along with William Temple (later Archbishop of Canterbury, 1942-44) and other university reformers, he had a series of letters (‘Oxford and the Nation’) published in *The Times*. He later served as Vice-Chancellor of Queen’s University, Belfast (1924-33); President of Corpus Christi College, Oxford (1933-50); and Vice-Chancellor of the University of Oxford (1944-47). Livingstone was knighted in 1931, and has a lengthy entry in ODNB.

The Bishop of Oxford in 1959/60 was Harry Carpenter. He had previously been the Warden of Keble College (1939-55). Carpenter has no entry in ODNB, but did have an obituary in *The Independent* newspaper, available at: <https://www.independent.co.uk/news/people/obituary-the-right-rev-harry-carpenter-2316682.html>.

Alec Peterson (1908-88) was an educational reformer. He served in a variety of roles during the Second World War, with a memoir by him in the collections of the Imperial War Museum (Documents.13346).

It is possible that this is Harold Loukes, a Quaker author and academic, who worked in the Oxford Department of Education between 1945 and 1985. He was also a member of the City of Oxford Education Committee. His obituary can be found in *The Times* on 3 September 1980, and there is a response printed in *The Times* on 16 September 1980.

who have enriched our thought.⁴⁷ Dr W. G. Moore gave a most inspiring address at our Valedictory Service.⁴⁸

The Principals of the training colleges in the London Institute have marked our departure by the gift of a ‘cruet’ to complete the Communion Set given by old students. We value this link with the London Institute.⁴⁹

The spirit of service has been strong. There have been over 50 local preachers who have served in this and neighbouring circuits and help has been given in Sunday Schools and Youth Clubs. The students raised £250 for the College extension fund as well as considerable sums for charities of their own choice.

The leadership and loyalty of Union Society officials has been enheartening and more than ever I am grateful in this year of change for the guidance and help of the Chairman of the Governors, the officials of the Methodist Education Committee and those who have served the College in so many ways.

⁴⁷ Nevill Coghill (1899-1980) was a university lecturer and theatre producer. Born in county Cork, and educated at Haileybury College, he later studied at Exeter College, Oxford. Coghill was later a member of ‘The Inklings’ literary group, which also included C. S. Lewis and J. R. R. Tolkien. He continued to study at Exeter College, first as a research fellow (appointed in 1924), and then as a full fellow and librarian (from 1925). A lengthy biography, by John Carey, can be found in ODNB.

In 1959/60, the Bishop of Peterborough was Robert Stopford. He held this role between 1956 and 1961, and was also chaplain to Queen Elizabeth (1952-55), and the Bishop of London (1961-76). A former educator, Stopford chaired the Church of England Board of Education between 1958 and 1973. He was the co-chairman of the Anglican-Methodist unity commission (1965-68). His Methodist counterpart was Harold Roberts. He has a lengthy biography, by Robert Holtby, in ODNB.

⁴⁸ Dr Will G. Moore (1905-78) was educated at Magdalen College, Oxford, and later worked as a Lecturer in French at the University of Manchester, then the University of Oxford. His obituary was published in *French Studies*, XXXII:2 (1978), p247-8.

⁴⁹ This is also still in possession of the College, and is held alongside two communion sets in the Chapel.

The extensions to the College to enable us to take 390 resident students began on May 23rd and are expected to be completed by June 30th, 1962.

We have made a good start at Oxford in our first year. We believe that greater development awaits us in the future years.

H. TREVOR HUGHES.

Statistics for Education in England, 1960

(The Ministry of Education Report and Statistics for England and Wales, July 1960.)

Statistical reports were produced annually by the Ministry of Education, and can be used to study trends and patterns in education in England and Wales. The Report also outlines the priorities and projected activity of the Ministry, including in relation to teacher training and building projects. This volume includes reference to both Westminster College and increased grant funding for building work, which saw the new Oxford buildings further expanded. It also outlines the University Grants Committee and its funding of University education departments, signaling an increased role of universities in relation to teacher training, and the start of a switch from teaching as a vocation to teaching as a university qualification.

... In January, 1959, there were 6,901,187 pupils on the registers of maintained and assisted primary and secondary schools (other than nursery and special schools) in England and Wales. This was 61,709 more than the figure for January, 1958.

... During 1959 the Minister approved, under Section 13 of the Education Act, 1944, proposals for 464 new primary and secondary schools - 371 county and 93 voluntary. Of the latter 81 were Roman Catholic, 10 Church of England, 1 Jewish and 1 undenominational.

... The White Paper on the improvement of secondary education, which was presented to Parliament in December, 1958, announced a five-year building programme beginning in 1960 and said that work costing about £115,000,000 would be starting in the first two years of this period.

... Three hundred and fifteen schools were closed during 1959. Four of these were replaced by new schools under Section 16 (2) of the Education Act, 1944, and 17 were voluntary schools closed on the initiative of the managers under Section 14 of the Act.

16. Of the 315 schools closed, 81 were secondary schools: of these 72 were county, 4 Roman Catholic, 4 Church of England and 1 Church in Wales. Of the 234 primary schools which were closed, 109 were county, 112 Church of England, 3 Roman Catholic, 6 Church in Wales, 1 Methodist and 3 undenominational.

... The following table shows the number of full-time teachers employed in maintained and assisted schools (other than special schools) in January of each year since 1955:-

	1955	1956	1957	1958	1959	1960
Men	90,900	92,900	95,700	98,600	102,900	106,400 (est.)
Women	150,400	154,900	159,100	160,600	161,800	163,600 (est.)
Totals	241,300	247,800	254,800	259,200	264,700	270,000 (est.)
Increase during year	6,500	7,000	4,400	5,500	5,300 (est.)	

Voluntary School Building (1959/1960)

Accommodation brought into use since 1945	Other Voluntary bodies	Places	4,825	360	4,835	10,020
		Projects	24	1	33	58
Projects in Building Programmes	Roman Catholic	Places	70,605	25,870	-	96,475
		Projects	273	68	-	341
	Church of England	Places	15,780	3,555	16,290	35,625
		Projects	71	10	87	168
	Other Voluntary bodies ⁵⁰	Places	6,330	360	6,555	13,245
		Projects	37	1	43	81
	Roman Catholic	Places	113,935	42,970	-	156,905
		Projects	407	112	-	519
	Church of England	Places	26,265	6,840	19,950	53,055
		Projects	113	21	102	236
	Aided	Special Agreement	Controlled	Totals		

⁵⁰ Westminster and Southlands Colleges fell in this category. To make these figures easier to interpret, the relevant rows have been shaded.

Grants and Loan advances in 1959

	Church of England Schools (including Church in Wales)		Roman Catholic Schools		Other Voluntary Schools	
	Grants	Loan Advances	Grants	Loan Advances	Grants	Loan Advances
	£	£	£	£	£	£
Alterations and repairs at Aided and Special Agreement Schools	555,159		427,434		154,205	
Transferred and Substituted Schools	172,781	356,795	119,799	849,919	20,874	13,962
Schools for displaced Pupils	14,744		897,444		-	
Totals	742,684	356,795	1,444,677	849,919	175,079	13,962

... Education Act, 1959

39. The object of this measure was to ensure that the Churches should be able to play their part in the programme for the improvement of the nation's schools outlined in the White Paper *Secondary Education for All*, the main provisions of which were described in paragraphs 23-25 of Chapter I of the Annual Report for 1958. It was recognised that the proportion of voluntary schools among schools needed for reorganisation would be high; and it was common ground that children in voluntary schools should enjoy the same benefits as children in schools provided by local education authorities.

... The question of extending the categories of work eligible for grant raised much greater difficulties. Under the Education Act, 1944, the Minister could pay grant only on the improvement or replacement of existing voluntary schools, including schools needed for pupils 'displaced' from existing voluntary schools. The Act also empowered local education authorities to implement special agreements initiated under the Act of 1936. The Roman Catholic Hierarchy had asked that grant should be payable on all school building.⁵¹ The Church of England had not asked initially for more than an increase in the rate of grant. There were strong representations from the Free Churches against any extension of grant to new places.

42. The solution eventually adopted was founded on the analogy of the Education Act, 1936. Local education authorities were empowered by that Act to make grants towards building voluntary schools for seniors to match voluntary school provision for juniors. These provisions were re-enacted in the Act of 1944, but only to the extent of reviving proposals made before the war, subject to minor adjustments. They did not cover selective secondary schools needed to match existing primary schools; and they did not cover secondary schools of whatever kind, needed to match voluntary primary schools built since the war. The 1959 Act filled this gap, but maintained the principle, implicit in earlier legislation, of providing suitable facilities for at all levels of education for children attending existing denominational schools, by restricting the new grant to secondary schools needed to match aided primary schools which existed on the date when the Bill was introduced, or for which proposals had been approved by that date under Section 13 (4) of the Education Act, 1944, or which replaced schools satisfying those conditions.

⁵¹ The 'Catholic Hierarchy' is the name for the system of government of the Catholic Church. It is led in England and Wales by the Archbishop of Westminster, who oversees a series of diocese, parishes and cathedrals, as well as all of the members of the Church.

43. The Government introduced a Bill on the 15th June, 1959, to raise the maximum rate of grant from 50 to 75 per cent, and to empower the Minister to make grants and loans towards the building or enlargement of aided secondary schools. ... The Bill was welcomed by the leaders of the Labour and Liberal parties. ... In the course of the debates several Members expressed concern about the position of Nonconformist parents in single school areas.

... Figures for 1959 show that there has been an increase of about 47 per cent over 1958 in the number of pupils who offered any subjects in the examination (15,580 against 10,540). The number of subjects passed was just under half the number offered. Girls were slightly more successful than boys.

Students in major [Further Education] establishments

	Total Students	Enrolments	Total Students	Enrolments
	1957-58	October, 1958	1958-59	October, 1959
Full-Time Courses	83,764	83,778	105,549	98,253
Sandwich Courses	6,492	6,450	8,516	7,508
Part-Time Day Courses (including part-time day release)	485,319	435,724	492,854	452,224
Evening Courses (excluding students whose evening course was supplementary to a part-time day course)	721,762	660,221	782,264	687,383

... The number of full-time teachers in major establishments (excluding colleges of art) rose by 1,679 to reach a total of 15,317.

... 1. Last year's Report described the events leading to the Minister's announcement in September, 1958, of a 12,000 place programme of training college expansion, the methods of planning, and the criteria used in approving expansion projects. The whole programme was planned in principle by early in 1959, and consisted of projects for the expansion of 66 existing colleges and for four new colleges.

... 7. Early in the year information became available about the number of births in 1958; these showed an increase over those for 1957, and as a result estimates of the school population in the 1960's had to be further revised. The revisions showed progressively larger increases from 1964 onwards, which in turn implied a greater demand for teachers than had been forecast in 1958.

8. The Minister therefore announced in June that 4,000 more training college places would be provided. At least half of these were to be completed by 1963 and the remainder by 1964. He told the National Advisory Council on the Training and Supply of Teachers,⁵² which had been reviewing the situation, that there would still be time to complete these 4,000 places by 1963 and to provide more places by 1964 and 1965, if evidence later on showed this to be necessary.

⁵² This Advisory Council was chaired by Sir Philip Morris, a former member of Westminster College staff.

Admissions to Training Colleges

	1958	1959
Two-year general colleges		
Men	3,546	4,339
Women	9,336	9,828 *
Total	12,912	14,167 *
Three-year housecraft colleges	819	818 *
Three-year physical education colleges	342	390
Technical training colleges	447	483
Art training colleges	417	428
Total non-graduate	14,937	16,286 *
Graduates taking one-year courses	340	314

These figures include some students accepted for courses beginning in January, 1960.

... These numbers were for the most part achieved by overcrowding, which was often serious, for instance, by putting two students into a study-bedroom previously used by one, or by

increased use of lodgings. Some colleges, however, were able to draw on a small special allocation of capital resources made available in 1958, in order to extend their accommodation either by the erection of huts or by buying and adapting houses in the neighbourhood.

... Three unusual expedients deserve mention:-

(i) The London County Council leased for two years the former buildings of Westminster Training College (which moved to new buildings in Oxford in 1959). These were due to be demolished in 1961, but were taken into use as a temporary annexe to the Council's Avery Hill College at Eltham, which was to take some 200 men students under the expansion programme. The annexe in Westminster houses 227 men students with teaching staff.

... Early in the year the University Grants Committee provided funds for the expansion of university departments of education by some 600-700 places during the current quinquennium ending in 1962.

... After consulting the associations of local authorities and the London County Council, the Minister announced in December that arrangements had been made to extend dependants' grants to students over 25 years of age entering upon shortened courses of two years at training colleges in September, 1960. Previously only students taking one-year courses had been eligible for grants in respect of their dependants. In making the announcement, the Minister said that he hoped that colleges would recruit a substantial number of students for shortened courses in 1960, in order to help the schools in 1962, when there would be no normal output from the training colleges.

Methodist Engagement with the Robbins Report (1), 1962

(Westminster College Archive, D/3/b/1, Letter from P.S. Ross to Westminster College, 19 January 1962.)

The Education Report of 1963 was the next large-scale piece of educational legislation produced after the 1944 Education Act. This letter establishes the desire of the Committee on Higher Education to receive information from training colleges, and for this information to influence the coming Education Act.

Dear Correspondent,

Teacher Training Colleges

1. The Committee on Higher Education, under the Chairmanship of Lord Robbins, are collecting factual information about different types of institution engaged in higher education, but over and above these there are some matters which cannot be adequately dealt with on a statistical basis and which are better treated qualitatively. Vice Chancellors of Universities and Principals of Colleges of Advanced Technology have been asked to co-operate by providing information and comments in their respective fields, and the Committee wish also to cover Regional Colleges of Further Education and the Training Colleges.
2. I am writing to ask whether in respect of your Training College you would kindly assist the Committee by arranging for them to be supplied with information on the following points, together with any views which the Governing Body may wish to express. In view of the nature of this enquiry the Committee are also anxious to know of any opinions which the Principals of the Colleges may wish to express in their personal capacities, and they hope that in the circumstances there will be no objection to

supplying the Committee with the Principal's views on a personal basis. I am accordingly enclosing a spare copy of this letter.

Academic Staff

1. The Committee would be glad of a description of the procedure for the appointment and promotion of staff in the various grades. The points the Committee have most in mind are:
 - a. The bodies in which effective authority for appointments at the various levels is vested and the procedure followed;
 - i. The extent to which promotion is automatic;
 - ii. The difficulties, if any, experienced, in filling posts which have been felt immediately necessary for the work of the college;
 - iii. The relative importance attached, in making appointments or promotions at various levels, to scholarship and research ability, teaching ability and other factors such as variety of experience. Details of specific attempts to get an assessment of teaching ability would be appreciated.
2. The Committee would also like to know about any posts in the institution which carry special responsibility for student welfare.

Type and content of courses

1. The Committee are aware that many changes in the organisation and content of initial training courses are now taking place, and they would in particular like to know of significant trends:-
 - a. In the content, level and arrangement of academic subjects;
 - b. In the content and arrangement of professional subjects;

- c. In the amount and distribution of teaching practice.
2. You may also wish to draw attention to any general aims which may have been adopted for the future development of the college.

Internal Government

1. The Committee are aware generally of the formal system of government for training colleges but they would be glad to know if there are any features of the government of the college to which you would like to draw their special attention.
2. They are also interested in the extent to which outside bodies, senior academic staff and subordinate staff participate in the various levels of government of training colleges. It would welcome an account of the extent to which these three categories of people have respectively contributed to recent decisions on such matters as the size of the college and the size of individual departments, or the creation of new departments. It would also be helpful to know the extent to which authority to incur expenditure of various kinds is delegated.
3. It is well realised that these are all difficult points which cannot be tackled hastily and the Committee would be quite prepared to wait until March for views on the subjects raised in this letter.

Yours sincerely,

P.S. Ross.⁵³

Secretary

⁵³ P.S. Ross is recorded in the Robbins Report as being “of the Treasury”. It has not been possible to find any further information about him.

Methodist Engagement with the ‘Robbins Report’ (2), 1962

(Westminster College Archive, D/3/b/1, Draft Response to the Committee on Higher Education from The Principal, Rev. H. Trevor Hughes, c1962.)

The following document details the response of the Westminster College Academic Board to the Committee on Higher Education. This Committee was reviewing the provision of higher education in Britain. The Report, published in 1963, recommended the creation of the ‘Council for National Academic Awards (which validated qualifications at Westminster between 1975 and 1992), and the overall expansion of the higher education sector.

DRAFT for a reply to Mr. Ross from Rev. H. Trevor Hughes:

Thank you for your letter of January 19th 1962. In reply to your questions the Governing Body has authorised me to send the following observations which reflect their views.

APPOINTMENT AND PROMOTION OF ACADEMIC STAFF

As you will know, the Ministry of Education determines the ratio of staff to students and, within limits, the percentage of lecturers in each grade. The Principal and Chaplain are appointed by the Education Committee of the Methodist Church.

. In appointing staff, the post is advertised and a short list is drawn up by the Principal in consultation with the Vice-Principal and the head of department concerned. Candidates are interviewed by these three. The appointment is made by the Principal, subject to confirmation by the Governing Body. The tutor signs a service agreement.

a. Every person in charge of a department is at least a Senior Lecturer; in larger departments he will be a Principal Lecturer. Promotion is not automatic: on the other hand, if a suitable person is available the position will not be advertised.

b. Recent experience in advertising posts for women lecturers is that there has been a very small field of suitable applicants. Science posts do not attract many men or women. Good people have been recruited to the staff over the years, but there is some anxiety that the increase in training college posts will not be matched by the number of well qualified applicants.

c. At Westminster College importance is attached to the teaching experience of applicants; the comments of referees and heads of schools are a valuable guide. Yet ability in this direction must not outweigh the importance of scholarship in those who are to tutor three-year course students. At present there are 26 tutors. Five of those look after non-academic subjects (P.E., Art, Craft) and two of these have degrees. Of the remaining 21, 13 have two degrees, 10 of the 13 are working for or have obtained higher degrees.

STUDENT WELFARE

The College has a particular concern for the welfare of its students. There is accommodation on the site of 8 houses (Principal, Vice-Principal, Bursar and Chaplain and four married tutors) and four tutors' flats. Students live in houses containing 10 or 11 and are allocated to one of the resident tutors. These tutors have therefore about 40/50 for whom they are responsible – entertainments, exeats, etc. In addition each subject tutor is encouraged to take a personal and pastoral interest in the students taking his course (all students take two Main subjects and Education). Furthermore, the Principal, Vice-Principal and Chaplain are deeply concerned about the welfare of students and make every effort to invite them to their homes. (There is a Principal Lecturer in charge of women students). The students are 'covered' in this way many times over and there is every encouragement for them to find help from one or another of the senior members of the College. In this College this method has proved successful and would seem to have more to commend it than assigning a student to a personal tutor.

TYPE AND CONTENT OF COURSES

. The Oxford University Institute of Education's minimum requirement is for every student to take the Theory and Practice of Education, one Main and one Subsidiary subject. In view of the academic standard of our students we have insisted that they should take two Main subjects. Those who are particularly able are allowed to take the Theory of Education and/or Main subject(s) to Advanced Main level. The three-year course has not yet been examined so it is difficult to say what the level of attainment will be. Since most students enter with 'A' levels in the subject they select, they ought to be working towards general degree level. In non-academic subjects it is difficult to assess what the standard is or will be. About 44% of the students' time is devoted to the Main subjects. Education ranks with the two Main subjects and occupies 22% of the students' time. This means that 66% of his time is spent on academic studies.

a. Under professional subjects, but distinct from the formal study of Education in all its aspects, are the Curriculum subjects which run for two years. Lectures in each subject deal with the method and background of subjects which are to be taught. A selection of those courses is taken by students – those training for Primary work take seven, Junior/Secondary course students take six and secondary students four or five, though in the last group some are dropped after one year. These courses account for 20% of the students' time.

b. School Practice. This is of fourteen weeks' duration: 4 weeks in the first term; 6 weeks in the sixth term and 4 weeks in the eighth term.

The Governors recognise the need for imparting techniques of teaching and for practical experience in schools, but feel that it is of great importance for their own development that students should pursue subjects to as high a level as possible.

INTERNAL GOVERNMENT

The internal government of the College is influenced from outside by three bodies: the Ministry of Education which is responsible for running costs and may therefore to some extent influence policy, as well as giving advice through H.M. Inspectorate; the Oxford University Institute of Education, of which the College is a constituent member; the Governing Body which elected annually by the Methodist Church. At the moment the Trust Deed is being revised and it may be thought appropriate to include representatives of various bodies and interests in an official capacity. At present as a voluntary college, the Governors have sought to include senior members of the University of Oxford, former students, educationists, as well as those who represent the Methodist Church; local and national interests are represented though unofficially. The Principal is an ex-officio members of the Governing Body. The Vice-Principal is in attendance to represent the general interests of the academic staff.

The responsibility for major policy decisions rests with the Governing Body. The decision to move the College to Oxford from London, the increase in the number of students and consequent enlarging of the premises, the acceptance of women students as well as men, involved financial and other considerations. The increase in the proportion training for the Primary school was imposed by the Ministry of Education.

The academic staff do, however, play an important part in the formation of academic policy. The tutors form an Academic Board of which the Principal is Chairman. Sub-committees may be set up from time to time to examine some questions in detail before the Academic Board comes to a decision. Subject tutors are members of Boards of Studies of the Oxford University Institute of Education; syllabuses and

examinations are subject to the approval of the Boards, the Professional Committee and the Delegates.

For some years now the College has offered the usual range of subjects to be found in the curriculum of a training college. The development of the science was suggested by the Ministry of Education. Two years ago, when the number applying for courses in Handicrafts diminished, in consultation with the head of this department a course in Light Crafts was substituted, particularly as women were now being accepted. The Governing Body concurred in each case. Since the ratio of staff to students is controlled ultimately by the Ministry of Education, at a time of expansion the needs of departments have to be carefully balanced in accordance with numbers of students applying, their subjects and the age-range they wish to teach. It is the responsibility of the Principal, who alone has the over-all picture, to balance the needs of each department, in consultation with the heads of the departments concerned.

On the financial side a sum is allocated each year by the Ministry of Education for expenditure on apparatus and equipment and for the library. Heads of Departments produce their estimated expenditure under each heading. If this exceeds the amount available, the Principal discusses with them where cuts should be made.

In conclusion, it is perhaps appropriate to refer to the marked development in the stature of the training colleges since the war. This College is fortunate in having tutors who are able to rise to increased responsibility in the academic sphere, which parallels the new conception of student responsibility, consequent upon a higher standard of entrant. Yet the developments in size, the extension of the course and the mixing of the sexes, quite apart from the transition to Oxford, all demand long term

planning and a steady advance if all that is good in the tradition in the College is to be retained and enhanced.

H. TREVOR HUGHES (Principal)

Methodist Engagement with the ‘Robbins Report’ (3), 1962

(Westminster College Archive, D/3/b/1, Evidence of the Methodist Education Committee submitted to the Committee on Higher Education, c1962.)

In addition to the individual colleges, the Methodist Education Committee also submitted evidence to the Committee on Higher Education demonstrating both the importance of the subsequent report, and also the increasing independence of Westminster and Southlands Colleges as higher education institutions.

H.E. (V.E. (61) 15

MINUTES OF EVIDENCE TAKEN BEFORE THE COMMITTEE ON HIGHER EDUCATION

Twenty-first Meeting

Verbatim Evidence No. 15.

METHODIST EDUCATION COMMITTEE

Rev. G. R. Osborn, Professor A. E. Smailes, Miss M. S. Johnson and Rev. T. Hughes.⁵⁴

(Written Evidence E. 83)

⁵⁴ Arthur E. Smailes (1911-84) was a geographer who held a series of university posts, many of them in (University of) London colleges. He was the Secretary of the Institute of British Geographers between 1951 and 1962, and its President in 1970. Smailes was also a Methodist Lay-Preacher. He has a lengthy obituary in *The Geographical Journal*, 151:1 (1985), p149-151.

Myra Johnson was the Principal of Southlands College between 1949 and 1965.

CHAIRMAN: May I open this discussion by asking if there are any general observations you would like to make on the written submission we have before us?⁵⁵

THE REV. MR. OSBORN: We are very glad to have the opportunity to represent the voluntary colleges in this way. The points we want to make are those set out in our memorandum, and, if you would like to ask us questions about it, that may be the best way we can help.

May I reply by putting to you a general question? What are the points you would hope to see dealt with in the report which this Committee will be making?

THE REV. MR. OSBORN: We hope that the existence of the voluntary colleges, and the voluntary training colleges particularly, would be recognised as valuable, embodying as they do the voluntary principle, with a specialist group of people particularly interested in them. We believe that they bring into the teaching profession many people from our Church who are anxious to serve as teachers and also to be connected with the work of the Church. The second point we would like to make is that there should be a closer link than exists at present between the work of the training colleges and the work of the universities, so that abler students have their minds and general education stretched by the advantages which come from a closer link with university work.

I think you may take it for granted that we recognise the value of the work which goes on in colleges of this sort. Our task is partly to make recommendations for development, and your suggestion in this connection is that there should be closer integration with university activities?

THE REV. MR. OSBORN: Yes.

In what way would you hope this would take place, as far as your own colleges are concerned?

⁵⁵ It is assumed that the 'Chairman' is Lionel Robbins who chaired the overall committee.

THE REV. MR. OSBORN: I think there are inevitably in the training colleges, because of what we have called the 18-plus examination, some people at, or probably above, the standard of a great many students in the universities. They have not gone to a university, either because they have had bad luck at the entrance examination, or because they have come from a poor school which has not enabled them to reach the required standard. Wherever you draw the line, there will be some near misses. There also are those who come to the training college because they want to be teachers and prefer the Church training college to a university because of family connections or for some other reason. I think the work these abler students do at the training college should have a chance to count towards a degree. There might also be some who actually work for a degree whilst at the training college.

Do any of your students work for a degree at the University of London?

PROFESSOR SMAILES: When Westminster College was in London our students used to go to King's College and the London School of Economics. In their fourth year they did their professional training with us, but they remained members of our college during the whole four years. They lived in the college, and did not regard it simply as a hostel. They preferred to play for Westminster rather than one of the other colleges; they were members of the London University Union. After the war, when we took in two-year course students, we had two groups at the college, those who were working for the Teachers' Certificate and those who were taking degrees on a four-year course. This proved beneficial to both parties. People who were not working for degrees, seeing some of those who were, thought: "If he can do it, I can" and, when they left college and went to posts near London, they attended evening courses at Birkbeck College. When we moved to Oxford we were not able to make with Oxford University the kind of arrangement we had had with London University.

What specific changes would suit your requirements best now?

PROFESSOR SMAILES: Our answer to that would be that people who come to Westminster should be able to work for degrees. We have raised this with the Ministry of Education. We should like some of our students to work for London external degrees.

I do not quite understand what obstacle has been placed in their path.

PROFESSOR SMAILES: The Ministry of Education would not allow us to continue our four-year course. I think the Ministry reasoned that if we continued our four-year course for a London External degree with the Ministry's approval, that would establish a precedent of general Ministry approval for four-year courses. Although we have tried since 1953 to persuade the Ministry of Education to allow us to have four-year courses and to continue what we did in London, but externally rather than internally, there has been no favourable response. We have been told to wait. If you ask for an answer now, the answer is no. They say: if you will be patient the answer may be yes. We are still waiting.

MR. ELVIN: You do not think it proper and right to make such a decision? I understand that you do not altogether approve of what appears to be dictation of academic policy?⁵⁶

PROFESSOR SMAILES: No. We should like the Ministry to encourage us in our efforts to raise academic standards.

THE REV. MR. HUGHES: It is Ministry policy at the moment to narrow the sector for which our colleges are providing teachers. The latest edict is that the proportions of the intake to the training colleges shall be 85 per cent. for the education of primary school teachers and 15 per

⁵⁶ H. L. Elvin (1905-2005) studied History and English at Trinity, Cambridge before holding a series of roles in local politics, including on the education committee for Cambridge. Following service during the Second World War, Elvin was appointed Principal of Ruskin College in Oxford. He then became Director of the UNESCO Department of Education in Paris before becoming a Professor of Education at the University of London Institute of Education. At the time of the Robbins Report, Elvin was the Director of the Institute. He has a lengthy biography, by Richard Aldrich, in ODNB.

cent. for secondary school teachers. We believe that it is not healthy for the colleges to concentrate in that way upon a particular sector of the educational field. We consider that the range of work should be widened.

CHAIRMAN: Do I understand you to say that the range of work you may do is dictated to you by the Ministry of Education?

MISS JOHNSON: We have in recent years been subjected at very short notice to the demand to change the pattern of training according to the needs of the schools in any one year. Last year, for example, when we were about to select our applicants, we were asked on October 3rd to switch across from the normal intake to the one Mr. Hughes has indicated.

If this had happened on October 4th, would it have, so to speak, misfired?

MISS JOHNSON: It was already very late; we were just about to start interviewing.

What is the sanction of the Ministry of Education in thus constraining you against your will?

THE REV. MR. OSBORN: It is more, I think, in the nature of a request which it is very difficult to refuse.

PROFESSOR SMAILES: It is more than a request. All the training colleges in the country were thus divided to allow a certain proportion of people for secondary teaching. We were told we could have 43 people training for secondary school work in any one year, and some of those must train for physical education, some for science, some for mathematics, and some for divinity.

What would have happened if you had disobeyed?

MISS JOHNSON: I think we should have been under the sanction of the London University Institute.

MR. ELVIN: The Ministry asserts, and I think it is on firm ground, that it has a national responsibility for the supply of teachers. Its statistical studies led everybody who looked at them to agree that, if exceptional action were not taken, there would be a shortage of teachers in primary schools within a few years. They therefore decided to ask training colleges to change the balance of training so as to produce more people who could teach in primary schools. The institutes only came into it in so far as the federations of the training colleges and the university committees preferred to administer it themselves rather than that the Ministry should deal directly with every college. The sanction is that the Ministry pays grants to students and can decide whether or not to pay a grant. My personal view is that the Ministry's statistics were not open to serious question, and that action was necessary.

THE REV. MR. HUGHES: The statistics were discovered only many years after the pupils had been born.

DAME KITTY ANDERSON: I was a member of the Advisory Committee which considered this matter. It is true that we did not have the figures until I think, late in June. But the Council felt there was no other course open if the staffs of primary schools were to be kept up, and classes were not to rise to 70 and 80. I would agree that it was regrettable that the statistics were not available earlier. The whole teaching force has been affected by the growing number, for instance, of young women teachers who leave the profession. This kind of factor is very difficult to forecast, is it not? I think the picture is clearer now.⁵⁷

⁵⁷ Dame Kitty Anderson (1903-79) was a headmistress who trained to teach at the London Day Training College. She was a representative on a great many committees and organisations, including the National Advisory Council for the Training and Supply of Teachers (1953-61); the University Grants Committee (1959-61); and President of the Association of Headmistresses (1954-56). She has a lengthy biography, by Mary Warnock, in ODNB.

THE REV. MR. HUGHES: The present crisis concerns the primary schools; very shortly we shall have the crisis for the secondary schools. I think I am right in saying it is Ministry's policy or expectation that in future secondary schools will be stocked with graduates. We would ask to be allowed to produce some of those graduates along the lines my colleagues suggested.

CHAIRMAN: I confess I am still not quite clear about this. I can well understand that the statistical machine has not in the past been perfect. I can equally understand that some inadvertence of procedure may have led to the unfortunate date of the request. But I am not clear what would have happened if the governing bodies of these colleges said that they would do what they could to meet the Ministry's request, but intended also to continue training students for degrees.

MR. ELVIN: If the Ministry said: you can have thirty people specialising in, say English Literature and the college said it intended to take fifty, every one of the fifty would have to get a grant from the Ministry, and the Ministry would have been in a position to withhold grant from the additional twenty students.

CHAIRMAN: This request was backed by the financial sanction that no money would have been forthcoming for any other course than that suggested by the statistics?

MR. ELVIN: This also applies to capital grants.

CHAIRMAN: This college has no independent funds with which it could have circumnavigated this difficulty?

THE REV. MR. OSBORN: No. The funds of the college are devoted to capital expenditure.

Entirely?

THE REV. MR. OSBORN: Yes.

All current expenditure is met by subvention?

THE REV. MR. OSBORN: Yes. There has been a succession of different short term policies, while what the colleges need is a long-term plan.

CHAIRMAN: I appreciate that.

MR. SHEARMAN: I am sure you would not wish us to recommend that there should be no attempt to ensure that a national need is met, and that we should leave the colleges to decide entirely without guidance whom they shall teach. That might result in over-supply of some kinds of teacher and a shortage of others. What kind of machinery would you desire in the long term for getting these things into proper relation?⁵⁸

PROFESSOR SMAILES: We have run courses which have been designed to fit teachers for both the primary and the secondary school because we know that, although there may be a shortage in primary schools in the next few years, the Ministry, or the local authorities, may be asking that the people who have been teaching in primary schools should then move on to secondary modern schools. This happened just after the war. What makes me a little uneasy about the principles laid down by the Ministry is that it is not ultimately the Ministry but the local authority which decides where teachers find employment, according to the needs of the situation in a particular area. We therefore feel we should try to fit some of our students for secondary work, and some for primary, but that the rest should have courses which will enable them to teach in either type of school.

If each college decided for itself how much of its resources it would devote to that dual function, do you think things would work out satisfactorily in the long run, or do you think some kind of plan, e.g. from the Ministry, worked out through the Institutes, is unavoidable?

⁵⁸ H. C. Shearman is listed in a 1961 edition of *Nature* as being the Vice-President of the Workers' Educational Association. (Available at: <https://www.nature.com/articles/189531d0.pdf>).

PROFESSOR SMAILES: The training colleges responded to the appeal of the Minister just after the war without any numbers being laid down, and I think the local authorities by and large were satisfied that the needs for more primary teachers were met by the training colleges; and the same also applied in the period when the emphasis was switched to the secondary schools.

We are concerned with the general problem of the allocation of resources to higher education. Do I understand that you think if it is left to the training colleges it will work out all right, and that there is no need to have a general statistical survey of the needs?

THE REV. MR. HUGHES: Not at all. There should, however, be a long-term policy; the statistics are known when the children are born.

MR. ELVIN: Not all of them surely. There are factors like the age at which young women tend to get married, and the gap between marriage and family. These things are not known with any precision.

THE REV. MR. HUGHES: No; but the incidence of the bulge is known.

We know five years ahead how many children will enter the infant schools, but we cannot be precise on much more than that.

THE REV. MR. HUGHES: I agree; but if we plan on those statistics we will never be in a position suddenly to require 85 per cent. of a certain sort of teacher. We might have to alter the proportions as we go along but there would not be such a sudden swing.

CHAIRMAN: What is the moral here for the future? I gather the delegation feel it would be helpful to them if the Ministry gave clearer indications over a longer period, and, coming back to the point from which this started, they are asking that they should receive financial support for a certain limited number of people to take degree courses?

THE REV. MR. HUGHES: That is so. We think that the ingredients of our student population should include this element.

Are you satisfied that the numbers that it would be prudent for you to take would be such as would involve an economical use of resources, yours and the national resources, in this connection? Supposing you have, let us say, half-a-dozen degree students, would the existing staff be able to take care of them, or would you need reinforcements in various ways?

THE REV. MR. HUGHES: It could not be done over the whole range of subjects taught within the college, but it could be done in two or three subjects. Students reading for degrees are regarded as an intellectual leaven in the whole college, just as post-graduate students, coming into the college for their Education Diploma, would similarly contribute.

Would you feel this particular policy discriminates against you?

MISS JOHNSON: Yes.

That you are denied the opportunities according to other existing training colleges?

THE REV. MR. HUGHES: No but I think that, if the voluntary principle has any validity, it does not apply only to training teachers for primary schools; it must equally apply to stocking the secondary schools.

CHAIRMAN: My difficulty in this is in relating it to any conclusion that we may eventually promulgate. We are specifically not addressing ourselves to the circumstances or particular educational institutions save where they may impinge on the structure of higher education as a whole. Would you feel that your causes would be forwarded if we expressed the hope that in teacher training colleges there should be appropriate facilities for some students to take degrees?

MR. ELVIN: It is done.

CHAIRMAN: If that is so, it seems to me that the sort of generalisations we are capable of making are likely to leave your particular problem unmentioned. I am putting the problem to you in order that you may realise that we are anxious not to be unhelpful, but it is not easy to see what can be done.

THE REV. MR. OSBORN: I think we would like you to say that this has been done in our colleges in the past, and that it is desirable that there should be students in the general training colleges taking a degree course.

CHAIRMAN: You think that something in those general terms would meet your case?

THE REV. MR. OSBORN: I think it would.

PROFESSOR DREVER: There is one point of general interest here that puzzles me. Some witnesses from training colleges have spoken with eloquence and conviction on the need to preserve training from the dead hand of the universities, from the academic requirements universities tend to impose. Yet you are apparently saying that it is desirable to lay this dead hand on more than half-a-dozen of your students. Do I misunderstand you here?⁵⁹

THE REV. MR. HUGHES: You would not expect me to be on the side of the people you are talking about. I can only say I have not had to convert my colleagues to a different point of view; it is, from the first, theirs.

THE REV. MR. OSBORN: We have nothing to say about dead hands on this point.

PROFESSOR SMAILES: It has been a very helpful hand in days gone by.

⁵⁹ James Drever was the founding Principal, and first Vice-Chancellor, of the University of Dundee. He has a biographical entry on the University's website. (Available at: <https://archives-records-artefacts.blogspot.com/2010/04/celebration-of-founder-of-university-of.html>)

MR SHEARMAN: I gather from your memorandum that at Southlands three out of five of your present students are at the minimum standard required for entry to a university degree course. I wonder whether you would recommend that at least a substantial number of students should have a broader degree course, whether the colleges might not help in this way to refresh the universities?

MISS JOHNSON: Yes. This is very much in line with what I have been thinking. Broadly speaking we have something like three groups in a college such as mine, and possibly Mr. Hughes' college also. There is a group of considerably more than six students, who could take a present degree course in three years. There is a second, larger group who could take it in four years: the remaining 60 per cent. of students would, I think, not achieve graduate status; in the main they are those who are preparing to teach infants and juniors, who have a real understanding of the small child and his or her needs, and who find their academic studies best interpreted in the classroom. But it seems to us wrong to deny the first two groups the chance which is given to other people with the same ability.

CHAIRMAN: That is a point on which we have had many representations and we shall certainly take it into serious consideration. Thank you very much for this interesting discussion.

The Robbins Report, 1963

(Westminster College Archive, Uncatalogued.)

The Robbins Report is the fourth of four influential pieces of legislation reviewed in this study. Issued at a time when Westminster College was reinventing itself on a new site, this Report was published at an opportune time for the College. Similar to the 1902 and 1944 Acts, it is also seen as being a benchmark in British educational policy as it recommended a growth in the higher education sector, and a growth in the number of courses available. For Westminster, this Report would have over thirty years of impact as it recommended the creation of a 'Council of National Academic Awards' (which validated Westminster College courses between c1975 and 1992), and recognised that teacher training was a valid form of higher education, rather than only being a necessary form of vocational training.

The improved opportunities for secondary schooling are largely responsible for the enormous growth in senior forms since the war. Table 1 shows that in 1938 only about 4 per cent of children aged seventeen in Great Britain were at school; in 1962 the proportion was 12 per cent and in addition nearly 3 per cent were receiving full-time education at that age in technical colleges, which have also been transformed in character. These changes, reinforced by the steady rise in national prosperity, are now making their impact on the demand for higher education. In 1938 only about 3 per cent of those aged nineteen were receiving full-time education; in 1962 the proportion was 7 per cent, nearly all of them in higher education.

TABLE 1: The percentage of young people of various ages receiving full-time education, Great Britain 1870-1962

	Percentage			
	1870	1902	1938	1962
10-year-olds	40	100	100	100
14-year-olds	2	9	38	100
17-year-olds	1	2	4	15
19-year-olds	1	1	2	7

This expansion has not been accompanied by any lowering of standards, but rather the reverse. For example, Table 2 shows that the percentage of the age group achieving minimum university entrance qualifications has risen by over a half since 1954, whereas the percentage entering university has risen only by a quarter, and has actually fallen since 1959. In the last few years, in other words, university expansion has not even quite kept pace with the increase in the age group, let alone the increase in the number of those with the minimum qualifications for entrance (see paragraph 51). We discuss in more detail in Chapter VI and in Appendix One the impact of increases of this kind on the demand for higher education in the future.

TABLE 2: Percentages of the age group obtaining minimum university entrance qualifications, and entering university, Great Britain 1954-1962

	Percentage		
	Those obtaining university entrance qualifications as percentage of the age group	University entrants as percentage of the age group	University entrants as percentage of those with university entrance qualifications
1954	4.3	3.2	73
1955	4.5	3.4	74
1956	4.8	3.5	74
1957	5.3	3.9	75
1958	5.7	4.1	72
1959	6.1	4.2	66
1960	6.6	4.1	62
1961	6.9	4.1	61
1962	---	4.0	---

THE PATTERN OF HIGHER EDUCATION

44. There are three sectors of higher education with which we are mainly concerned. They are: universities; Training Colleges and Scottish Colleges of Education;⁶⁰ and further education in those institutions for which the Ministry of Education and the Scottish Education Department have a general responsibility, namely Colleges of Advanced Technology, technical colleges of various kinds, Colleges of Commerce and Schools of Art and the Scottish Central Institutions.

⁶⁰ Here, Westminster College is classed as a 'Training College'.

The work here is of differing levels: we shall only be concerned with that which comes within the scope of paragraph 6 of Chapter I and is defined as 'advanced'. More details of all the topics discussed in this chapter will be found in Appendices One and Two.

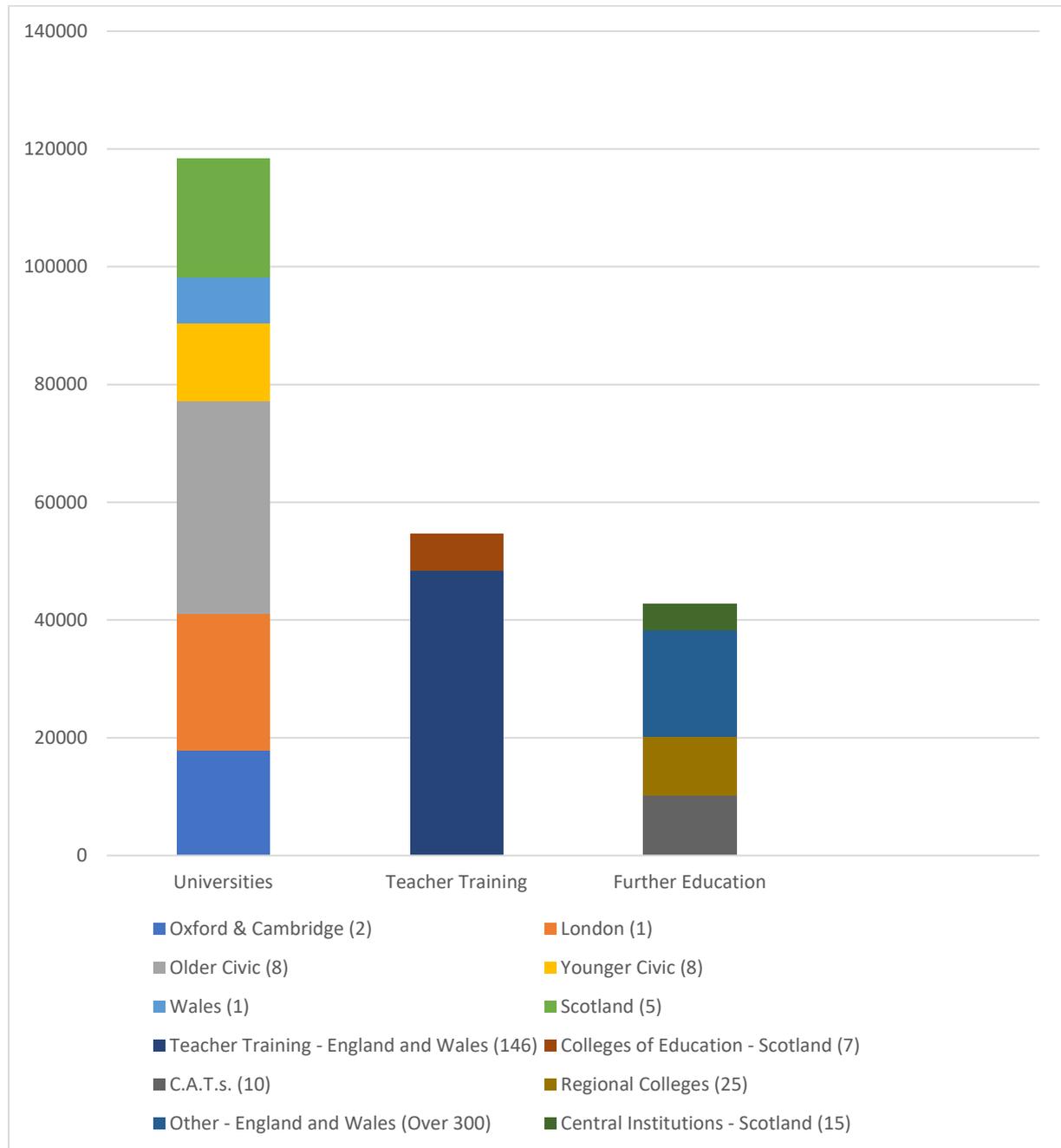
Full-time provision

45. At the turn of the century nearly all full-time higher education was provided by universities. The courses then given in Training Colleges and Colleges of Education involved only two years of study and the standard of instruction was correspondingly restricted. These colleges have grown substantially in stature in recent years, both because of rising standards of entry and, in England and Wales, because of the introduction of the three-year course in 1960. The stature of some colleges engaged in further education has also grown dramatically in recent years. It will be seen from Table 3 that, while the number of university students has slightly more than doubled since the war, the number in Training Colleges and Colleges of Education has increased just over fourfold. But, striking as these changes have been, the most marked increase has been in the numbers taking full-time† advanced courses in further education. This work was negligible sixty years ago, but today a fifth of all full-time students are in these colleges. Table 3 and Chart A show that in 1962/3 there were 118,000 students in universities, 55,000 in Training Colleges and Colleges of Education and 43,000 taking full-time advanced courses in further education. Chart A also shows details of the institutions within each of these three sectors, which we discuss in Chapter IV.

Part-time provision

46. Most part-time higher education is provided in institutions of further education. In 1962/3 there were 54,000 advanced students attending these institutions for at least one day a week (compared with 29,000 in 1954/5): most of them were released by their employers for the purpose.

CHART A: FULL TIME STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION, GREAT BRITAIN 1962/3⁶¹



⁶¹ In total, Universities are recorded as having 118,400 students; teacher training institutions 54,700; and Further Education 42,800 students.

C.A.T.s. stands for ‘Colleges of Advanced Technology’.

The figures in brackets show the number of institutions in each category.

Another 54,000 advanced students attended only in the evening. In the universities, the number of part-time students was 9,000 (over two thirds of them at postgraduate level) compared with 6,000 before the war. Hardly any part-time work is done in the Training Colleges and Colleges of Education.

TABLE 3: Students in full-time higher education

Great Britain 1900/1 – 1962/3⁶²

	Number			
	University	Teacher Training	Further Education	All full-time higher education
1900/01	20,000	5,000	---	25,000
1924/25	42,000	16,000	3,000	61,000
1938/39	50,000	13,000	6,000	69,000
1954/55	82,000	28,000	12,000	122,000
1962/63	118,000	55,000	43,000	216,000

... We recommend that the present Council should be replaced by a Council for National Academic Awards, covering the whole of Great Britain. In Chapter XVII we make recommendations on the method of its appointment. We think that it would contribute to the

⁶² The table notes that “Part of the large increase in teacher training between 1954/55 and 1962/63 was due to the lengthening of the Training College course in England and Wales.” For Westminster College, the opposite was experienced as it moved from the London four-year course to a three-year teaching qualification. In reality, however, this was an overall lengthening as the teaching qualification whilst under the four-year scheme was only one year long.

The figures reported here directly correlate with those reported by the Methodist Education Committee as being enrolled at Westminster and Southlands Colleges.

standing of the Council and of its awards if it could be established under royal charter. It would differ from the present Council not only in awarding degrees at pass and at honours level and in covering areas of study outside the field of science and technology: it should also differ somewhat in its composition. The strong industrial representation is valuable, particularly when it is possible to secure as members those who are distinguished in professional as well as in managerial capacities. But greater representation will be needed of the Regional and Area Colleges, for whose benefit the Council will in future operate. At the same time we think that autonomous institutions (the Colleges of Advanced Technology as well as the universities) can continue to give important assistance in establishing standards and generally helping the colleges in their academic progress, and we recommend that they should be collectively responsible for nominating a number of members to the Council. Their academic advice at national level will of course continue to be supplemented in the regions through the Regional Academic Boards that are associated with the Regional Advisory Councils: at this level too we hope to see Colleges of Advanced Technology and universities play a leading role in discussion of academic policy.

434. Some colleges may well continue to prefer the London external degree to the degrees of the National Council. We see every reason why such an association should continue where it is desired. Indeed, there are at present some seventy five colleges (other than Colleges of Advanced Technology) that offer courses leading to London degrees. Although the Council for National Academic Awards, approving courses for pass as well as for honours degrees, may well choose to range wider than the present Council has done, it would be departing from principles we have laid down to approve as a degree centre a college with only a handful of students at this level. The Council itself will determine whether, in colleges whose full-time work is sufficient for its purposes, part-time students as well as full-time students should be eligible for a degree, but we should not wish colleges to be approved by the Council if there

were no nucleus of full-time work. In these circumstances, and particularly to meet the needs of the part-time student, the London external degree will have a continuing role.

Control of the power to give degrees

435. In this chapter, as in the last, we have proposed arrangements whereby degrees will be more widely available than ever before in this country.

... This principle of continuity is nowhere more important than in the sphere of teacher training. Here what the Report aims to achieve is the continued raising of the standards of work in the colleges and an improvement of their status, while retaining close contact with the administration of the schools. This aim would be more surely reached, in my judgment, if co-ordination at the higher level were to be through a single Ministry. The effect of the recommendations in Chapters XVII and IX taken together is that the Colleges of Education will have no immediate administrative contact with those who have major responsibility, central and local, for the schools. I feel bound to record my own convictions that what is needed in the period of expansion immediately ahead is that there should be give-and-take, co-operation and goodwill in the fullest measure between the universities and the local education authorities in the service of the teaching profession.

It may well be that some local education authorities have not shown a sufficiently liberal attitude to the colleges; if so, it can and should be changed. On the other hand in many material respects (for instance, the provision of residence), the Ministry of Education and local education authorities have no need to apologise for their record; and, on the other hand, if Training College students have rarely been recognised for degrees, that has not been the fault of the education authorities.

The pressing need in this sector of higher education is not only to consolidate and extend the academic gains of the three-year course (a bold and far-sighted venture) but also to carry through the great expansion of numbers on which we have embarked.

Chapter II: Westminster College, 1902-1959. Life in London; attempts to relocate; and its four-year course

Financial Difficulties of Westminster College, 1925

(Westminster College Archive, A/1/b/2, Extracts from a Memorandum by H.B. Workman to the Trustees of Westminster College, 13 November 1925.)

This document, taken from the College's Minute Book for its Board of Trustees, clearly demonstrates the financial pressures experienced by teacher training institutions at the start of the 1920s. In a Methodist context, this will have been felt more keenly by Westminster College as a male-only institution because of the high number of young men killed during the First World War.

Westminster Training College

A more difficult question is the consideration of the present financial position of Westminster College, and what should be done to meet it. We have only been brought face to face with this problem in the last three years, owing to circumstances over which we have little control.

Three years ago the Board of Education reduced the grant to all Training Colleges by 16 2-3rds. per cent. plus a reduction in supplementary grant. This was done because broadly speaking, all the women's colleges in the country were working to a profit, especially those with large numbers. One Principal of a College for 200 women informed me that his profit in the previous year had been over £2,000. The Treasury naturally determined to stop this and reduced the grants to what they thought would be the necessary provision without profit. Unfortunately they made the reduction all-round and treated the men's colleges in the same way as the women's colleges. For men's colleges, many of which had been crippled by the

War, this has been disastrous.⁶³ At Westminster in 1922 we received from Government grants £14,605. In 1923-4 we received only £11,157, a drop of £3448. In 1924-5 the grant was £11,083. To this must be added the loss of about £1000 by the reduction of our numbers through losing the Ministry of Labour students. It is this reduction of more than £20 per head that is the cause of all our embarrassment, added to the loss of £10,000 incurred through the War.

Before the War, women's colleges were paid a grant at the rate of £38 per head per annum and men's colleges a grant of £53 per head. The grant to women's colleges was confessedly inadequate; while the grant to men's colleges just about paid the way. The Council of Principals repeatedly urged that £5 per head should be added to the women's grant and that this under pre-war conditions would meet the need. The grant for women's colleges has now reached a maximum of £65-6-8; that for men's colleges a maximum grant of £76-13-4. Comparing the figures with the pre-war rates of grant, the increase for women's colleges has been 72% and that for men's colleges not quite 42%. As women's colleges still continue in some cases to make profits the Treasury is considering a further reduction of grants by "standardisation". This would again hit men's colleges most unfortunately.

The matter may be approached from another point of view. The cost of the staff of Westminster in 1913 was £2848. By the introduction of the Burnham scale the cost has been

⁶³ It is estimated that some 880,000 members of the British Armed Forces were killed during the First World War, equating to 6% of the adult male population. This meant that the 1921 Census recorded 109 women for every 100 men, and a greatly reduced pool for male teaching colleges, like Westminster, to recruit from. (Statistics from UK Parliament, 'The Fallen'. Available at: <https://www.parliament.uk/business/publications/research/olympic-britain/crime-and-defence/the-fallen>.)

raised £6,291 in 1924 and £6,089 in 1925, an increase of 120%.⁶⁴ Towards this the Board only gives 45% increase on 1913 rates. Nor is the increase in expenditure due to any increase in staff.

The injustice of the position of a men's college is evident also when it is remembered that for Women's colleges a sum of £28 per head for tuition is paid and for men's colleges only £30. In other words the difference between the payment for the staff of Southlands and Westminster is only £300. Out of this £300 we have to pay a married staff, including Principal and Vice-Principal, and also all the higher payments which high honours degrees involve.⁶⁵ Even if our staff were reduced to a non-honours staff and University work put an end to, the £300 difference would fail to meet the obligations imposed upon us by the Burnham Scale in the difference between men and women. The sum has become ridiculous when it is remembered that Chemistry and Physics - this last a subject which no Women's College touches - are exceedingly costly subjects for which the Board makes absolutely no extra payment whatever. Mathematics also at Westminster is a costly and necessary subject; at Women's Colleges it is mostly neglected. All these matters I pointed out to the Board when I gave my evidence to the Departmental Committee. Men's Colleges, almost without exception, are in financial difficulties, unless as at Bangor, Goldsmiths, Leeds etc., linked up with a

⁶⁴ The 'Burnham Scale' was named after Harry Levy-Lawson, 1st Viscount Burnham, who was the first Chairman of the 'Burnham Primary and Secondary' and 'Burnham Further Education' committees. The scale, which was established and monitored by these committees mandated and controlled teacher's pay. Lord Burnham has a more extensive biography in ODNB, and the Burnham Scale is better covered in its archives, held by the University of Warwick.

⁶⁵ It is assumed that Southlands College had very few members of married staff as it was illegal for married women to hold teaching roles at this time. This inequality was only addressed in the 1944 Education Act.

Women's College upon whose greater financial resources they can draw.⁶⁶ One men's college in the country without any financial resources lost last year £1400. The Anglican colleges of St. Mark's and St. John's have found the strain impossible, and have solved the difficulty by amalgamation....⁶⁷

... Then came the disastrous reduction of Government grants and the adverse balances on the College account mounted rapidly...

⁶⁶ Bangor Normal College was founded in 1858 by the British and Foreign School Society. It was integrated into the University of Wales, Bangor (now the University of Bangor) in 1996. Further information about the history of Bangor's teacher training college can be found at <https://www.bangor.ac.uk/news/archive/a-normal-life-5128>, or in T. Ellis, *Back to Normal*. (Caernarfon: Self-Published, 2014).

Goldsmiths, University of London was established by the Worshipful Company of Goldsmiths in 1891 as their 'Technical and Recreative Institute'. It joined the University of London in 1904, and received its own Royal Charter in 1990. Further information on the history of Goldsmiths can be found at <https://www.gold.ac.uk/about/history>.

The City of Leeds Training College was established at Beckett Park, Leeds in 1907. It later merged with Carnegie College in 1968, and later with Leeds Polytechnic in 1976. In 1992, this became Leeds Metropolitan University, now known as 'Leeds Beckett'. Further information can be found at <https://www.leedsbeckett.ac.uk/our-university/history-and-heritage>.

⁶⁷ The Colleges of St. Mark and St. John were established in London by the Church of England, being founded in 1841 and 1840 respectively. The two institutions merged in 1923, and relocated to Plymouth in 1973, later becoming a university in 1992. Although formally the 'University of St. Mark and St. John', the institution is better known as 'Plymouth Marjon University'. Further information can be found at <https://www.marjon.ac.uk/about-marjon/history>.

... In fairness, however, it should be noted that these adverse balances take no account of any contribution from the Methodist Church. Before the War Westminster received £1200 a year. Since the War nothing has been paid to the College...⁶⁸

... We add also the recommendations of the Committee in the size of Colleges:-

“In the circumstances, we doubt whether a College of 150 students can, as a rule, be conducted without waste, and for practical purposes we are inclined to suggest 200 students as a reasonable figure, below which it is not well to go...”⁶⁹

... it should be stated that in several respects Westminster is an ideal College; in its situation in the heart of London, in the dignity of its buildings, in its arrangement and in the ample accommodation afforded by its classrooms. The classrooms in fact are so large that the number of students in the College could easily be doubled without serious inconvenience, except possibly in the Chemistry Lab... Westminster suffers of course from lack of light and its playing fields are necessarily at a distance.

Alternative Plans.

(1) I begin with the most inconceivable - the reduction of the College to a Non-Honours College giving up Degree courses and reading for the Board's Certificate.

⁶⁸ It is unknown why this reduction in funding occurred, but is believed to be linked to difficulties following the First World War and related strains on localised funding. Appendix IV of the accompanying commentary shows that there was little reduction in the size of Methodist congregations following the war.

⁶⁹ Westminster College was regularly operating with a cohort of 140-180 students. For greater detail, see Appendix III of the accompanying commentary.

Westminster to-day stands easily first at the head of all Colleges. Its University Honours list is larger than that of all other Colleges in the Country put together, leaving out, of course, the University Colleges. To bring it to this proud position has been the work of twenty years: it can be irrevocably destroyed in a few months...

... (2) To turn the College into a four-year College only as an integral part of the University...

(4) Another plan to which at one time I devoted some attention was the suggestion of the Principal of the University to myself personally: that there was great need for another University College in London and that possibly we might look at the question of becoming that University College for the faculty of Arts and Science. This would give us freedom from the Board's regulations as to numbers, but would introduce a number of complications which are so difficult that I do not at present see my way through them.

(5) An alternative is the sale of Westminster and the removal of the College elsewhere....

As regards university connection, I am one of those who do not believe that by any possibility could the women's colleges come into close touch with London. It is only on the sports field that any possible approach to unity is being made even on the men's side, and very little even there. London is far too huge and its colleges far too many for there to be developed that internal university feeling....

... (6) It has been suggested at sundry times (e.g. by the late Sir James Yoxall) that instead of establishing Westminster elsewhere near London, a college should be established at Oxford.

Such a college would have to be established within three miles of Carfax and would have to be a four-year college in which the students would be reckoned as non-collegiates attending the university lectures.⁷⁰ Such a college would of course be somewhat small: provision for 100 would be all that need be made. All that such a college would need would be study-bedrooms, common rooms, a dining hall, kitchen, principal's house, and an assembly hall which might be used as a chapel. It is difficult exactly to say what a college of this sort would cost, and Wesley College at Cambridge (for many reasons) would be no guide... At Oxford again more attention would have to be paid to the outer appearance of the building.

The Oxford plan has many advantages and also many disadvantages.⁷¹ The advantages are as follows:-

- (a) An absolute permanent basis for the future; for whatever changes may take place as regards the training of teachers there would never be any change in the demand for a Methodist Hostel at Oxford....
- (b) The idea would probably appeal to our Methodist public, and have sympathy of the Conference from the first.
- (c) Another advantage would be that all tuition would be given in the university itself....

The disadvantages are also plain:

- (a) I am not sure to what extent a college of this sort at Oxford would be allowed by the University...

⁷⁰ Carfax Tower is a monument in the centre of Oxford. It was utilised by the University to measure the 'University Area' of the city, as defined in the University of Oxford residency regulations. Today, these can be found at <https://academic.admin.ox.ac.uk/residency>.

⁷¹ These advantages closely match those identified in 1953-55. For more information on these discussions, see Chapter III of this catalogue.

I believe also that the resident tutors would have to be Oxford M.As... resident tutors who are not M.As of the university would find themselves somewhat a discount.

- (b) This scheme means practically the throwing over of all our existing staff.
- (c) It would involve a complete break in continuity with the past...
- (d) To be at Oxford is one thing; to be of Oxford is another; and unattached students (especially would-be teachers) would not easily find their place in this old established university...
- (e) To exchange the London Diploma course in Teaching for the Oxford Diploma course, as it at present exists, would be undoubtedly a retrograde movement. But it is probable that the course at Oxford will be reformed. There would be some advantages in allowing the academic work to be done at Oxford in the university, but for the students still to continue to take the London Diploma. This would mean the keeping of a Master of Method - in itself a very desirable thing. The fees that would be saved would more than cover the cost.
- (f) The most serious objection to the Oxford course is that the majority of the students whom we could supply would not be capable of an Oxford Honours degree...

The first attempt to join the University of London, 1925

(Westminster College Archive, A/1/b/2, Letter from E.C. Perry to H. B. Workman, 25 November 1925.)

From 1930, Westminster College's teaching qualifications were validated by the University of London, and all of its students submitted for a three-year internal Bachelor of Arts or Science degree. This followed several decades of the College awarding external degrees of the University and the Board of Education Certificate. This letter, therefore, represents the beginning of this negotiation process, as well as the first attempts made by the Methodist Education Committee for its teacher training colleges to become an integrated part of a university.

Dear Dr Workman,

The Academic Registrar has shown me your letter of 24th instant, and I write to say that in my view, which is shared by the Vice-Chancellor, you have certainly made out a *prima facie* case for the consideration of the admission of the Westminster Training College as a School of the University. Although, as you will realise, there are difficult points connected with your application upon which I cannot anticipate the decision of the Senate, I am sure that the special position which your College at Westminster occupies amongst other Training Colleges will be very carefully borne in mind by the relevant Committees of the Senate.

Yours sincerely,

(Signed) E.C. PERRY, Principal Officer.⁷²

⁷² This is thought to be Edwin Cooper Perry (1856-1938) who was a medical scholar. He was appointed an assistant surgeon at Guy's Hospital in 1887; Dean of the London Medical School in 1888; Superintendent of Guy's Hospital in 1892, and its Governor in 1920. He served on the University of London Senate between 1900 and 1905, and then 1915 and 1919. He was the University Vice-Chancellor between 1917 and 1919, and its Principal between 1920 and 1926. Perry has a more extensive biography in ODNB.

An Attempt to Relocate: Addington Palace, 1926

(Westminster College Archive, A/1/b/2, Extracts from the Minutes of the Trustees of Westminster and Southlands Colleges, 17 May 1926.)

Along with an attempt to join the University of London, the mid-1920s also saw Westminster College seek a new, larger space with additional facilities and playing fields, as well as possibly its desired university connection. The first site considered was the former Archbishop's Palace at Addington.

B. Report as to the inspection of sites

(i) Since the last meeting of the Trustees and of the sub-committee (29th March 1926) the following communication had been received from Messrs. Trollope and Sons, dated 4th May 1926: 25 Mount Street, W.1.⁷³

“Dear sir – Addington,⁷⁴

We write to let you know that a hitch has occurred in the proposed sale of this property in the other quarters we mentioned to you, and we are given to understand that if an offer of not less than £40,000 is made to include about 170 acres,⁷⁵ it will receive serious consideration. We shall be glad to hear from you if you are agreeable to make an offer

⁷³ Trollope and Sons was a building, and furniture making, firm with their offices located at Mount Street.

⁷⁴ Addington Palace was established in the eighteenth century, before becoming the summer home for the Archbishops of Canterbury. The site was sold and divided up several times during the twentieth century, as is depicted in this document. Today, part of the site is a golf club, whilst the palace and surrounding grounds are a wedding venue. Further information can be found in the Palace's Historic England entry (<https://historicengland.org.uk/listing/the-list/list-entry/1000790?section=official-list-entry>), or on the Palace's own website (<https://www.addington-palace.co.uk/history-of-addington-palace>).

⁷⁵ Notably, this would amount to 10% of the eventual sale price for the College buildings on Horseferry Road, and less than ¼ of what they had already been offered.

on the lines suggested, which we hope will be the case, as we gather that the property is one that appeals to you.

We are, dear sir, yours faithfully,

(Signed) George Trollope and Sons”

(iii) Addington palace, Croydon

This matter having been re-opened as indicated above in item 5 B(i) the Trustees were strongly of opinion that negotiations for its purchase should be resumed. The purchase would include 170 acres. The tentative offer made by the Trustees of £25,000 was for 23 acres. If the buildings and 170 acres were acquired, it is believed that at least 100 acres of land could be disposed of, bringing in say £10,000. This figure was taken as a minimum of the land to be disposed of. It is probable other parts could also be disposed of at a higher rate per acre. The estimated financial obligation would therefore be -

Purchase price		(say) £35,000
Extra study Bedrooms, alterations and heating apparatus		20,000
Present debt on Southlands		4,000
		£59,000.
Sale of Southlands	£23,500	
Sale of 100 acres	10,000	33,500
Balance needed		£25,500.

or about £11,000 less than the ‘Belmont’ scheme...⁷⁶

Westminster Training College: Report as to negotiations with the University of London

Having regard to the views expressed in the ‘Report of the Departmental Committee of the Board of Education on the University of London’ on the matter of ‘Incorporated Colleges’ (which rejects the Extension of the principle of incorporation),⁷⁷ and the view also of the report of the Finance Committee of the London University referred to on pp.50/1 of these minutes (item IV) there seemed little likelihood of the negotiations with the London University leading to Westminster College becoming a School of the University. Unless therefore the arrangements indicated in resolutions 1 and 2 below can be realised, the trustees, taking into account the unfortunate financial position due to causes beyond their control or remedy, are unanimously of opinion that the only alternative is to dispose of Westminster College and to transfer its work to a convenient centre elsewhere. With this in view the Trustees adopted the resolution asking Conference (under the provisions contained in the Trust Deed - printed copy p.26) to authorise the Trustees to sell the property.⁷⁸ The clause in the Trust Deed referred to reads as follows:-

⁷⁶ This refers to the relocation of Southlands College to the Duc de Vendome’s Belmont Estate at Wimbledon. The College eventually relocated here in 1930. Further information about this site can be found on the University of Roehampton’s website, available at: <https://www.roehampton.ac.uk/colleges/southlands-college/history>.

⁷⁷ This report records the findings of a committee which, according to The Spectator (<https://archive.spectator.co.uk/article/3rd-april-1926/5/university-of-london-reform>), sought to “review the recommendations of the Haldane Commission” and any implications these findings may have for the University of London.

⁷⁸ Westminster College Archive, A/1/b/2, Minute book of the Trustees of Westminster and Southlands Colleges, 1924-33.

“And it is hereby further declared that if the said Conference (i.e the yearly Conference of the people called Methodists) shall at any time hereafter be of opinion that it is expedient to sell and dispose of any part or parts of the said hereditaments and premises hereby released and assured respectively or that it is no longer necessary or expedient to continue the use and occupation of the same hereditaments and premises as and for the purposes aforesaid or that a more suitable or differently situated establishment is necessary or will be more advantageous for the purposes aforesaid and shall signify such their opinion to the Trustees by a notice in writing under the hands of the President for the time being of the said Conference then if it shall appear reasonable or desirable to the major part of the Trustees (but not otherwise).... they (the Trustees) are hereby required to sell and dispose of the said freehold hereditaments and premises with their and every of their appurtenances... either by public auction or by private contract and either altogether or in parcels for the most money and best price and prices that can be reasonably had or gotten for the same...”

It was with this in mind that the Trustees adopted resolution (c) [p.61] above having reference to keeping open negotiations for ‘Belmont’ Wimbledon Common.⁷⁹

In the judgment of the Trustees the first step appeared to be to secure addington palace for the use of Southlands College, and if Westminster College should be sold, Westminster should be transferred to addington palace, Croydon, and Southlands College should be transferred to Belmont, Wimbledon Common, if at that time the property is still in the market and obtainable at a reasonable price; or to some other site that may be found suitable for its work.

⁷⁹ Resolution C: “To keep open negotiations as to “Belmont”, Wimbledon Common; so that, if the purchase becomes financially possible, and addington palace was purchased, the transference of Westminster to Addington, and of Southlands to Belmont could be effected.”

A threat to Westminster College's university desires, 1927

(Westminster College Archive, A/1/b/2, Extract from the minutes of the Trustees of Westminster and Southlands Colleges, 4 March 1927.)

This document is the first in which it is agreed to sell the College estate on Horseferry Road in favour of another location. It is also the first document which establishes the terms of sale, including the desired cost. These details remain important through the attempts to relocate, including the successful relocation to Harcourt Hill in the 1950s.

Westminster College

The Principal stated that after much deliberation he had reluctantly come to the conclusion that there was no alternative but to ask the Trustees seriously to consider the advisability of selling the Westminster College property. He had been in close touch with the London University, the Board of Education, and the London County Council, as a member of the Committee appointed to consider the relation of Training Colleges and Universities. In his view the University work of Westminster College as now carried on was in serious jeopardy. The trend of opinion was such that he feared if Westminster remained on its present site, the conditions likely to be imposed would result in Westminster College becoming merely a hostel of one of the University Colleges. In his judgement, such an arrangement ought not, from the Methodist point of view, to be entertained. For these reasons he held strongly that the Trustees and the Wesleyan Education Committee must face the inevitable question of

- (1) disposing of the property in Westminster;
- (2) transferring the College to a site beyond the area of London.

Should the sale of Westminster be effected it would make possible the consideration of entirely new proposals in regard to Southlands College in the direction of providing on a large and suitable site a great joint college for the training of men and women. With a view to effecting the sale of Westminster College, the Secretary submitted a letter from the Agent who had been appointed by the Trustees in the matter of the sale of Southlands College, in which the agent indicated the procedure desirable should the Trustees give him instructions to act.

Following a prolonged conversation on the matters introduced by the Secretary, the Trustees unanimously adopted the following Resolutions:

- (1) That the question of the sale of Westminster College be postponed until the next meeting of the Trustees;
- (2) That at the present moment no agent be appointed nor any instructions be given, for the sale of Westminster College; but that if from any source an offer of £300,000 should be made for the property the Trustees be immediately summoned to consider such offer.

Reduction of Grant, 1927

(Westminster College Archive, A/1/b/2, Extracts from a memorandum prepared by Rev. Dr Workman for the Trustees of Westminster and Southlands Colleges, 13 September 1927.

This document outlines a decreasing desire from the Board of Education to financially support teacher training in colleges, a move which partially increases the urgency for Westminster College to partner with a university or similar institution. It also represents a need for the Methodist Church to, once again, increase its funding of its educational ventures.

REDUCTION OF GRANT.

On Wednesday, 20th July, I received an urgent request from the Board of Education that I would go and interview them on a serious matter. Mr. Oppe said that they would wait until 7 o'clock at night to give me time to arrive.⁸⁰ At the interview Mr. Oppe informed me that the Treasury demanded an immediate reduction of all grants, and in pursuance of the Departmental Report, that they must all be standardised. He asked me what I thought of the proposed standardisation and what comments I had to make. I pointed out that his proposals would mean a loss to us of £750 for Southlands and £750 for Westminster - £1500 in all, the standardisation was practically counting by heads in which an inferior college counted as much as a superior college; that it paid to be inefficient and to dispense with a good staff; moreover the proposed standardisation was most unfair inasmuch as it did not discriminate between

⁸⁰ Adolph Paul Oppe (1878-1957) was an art historian, collector and academic. Having been educated at Charterhouse School, St Andrews University, and New College, Oxford, Oppe lectured in Greek at St Andrews (1902-04), and then ancient history at Edinburgh (1904-05). From 1905, Oppe worked at the Board of Education as a Civil Servant. He worked here until retirement in 1938 apart from between 1906/07 and 1910-13 (when he was the deputy director of the Victoria and Albert Museum), and 1914-18 (when he worked in the Ministry of Munitions). He was appointed a Companion of the Order of the Bath in 1937. He has a lengthy biographical entry in ODNB.

London and the country, that the Board forced us to pay £50 per annum more in London for men, £40 for women, to the staff, that there were increased charges in London for rates etc., and yet they took no account of these matters in their standardised grant. I further pointed out that the standardised grant was most unfair upon men: that they had imposed upon us a Burnham Scale which necessitated a difference between men and women of roughly speaking £1300 a year, letting alone all honours degrees, and yet towards that difference imposed upon us they proposed to make no grant. I suggested that the whole matter of grants to men and women needed to be looked at de novo and that the difference between men and women must be made much larger. I also pointed out the increased charges for Pension which would fall upon us in April next.

Next day I received a letter from Mr. Oppe saying that they had carefully considered my suggestions, but they were too revolutionary for them to adopt at the last moment. He suggested that it might be raised as a separate issue with the Board. I would suggest to the Trustees and Governors that they should adopt a resolution of protest and ask that the whole financial position of men's colleges, and also of the relation of men and women's colleges in London areas to the grant be looked at.

I pointed out to Mr. Oppe the increased charge that the Unicercities [Universities] would now make for all students by their new Certificate arrangements. He suggested that the Board were of opinion that these matters must be met by an increase of fees. I pointed out that we had just done this already by £20 to meet our new premises at Belmont, and I also protested against the injustice of having this matter flung upon us just before the new students come up when we were bound in any case to lose a year's increases. The question raises: what increased charge shall the Governors make, and to what extent this can be imposed upon the students who are coming up on 20th September. For students in their second year this is impossible, but students in their first year might be informed that next year they will have to pay this extra

charge. The Committee has no funds whatever with which to meet these new demands. The Staff must also be asked to surrender the extra 5% which was temporarily granted to them last March.

COLLEGES AND THE UNIVERSITIES.

On 29th June Miss Brunyate and myself, along with Dr Barber as representing the Governors, attended a meeting at the County Hall with reference to this question.⁸¹ At the close of the meeting I stated that the Governors and Trustees of Westminster were unable to accept the proposed agreement as this was fatal to the best interests of Westminster. Dr Barber concurred, and the other two men's colleges followed suit, as it would mean the practical destruction of all university work. The Chairman of the meeting (Sir John Gilbert) thereupon stated that if the men's colleges would not accept the position,⁸² the L.C.C. must withdraw their women's colleges from the scheme, and Mr. Holland* of the National Society followed suit. An impasse was thus reached. A small conference between Mr. Mayor*, Mr. Gater*, Sir John Gilbert, Dr Dix*, Mr Attenborough, Dr Deller representing the University, Mr. Holland and myself, took place on the following Saturday at the L.C.C. offices. After prolonged negotiations it was decided that it should be represented to all parties concerned that the whole scheme depended

⁸¹ 'Miss Brunyate' was the Principal of Southlands College between 1918 and 1931. She had previously been the headmistress of Kent College, Pembury (1899-1918), and has references in both the Southlands College history and the Kent College DMBI entry.

This is believed to be Dr William Barber (1830-1916), who was Principal of Richmond College between 1920 and 1929. He had previously been President of Conference in 1919; Principal of The Leys School (1900-1919); Mission House Secretary (1898-1900); and an educational Missionary in China (1884-1896). He has a more extensive biography in DMBI.

⁸² Sir John Gilbert (1871-1934) was an educator who served on the City of London Council's education committee from 1908, and was appointed an alderman in 1910. He chaired this committee between 1913 and 1917, and again between 1928 and 1932. He was Chair of the Council in 1920/21. Outside of this work, he served on the University of London Senate (1921-29); the Burnham Committee (1931-34); and was actively involved in Catholic initiatives in the City. Sir John has a lengthier biography in *Who was Who?*.

upon satisfactory arrangements being made between the University and Westminster and the other men's colleges. Mr. Mayor concurred. A meeting held at the University on 5th July unfortunately led to no result and was adjourned to Wednesday 20th July. After the meeting on the 5th was over I spent considerable time in seeing sundry important personages and bringing about a compromise. At the meeting on 20th July, for which I returned specially from Conference, a compromise was accepted in spite of strenuous opposition from the Principal of King's and of Bedford College.⁸³ The compromise has since been approved by Dr Dix, Mr. Attenborough, and by Sir John Gilbert. The compromise has been reported to the L.C.C. who have summoned a meeting for 22nd September at which it is expected now to complete the arrangements. The main terms of the compromise, the drafting of which was left to Dr Deller and myself, were as follows:-

(1) That for five years as and from the beginning of the new arrangements no attempt should be made to interfere with the University work of Three Year Colleges, provided:

(a) the Colleges refuse to admit those who do not intend to take a Three Year University Course.

⁸³ The Principal of King's College was Ernest Barker (1874-1960), who held this role between 1920 and 1927. Barker was a political theorist who had previously been a member of the modern history faculty at the University of Oxford. Whilst in London, he also served on the Hadow Committee. In 1927 he moved to Cambridge as the first holder of the chair of political science. During both world wars, he created patriotic pamphlets and other lengthier texts. Barker has a lengthier biography in ODNB.

The Principal of Bedford College (later part of Royal Holloway, University of London) at this time was Margaret Tuke. A College solely for women, it received its Royal Charter in 1909. Tuke was primarily home educated until the age of seventeen when she started part-time study at Bedford College. She then studied at Newnham College, Cambridge, and received a BA and MA from Trinity College, Dublin, in 1905. She became Principal of Bedford College in 1907 where she oversaw the relocation of the College to new buildings; served on the Senate of the University of London; and encouraged gender equality in the professorships at Bedford College. She retired in 1929, and continued to be active in education and politics. Tuke has a lengthier biography in ODNB.

- (b) that the University would not recognise the Intermediate as in itself the equivalent of the Certificate, but only when forming part of a three year course.
- (c) that the students who fail at the end of their first year in the Intermediate shall not be allowed to sit again but must take the ordinary Certificate the following summer. Students who are referred may sit for their Intermediate in November.
- (d) those who enter with Intermediate shall be allowed to postpone certification in professional subjects until the third year.
- (e) that students who take a Science course only must be examined in some other subject of a humane order. (I pointed out that this was already done at Westminster inasmuch as every student had to take Biblical Literature).

(2) At the end of the five years the whole subject to be reviewed in the light of the University's ideal of a Three Year University Course, and one sole year for Pedagogy.

The practical result is to rule out University work except as part of a complete course. Both Mr. Mayor, Sir John Gilbert and Dr Deller, as well as the University, refused to look at any question of allowing the Intermediate by itself to be the equivalent of the Certificate.

We further decided that the men's colleges should be attached to University College - Sir Gregory Foster assuring me that he would do his utmost to give all possible assistance.⁸⁴

⁸⁴ Sir Gregory Foster (1866-1931) was a university administrator who received his PhD from Strasbourg University in 1892. He taught at University College, London between 1894 and 1904, and also at Bedford College between 1897 and 1900. He was Secretary at University College London from 1900, and its Principal from 1904 until 1929 (under the title of 'Provost' from 1907). He was heavily involved in establishing methods for the promotion of international university co-operation, including the establishment of the 'Universities Bureau of the British Empire' (in 1912). He was a vocal supporter of the University of London establishing its Senate House in Bloomsbury, a move which was completed 2 1927. Foster was Vice-Chancellor of the University between 1928 and 1930. He was knighted in 1917, and made a baron in 1930.

Necessity of a Four-Year Scheme, 1927

(Westminster College Archive, A/1/b/2, Extract from the minutes of the Trustees of Westminster College, 2 December 1927.

This document states the desire of Westminster College to become a four-year institution, ideally tied to a university. It also outlines the tensions between the Methodist Education Committee, which runs the College (and later is the owner of the College on behalf of the Methodist Church), and the trustees of Westminster College who (at this time) own the land and buildings the College operates in.

The meeting was convened to consider the following Resolution of the Wesleyan Education Committee adopted 28th October 1927:

“In view of the evident intention of the Board of Education and of the University to divide the colleges into two-year colleges and four-year colleges, the Committee is of the opinion that as soon as possible Westminster College should be established as a four-year college.⁸⁵ In order to carry this out, the General Committee respectfully request the Trustees of Westminster College to agree to the sale of their present premises and the adequate re-establishment upon some suitable site of a four-year college.”

⁸⁵ This would see Westminster College students spend three years training towards a bachelor's degree at a chosen university, followed by one year of teacher training in College.

Collegiate Co-Operation, 16 January 1928

(London Institute of Education Archive, IE/1/ATT/6, Letter from H. B. Workman to T. Percy Nunn, 16 January 1928.)

This document demonstrates the extent to which the teacher training colleges in London worked together for their equal success. In this item, Westminster College and the London Day Training College are comparing their applicants and ensuring that they are not competing with each other more than necessary.

Dear Dr Nunn,

William John Redbond* has applied for admission to Westminster College which, however, he places second on his list, yours being the first choice and Kings College the third. I am willing to take him into Westminster if you are not taking him into the London Day Training College. Also Hedley John Roberts* who has applied for a day studentship in this College has put you first and Westminster second. Also Thomas Henry Goodwin* who has put Westminster second and Leeds University College third. I am willing to accept both these candidates if you do not take them.

Edwin Beattie Dyson* seems to have applied all round and it is difficult to know which he puts first. I do not propose to accept him, nor Lewis Cohen* who has put you first, Westminster second and Goldsmiths third.

This year I have fewer vacancies in the College than usual.

I am,

Yours sincerely,

H. B. Workman

A desired four-year course, 1928

(Westminster College Archive, A/1/b/2, Extract from the minutes of the Trustees of Westminster and Southlands Colleges, 24 February 1928.)

This document outlines how Westminster College could prepare to submit students for a four-year course, as established by the University of London. This links to the College's Report to the Methodist Education Committee in 1927/28 (in Chapter I) where the link with University and Birkbeck Colleges is outlined, with Westminster partnering with University College.

Change involved in status under four-year College provisions.

The effect would be that the students would enter for four years instead of three as now. The first three would be devoted to academic studies which would be taken at University College under the scheme which had been adopted by the Senate of the University of London.

The fourth year of residence would be devoted to Pedagogy and Teaching Practice. For this instruction the College staff would be entirely responsible. The conversion into a four-year college under the above conditions would involve important changes in the present Tutorial Staff. The College would only require a residential Principal, Master of Method, and two or three less highly paid persons required for supervision and other duties incidental to a residential college.

The saving of expenditure would be about £4,000 p.a.⁸⁶ The new scheme would come into operation in August 1929. It would, however, be possible for Westminster College to continue as now for a period of years (five or six) but this would be subject to revision at the end of three years. Continuance, however, as a three-year college would not solve the present financial difficulties.

An alternative would be to make the College a two-year college, without University work; or for Westminster College to become a four-year college doing its own university work, but the financial obligations would be beyond the resources of the Committee and Trustees....

...The Chairman summarised the position. The Trustees as face to face with a serious issue and must come to a settled policy. The sale of the college premises had a bearing upon the course to be taken. Permission to sell the buildings has been given by Conference and by the Education Committee; but there is at present no offer before the Trustees and seemingly no likelihood of one being received in the near future. The present financial position of the College gives growing concern. The estimated income and expenditure of a four-year college indicates that ultimately the finances would be put on a sound basis. The Trustees must decide whether they commit themselves to the College becoming a four-year College in 1929. This would involve reduction in staff and important re-organisation. In justice to the staff, the earliest possible intimation of the decision of the Trustees should be given.

⁸⁶ This saving would primarily be related to a decrease in the number of academic subjects the College needed to employ staff to cover. The College's Tutor Register (in the College archive at A/2/c/1) records the wages of staff members. Different levels of wage are best reflected in the entries for staff who progressed through different roles, such as N. C. Patten. Patten trained at the College and held staff roles as a handyman/caretaker; Drawing Master; and Bursar.

The Trustees must also consider what is likely to be the effect of the proposed change on our educational influence. The last 25 years have seen a very striking advance in the educational standard of the College.⁸⁷ The College, if changed, would have no difficulty in securing students from the Methodist Church who desire to undertake a degree course. But the extension of the course from 3 to 4 years would appear to require some provision for giving assistance towards the fees to be paid for a four-year course. As to the general influence, there will be no difference in what our Methodist Church desires above all else, a certain stability in religious life.

There seems to be no alternative to the scheme proposed. The College will still be of high influence and spiritual uplift. Under the circumstances can we do better than go straight forward in the way indicated.

⁸⁷ This primarily relates to the increase in the number of students who sat for University of London degrees throughout the early 1900s, and the eventual decision to only admit students who have passed the London matriculation examination.

Confirmation of its four-year plan, 1928

(Westminster College Archive, A/1/b/2, Letter sent to the Board of Education by the Trustees of Westminster College, 28 February 1928.)

In this letter, Westminster College confirms its desire to become a four-year training college of the University of London, formalising ties to an institution for the first time in its history. It also clearly outlines that the reasoning behind this decision is both pedagogical and financial.

SIR,

At a meeting of the Trustees of Westminster College held on Friday, 24th February 1928, the Trustees unanimously decided (and their recommendations were afterwards endorsed by the Governing Body) to apply to the Board of Education for the recognition of Westminster College as a whole as a Four-Year College.

The Trustees requested me to inform the Board that this decision has not been come to except after many meetings and prolonged negotiations. The Trustees were perfectly satisfied with the arrangement at present in force that Westminster should be a Three-Year College into which none should be admitted except those reading for a Degree. They were aware that the system was not ideal; on the other hand it enabled many to obtain degrees and a start in life for whom otherwise, if only for financial reasons, this would have been impossible. But they realise with much regret that this can no longer continue. The pressure of finance was serious enough in the past seven years, and the College on its current account has already accumulated a deficiency of over £30,000. A reduction last August of the Board's grant by another £850 p.a. has made this debt a burden impossible any longer to carry, more especially as the Board have refused again and again the one means whereby financial adjustment could have been made - an increase in the number of recognised students.

The University recognition of the present Three-Year scheme has only been granted for a limited period, nor is it likely to be permanently sanctioned. Notification to this effect was given by the Senate on its adopting this scheme, and is entered on the Minutes of the Senate. Under the circumstances, therefore, the Trustees feel that there is no option before them but to fall in with the general trend of education developments, the more so as this evidently meets with the approval of the Board and of the University. The Trustees of Westminster College with its past record of achievement and its eminent staff of lecturers could not entertain for one moment the question of falling back into a Two-Year College in which University work was not allowed and in which the present staff would most certainly refuse to continue their services.

The scheme in its main outlines would fall in completely with University requirements, viz., that the three years academic work should be done at some recognised University College (in practice it would resolve itself into either University College or King's College and, in a few cases possibly, the School of Economics); that the Fourth Year should be spent at Westminster College in training in Pedagogy and practical teaching.⁸⁸ The position of those who come up with an Intermediate might be an exception. If such intend to read for a Special Honours Degree they would have to stay probably for four years by University requirements. But the Trustees are convinced that General Honours is much more suitable for those who intend to teach in Elementary Schools and in the less specialised Secondary Schools, and the General Honours scarcely needs three years if a student has already taken his Intermediate.

The Trustees instruct me to say that they see many difficulties that are bound to arise in the transition from a Three-Year to a Four-Year College. The difficulty, however, is much

⁸⁸ Notably, this is the form taken by Westminster College's eventual four-year course, which was established in 1930.

lessened by the steps which have already been taken, for the College now admits none but University students. Nearly all the students at present come from the country or from the smaller towns: the majority of them from homes of somewhat limited resources. In order to make the scheme workable for these, the Trustees intend to make a liberal grant of at least £750 a year towards assisting poorer Methodist students to take the fourth year.⁸⁹ Many will of course obtain Major County Scholarships - as in fact some science students do at the present time. The Trustees are of opinion that those who are entering next September should be informed of this decision. Probably with the help of the grant which the Trustees will put at their disposal, they could, with few exceptions, change from Three-Year into Four-Year students. Many of them will, moreover, already possess their Intermediate on entrance, and as such could be regarded as four-year students taking "shortened" courses.

As regards the Staff, the Board will realise that the Trustees feel deeply the position in which they will be placed. It is impossible to exaggerate how much of its success in the past the College owes to the unswerving loyalty and devotion of its many distinguished lecturers. But with the new conditions it is evident that new arrangements will have to be made, and most of the staff will have to secure positions elsewhere. For the younger members of the Staff, coming direct from Oxford or Cambridge with the highest qualifications, this will not be difficult. One or two of the older members who have won even higher distinctions may not find it so easy to secure an equivalent position. For this reason the Trustees instruct me to say that they do not propose officially to commence the new scheme until September 1929 though, as I have already indicated, it may be well to make a beginning in September 1928.

⁸⁹ This demonstrates a continued stance of providing greater support for Methodist students. Although the College was non-sectarian in its selection, it was consistently selective in the greater support it provided.

There are many difficulties of detail which will be involved in thus launching out into a new system. The Trustees do not think however, that any of these will be insuperable. Nor do they see any alternative to this scheme, except the sale of the College, a step which they would very reluctantly undertake at the present moment. Even if they contemplated a sale they are advised by their experts that they would do well to postpone the matter for a few years.

I am instructed to add that the Trustees intend to develop the new College (as it may be called) as far as possible on the outlines - mutatis munandis - of an Oxford College, with provision in the College itself of resident tutors who will assist and supervise studies, in the main in the evening, though the chief academic work will be done at a University College. The Trustees are convinced that the long traditions of Westminster, the high regard in which it is held among Education Authorities, the close bonds which have always existed between staff and students both in social and religious life, the continued provision for all sports in its own sports field, and above all its residential character in the heart of London, will enable Westminster in the future as in the past to preserve its identity and corporate life and to develop to the utmost all the possibilities that may lie before it.⁹⁰

As the above scheme will have to receive the consent of the General Education Committee which meets on 11th May next (this will not meet after that date until next November - a date too late for the purpose) I shall be glad to receive from the Board before 11th May an intimation of the Board's general approval. I am aware that there are many details apart from the main question which the Board would like me to discuss in an interview with its officers. Personally I should welcome the assistance which they could thus afford, but judgment on some of these details might well be reserved for further consideration apart altogether from

⁹⁰ This demonstrates an early desire to be academically similar to a College of the University of Oxford, establishing the precedent for Westminster being 'more than' a teaching college.

the general approval which it is desired to secure. Moreover, the University must also be approached at an early date with a view to securing the recognition of the College as a School of the University in Pedagogy; but the consent of the Board of Education is the first step. For the smoother working of the scheme we must also secure the co-operation of the University College or King's College who should also be approached on this matter.

Rejection of Westminster College by the University of London, 1928

(Westminster College Archive, A/1/b/2, Extracts from the minutes of the Trustees of Westminster and Southlands Colleges, 29 June 1928.)

This document, which contains the rejection of Westminster's proposed four-year status, is also the first formal College document in which both Leicester and Hull are mentioned as being possible locations for the College to relocate to. As such, it could have been one of the most important documents from the early twentieth century operation of the College.

2. Future of Westminster College

Following the reading of the minutes, it was reported with respect to the application made for the immediate recognition of Westminster College as a four-year college, that the proposals had not been accepted.

Dr Workman stated that under no circumstances could Westminster be allowed to become a two-year college, and in becoming a three-year college there was only a limited range as well as a limitation of time.

In connection with the appeal for a four-year college, Dr Workman saw officials of the Board of Education. They would consent to a four-year college if we became a School of the University; but they had no powers in that matter. They have handed over to the University all such matters and the universities have full liberty of action.⁹¹ Westminster, under the proposed agreement, would only be two-thirds full with the doubtful advantage of having to send the men to King's College.

⁹¹ This suggests the increased power of universities, furthering the imbalance between teacher training colleges and other higher education institutions.

Another development has arisen since the last Trustees meeting. The London County Council has stated that they are prepared to hand over to the University of London the London Day Training College,⁹² and in these premises the University would proceed to establish a School of Pedagogy for London...

What under the circumstances is the solution?

- (1) Transference to Leicester. Dr Workman was near that city and had an interview with Principal Rattray of University College, Leicester.⁹³ There would be room for Westminster; and the Board of Education, in reply to enquiries, stated that they could not prevent Westminster being established in that city. Principal Rattray welcomed the idea. The suggestion is really that we should go to Leicester and build a four-year hostel, sending our students to the University, and that we build a School of Pedagogy controlled by us and manned by us. There is the possibility of securing a very good site.

⁹² This later became the University of London Institute of Education which was, from 1944, the Area Training Organisation for greater London.

⁹³ Robert Rattray was educated at Glasgow University and Manchester College, Oxford, and received a PhD from Harvard University. Upon his return to Britain, he entered the Unitarian Ministry, relocating to Leicester in 1917, where he was later appointed as the first Principal of Leicester University College (in 1921). He held this role until 1931 when he moved to serve at the Unitarian Memorial Chapel in Cambridge, a role he held until his death. Rattray has a lengthier biography on the website of the Leicester Literary and Philosophical Society, a group he was closely associated with, and is available at: <https://www.leicesterlitandphil.org.uk/1924-robert-f-rattray-ma-phd-1924-25>.

Since then Mr. Ferens learned of our difficulties and intimated that he would welcome Westminster to Hull.⁹⁴

The position therefore is this: that the University have blocked the way -

- (a) We cannot get recognition as a School of the University;
- (b) The development of the Day Training College into a School of Pedagogy for all London means that there is no place left for us. ...

Dr Lidgett It would seem that we are shut up to the two alternatives stated. If this College attempts to go on as a four-year college, it will sink to a mere hostel.⁹⁵ “I am driven very reluctantly (as the Trustees will feel because of my family connections with this place) to the conclusion that we ought to pursue the alternative suggested by Dr Reed* and Dr Nunn and set out by Dr Workman. I would suggest that you do not lightly turn down Hull: the fact that you would not be geographically easy to reach could be to your advantage. Leicester’s position might possibly be challenged. We must secure permanency of tenure. I am sure we should think twice before turning down an offer from Hull where we have a very powerful influence on our

⁹⁴ Thomas Ferens (1847-1930) was a Wesleyan businessman and benefactor. Much of his wealth was accumulated whilst working for the Quaker firm of Reckitt and Sons. He was a generous donor to a variety of causes, including to the expansion of Kingswood School; the foundation of Hull Art Gallery; and the creation of a University College in Hull (to which he donated £250,000). He was awarded the Freedom of Hull in 1911, and became the High Steward of Hull in 1912. Between 1906 and 1918, Ferens was the Liberal MP for East Hull, a role which saw him chair a series of parliamentary committees, and be appointed a Privy Councillor in 1912. Ferens has a lengthy biography in both DMBI and ODNB.

⁹⁵ John Scott Lidgett (1854-1953) was a Wesleyan Methodist Minister and educator. He held a series of Methodist appointments, including as President of the Wesleyan Church in 1908, and the first President of the United Methodist Church (in 1932). He was also heavily involved with education in London, serving as a member of its Convocation from 1875, and on its Senate from 1922. He was Vice-Chancellor of the University between 1930 and 1932. A grandson of Westminster College’s founding Principal (Rev. John Scott), Scott Lidgett held the College in great regard, and supported the development of teacher training colleges within the University. He has a lengthy biography as part of DMBI and ODNB, as well as being the subject of the published work by Alan Turberfield, *John Scott Lidgett: Archbishop of British Methodism?*. (Peterborough: Epworth Press, 2003).

behalf, and which would give to us latitude, stability and permanence in any arrangements that we may make.”

The Chairman (Rev. F. Luke Wiseman) The Resolutions we have already taken make it clear that we cannot go back to a two-year college. It might of course be re-discussed.⁹⁶ What might we do in respect of the coming days? We are in a grave position. Our finances will not allow us to go on here, and it does not appear to us that there is an opportunity of doing the work that this College was founded to do if we remain in London. Perhaps Dr Workman will tell us what he wants the Trustees to do? What is the next step?

Dr Workman There are two things to be done.

- (1) Enter into negotiations with the responsible parties both in Hull and Leicester. At an October meeting Dr Harrison and myself will bring before the meeting the result of more authorised negotiations following the laying of our ideas before them;⁹⁷ and as a result giving the Trustees a full report.
- (2) To force the pace on the matter of the sale of this property. Unfortunately there has been a considerable fall in the value of the property, probably not less than £25,000 in the last twelve months. ...

The following Resolution was moved and unanimously agreed by the Trustees:

In view of the new situation created by the attitude of the London University and of the confirmatory opinion of outsiders, the Trustees regretfully come to the conclusion that the purpose for which Westminster College was founded cannot properly be served

⁹⁶Frederick Luke Wiseman (1858-1944) was a Methodist Minister who held a variety of roles during his sixty years of ministry, including as secretary of the Home Mission Department (1913-38); President of Conference (1912 and 1933); Minister at Central Hall, Westminster (1939/40); and Minister at Wesley’s Chapel, London (1940-44). He has a lengthy entry in DMBI.

⁹⁷ A. W. Harrison (College Principal, 1930-40) was, at this time, Vice-Principal of Westminster College.

without removal of the College to some town where the College may become an integral part of a University.⁹⁸

Resolution

That the following sub-committee be given full power to act and take any steps necessary to sell the property:

Rev. F. Luke Wiseman, B.A.

Rev. Dr Workman

Rev. Dr Harrison

Mr. George Parker*

Mr. W. Vogel Goad.*

⁹⁸ This is the first substantial recognition at College level that the future of teacher training, and of Westminster College, was directly intertwined with the success of universities.

Westminster leaving London? 21 June 1928

(London Institute of Education Archive, IE/1/ATT/6, Letter from T. Percy Nunn to H. B. Workman, 21 June 1928.)

This letter indicates the early point at which Westminster College's relocation to Leicester was discussed within London, and the promise they saw in this move.

Dear Dr Workman,

Since you came to see me the other day I have thought a good deal about your idea of removing Westminster Training College to some such place as Leicester and the more I have done so, the more wisdom I find in the proposal.

Our policy in this college has never been one of exclusion and since I became Principal I have had opportunities of developing a great deal further the cooperation with other graduate training colleges which Sir John Adams initiated.⁹⁹ Nevertheless, I agree with you that there would be considerable difficulties in your securing and maintaining in the future the sort of position you would quite properly wish a college with the history and prestige of Westminster to occupy in the University. For that reason, it seems to me an excellent idea that you should remove to some place where you could become the education department of one of the younger academic institutions. You would be able to preserve and develop your individuality and play

⁹⁹ Sir John Adams (1857-1934) trained at the Free Church Training College, Glasgow before teaching at the Free Church Training College Demonstration School in Aberdeen (1879-81). He then became headmaster of the Jean Street School, Glasgow; rector of the Campbeltown Grammar School; the principal of the Free Church Training College, Aberdeen; and the rector of the Free Church Training College, Glasgow. In 1902, he was appointed as the first professor of education at the University of London, and the first principal of the London Day Training College. He was knighted for services to education in 1925.

a most useful part in helping the growth of the university college to which you attached yourself.

Westminster would, of course, be sadly missed from its place in the London educational party but when the shock had passed away, your institution would have before it the opportunity of a still larger life and a still more important position in the world.

I am,

Yours sincerely,

Principal.

Proposal to Relocate to Leicester, 4 July 1928

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This letter, sent by Dr Rattray (Principal of University College, Leicester), to Sir Jonathan North, Chairman of the University College Council, outlines the possibility of Westminster College's relocation to Leicester. In it, he also expressed his support for the scheme.

Dear Sir Jonathan,¹⁰⁰

Strictly private and confidential.

I write on a matter of great importance to the College. I do not know whether you know the Westminster Training College, London. It is a famous training college, and the demand for entrance to it is as great that matriculation is the minimum qualification for admission and all the students take degree courses. As you are probably aware, the training of teachers is being entirely re-oriented in relation to the universities, and this is especially so in the University of London. Hitherto there have been several training colleges loosely connected with the University, but now the Day Training College is being taken over and incorporated as the official school of pedagogy of the University, with a new building to be erected on the new University site, etc. The other training colleges in London, including the Westminster, perceiving that they would now be reduced to being mere hostels, are confronted with a very serious position, and the Westminster Training College has decided to sell its property in

¹⁰⁰ Lt-Col. Sir Jonathan North (1855-1939) was a local councillor, where he was heavily involved with local education matters. He served as a member of the Leicester School Board before joining the City Council in 1898. He was elected an Alderman in 1909; chaired the Education Committee; and latterly became Chair of the Leicester and Rutland College Council, continuing to serve as Chairman of the Leicester University College Council. He was Mayor of Leicester between 1914 and 1918, and knighted in 1919. He has an entry in *Who was Who?*.

London (for which it will get a quarter of a million) and go to a provincial University College, where there is not a training department.¹⁰¹ As you know, there are only two such, Hull and ourselves.

The Westminster Training College is a Wesleyan foundation. According to its regulations, up to 50% of its residential students must be Wesleyan, but the other 50% and the day students need not be.¹⁰²

I think that Mr. Ferens, the founder of Hull University College, is Wesleyan, and I do know that Hull has asked to be considered for the transfer of the W.T.C. to it. Leicester is more central. We asked the Principal of the W.T.C. to be the preacher at our next College service in October. He came and had a look at our College, and was favourably impressed, and became keen. I told him I could not mention the project even to you until there was something more to go on than his personal view, and now he has written to me to say that the trustees have authorised him and the Vice-Principal, Dr Harrison, to open up negotiations with us. (No doubt Hull will be making its bid too.) He suggests that the two of them should come down to Leicester in September and talk out the matter with us.

The proposal that the Principal outlined to me was as follows. They would purchase a considerable piece of land as near to our College as possible, and on it they would erect a hostel for men students and later one for women students (the latter would be smaller). They would also erect on it a school of pedagogy, to be known as the Westminster, fully equipped, which would be open to students from our College, without interfering with our own training department, should we get one, or co-operating with our training department as we wished.

¹⁰¹ This is a reduction on the original value of the buildings, with the College Trustees having agreed (in 1927) to the sale of the buildings for £300,000 or more.

¹⁰² This relates to a statistic stated in the College Prospectus, which is transcribed in Appendix VI of this catalogue.

Their men's hostel would be party open to our students, should we wish. The whole of their students would take the whole of their degree work at our College. The number of men students they are recognised for by the Board is 153 i.e. as residential: the day students are in addition. A considerable number of places in their allowance of trainees would be available for students from our College if we should so wish. In consideration of the large contributions they would be the means of making to the College, they would want, say, three places on the College Council, to be occupied by, say, Dr Workman (the Principal), Dr Scott Lidgett, and the Rev. Luke Wiseman – all men of eminent ability, who would be a strength to the Council. Of course, if a training college connected with any other religious denomination came along, in proportion to its contribution it could have representation.

It would be quite possible for the Westminster College to come to Leicester, send all its students to our College for their degree work, and let them pay us only the £20 a head tuition fee, and all this they could do without consulting us at all, but they are in demand so that they are able to go where they are wanted and they are willing to pay the full Board of Education tuition grant and, I gathered, more. If we are willing to accept their money they could of course get a Governorship for every £5 per annum and elect as many of the representatives of the Governors on to the College Council as they liked.

But of course they do not want to go where they are not wanted, and I have no doubt they would be jumped at elsewhere.

I do not know of course what your reaction to this will be, but I am confident that you will agree that this approach is not one to be rejected without the most careful consideration by our College authorities. In case you may want to know my own opinion it is emphatically in favour, and that we should give them as favourable a reception as possible. At the same time, my experience has been that Wesleyans are one of the religious bodies who do not allow the

children of this world to be wiser than the children of light, from their point of view, and that we should, while giving them as favourable a reception as possible, keep our eyes “peeled”, if I may use a colloquialism.

May I emphasise how important it is that this matter should be kept strictly confidential. Reasons are obvious, but one reason of course is that if it leaked out that this big College was coming to Leicester to build, owners of land might exploit the situation in a way that might involve very great loss to our own College.

Please do not hesitate to ask me any question or raise any point, although I am away on “holiday”. I would much prefer that you should ask me thus.

One difficulty would be that we are not recognised by the Board of Education for classes to be attained by training students receiving grant. But if the W.T.C. wanted to come to us it would enormously increase the pressure on the Board to recognise us.

As I said, W.T.C. is a famous training college. For a trainee from that college to be without a post is unknown almost.¹⁰³ They have a very high qualified staff (including a F.R.S.) at the rate of £600 a year.¹⁰⁴ Six ex-presidents of the N.U.T. are former students of the

¹⁰³ This reinforces the idea that University College desired Westminster College’s relocation to Leicester as much as Westminster sought a site to relocate to.

¹⁰⁴ This lecturer was Lewis Fry Richardson, a physicist. Lewis Fry Richardson (1881-1953) held a series of academic roles prior to the First World War, the most notable of which was as the superintendent of the Eskdalemuir Observatory in Dumfriesshire (part of the Meteorological Office). A Quaker, Richardson joined the Friends’ Ambulance Unit during the First World War, and his pacifist views led him to resign from the Met. Office (then managed by the Air Ministry) in 1920. It was at this point that he joined the staff of Westminster College as a Physics Lecturer. *His most notable works were Mathematical Psychology of War (1919); Arms and Insecurity (1960), and Statistics of Deadly Quarrels (1960)*. Richardson has a lengthy biography, by Oliver M. Ashford, in ODNB.

college,¹⁰⁵ and I should be sorry for the department or the minister who withstood the Westminster Training College.

¹⁰⁵ A list of those who had been President of the National Union of Teachers (NUT) can be found on page 66 of F.C. Pritchard's history of Westminster College (*The Story of Westminster College, 1851-1951*. (London: Epworth Press, 1951).).

The first meeting between Leicester and Westminster, 8 October 1928

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This document records the first meeting of the Officers of the University College, Leicester and Westminster Training College. This series of notes from the meeting outlines the initial discussions, including details of how the College was currently ran and any changes envisioned surrounding a relocation to Leicester. Notably, it demonstrates that the educational capability of Westminster was more important than its religious foundations.

University College Leicester

A Conference of the College Officers re Westminster Training College was held at the College on Monday, October 8th, there being present: Sir Jonathan North, Chairman of the Council; Miss Vincent, Dr Astley V. Clarke, Mr. Bond*, Mr. Gee and the Principal.¹⁰⁶

¹⁰⁶ Gertrude Vincent (1877) was a local socialite who served as Mayoress for her father, Sir William Vincent; a member of the Leicester Ladies' Reading Society (their president in 1909/10); and the Honorary Secretary of the women's committee which sought to raise funds for the new University College. She served as Vice-Chair of the University College's Council. Her biography can be found on the University of Leicester's heritage website, available at: <https://ourhistory.le.ac.uk/introduction/home/our-founders>.

Dr Astley V. Clarke (1870-1945) was a physician, and the son of a Leicester councillor. He studied at Caius College, Cambridge, and then trained at Guy's Hospital. He was Honorary Physician at Leicester Royal Infirmary for 34 years; administrator of the 5th Northern General Hospital during the First World War; President of the Leicester Literary and Philosophical Society (1912/13); Vice-Chairman of the University College Council (1921-39), and then chairman until his death in 1945. His biography can be found on the University of Leicester's heritage website, available at: <https://ourhistory.le.ac.uk/introduction/home/our-founders>.

Mr Gee is believed to be Percy Gee (1874-1962), the Chairman of the University College's Finance and General Purposes Committee, although his father and brothers also all served on the University Council. A biography about Gee can be found at <https://ourhistory.le.ac.uk/introduction/home/our-founders/percy-gee-1874-1962-cbe-obe-jp>. A biography of his father can be found at <https://ourhistory.le.ac.uk/introduction/home/our-founders>.

Before receiving a deputation from Westminster Training College the Principal made a statement explaining the circumstances in which the Westminster College desired to open up negotiations with some provincial university college. The policy foreshadowed in London as regards the training of teachers was to establish one central school for the training of teachers. The effect would be that colleges like Westminster would become practically hostels, for their students would virtually all go to the London Day Training College. The authorities of the Westminster College had now made up their minds, that rather than be reduced in that way, they would move to some provincial place. The Westminster Training College stood high among the Training Colleges of the country for this reason: that they had been able to attain a very high standard. The minimum qualification for admission was matriculation. The result was that all their work the regular subjects – English, Latin, History etc. – was of degree standard and their students read for the External degrees of London University. In the situation which had arisen those responsible for the conduct of Westminster College looked to the provinces, to find if possible a University College with which they could enter into relations,¹⁰⁷ so that their students might do their degree work while they (the Westminster College) could maintain their identity and continue to undertake the training of teachers in the professional subjects. At provincial university colleges which already had teacher training departments they thought they would not be wanted, at any rate in the first instance, and they therefore thought of Hull and Leicester. Now Hull was favoured in having closely identified with it Mr. Ferens a prominent Wesleyan but Leicester had the great advantage of its central geographical position.

The proposal would be that they should sell their present property in the City of Westminster, which is, of course, very valuable, and transfer themselves to Leicester. Whereas

¹⁰⁷ This relates to any university college, not specifically University College London (UCL) or University College, Leicester (latterly the University of Leicester).

now they did all the teaching for degree mark, they would send all their students taking degree work as ordinary students to University College instead of doing the work themselves. They would build first of all a hostel for men students and then a School of Pedagogy for the teaching of professional subjects and that School of Pedagogy would maintain the traditions of Westminster Training College.

If the Westminster College chose to come to Leicester there was nothing to prevent the authorities of that College sending their students to University College if they choose to do so; but they desired to enter into closer relationship and they put forward an offer to pay over the Government degree 'teachers' grant which was higher than University College fees. This would be equivalent to £8 per student in excess of the fee of £20. The Westminster College authorities said if University College accepted this financial assistance they should be granted some representation on the College Council. The number of representative members suggested was three and they would probably be Dr Workman, the Rev. Luke Wiseman and Dr Scott Lidgett.

Dealing with the question of sectarian adhesion Dr Rattray said the position so far as he saw it was quite clear.

First, as already stated, there was nothing in any case to prevent the Westminster College sending their students to University College for degree work.

Secondly, as regards the denominational aspect only 50% of the present students were taken as Wesleyans; all the rest of the places in the Westminster Training College were free to other denominations.

Thirdly, Dr Workman said: "You go on and get your own Teacher Training Department if you can. If you do not, it might be advantageous to have these training facilities at your doors and a certain number of places would be open to you."

Fourth, Dr Workman is willing to place these facilities at the disposal of the students of this College in general.

In conclusion Dr Rattray explained that it was only after the trustees of Westminster Training College had definitely authorized Dr Workman to open negotiations that he felt justified in acquainting Sir Jonathan North with the overtures. He then wrote to Sir Jonathan North fully explaining the position and, with his approval and consent, this conference between the College officers and the representatives of Westminster Training College had been arranged.

Sir Jonathan North remarked that it was not for that College to be the censors of what the students did subsequent to their academic course at the College; there was the same freedom in regard to scholarships conferred by public authorities. He saw nothing sectarian in the proposals as outlined.

The Conference

After the Principal had introduced Dr Workman and Dr Harrison and to the College Officers, Sir Jonathan North (who presided) invited Dr Workman to speak on the proposals. Dr Workman said he could best begin by giving them particulars of the student strength of Westminster Training College. The representatives of the College already had its prospectus before them and the particulars of students were set out in a letter which he had addressed to Dr Rattray.

This letter said: “we have roughly 160 students in the College. Twelve are graduates reading for the diploma in Pedagogy, 64 have passed their Intermediate and are reading for their Final, 23 are sitting for the Intermediate this November (partly new students and partly those who were ‘referred’ in one subject last summer) and 35 are taking their Intermediate next summer. Of the remainder two are taking the Board’s certificate in professional subjects,

having failed in their Final and 17 are taking the Certificate in professional and academic subjects, having failed in the Intermediate or whom we thought were not up to the standard.”

Dr Workman: We have as stated 160 students of whom 140 are reading for their Finals or for Intermediate. They are drawn from all over the country. We do not take in any student who has not passed the London Matriculation examination some months before he comes to the College so that we are able to direct his reading before he comes to us. Last session nineteen came in with Intermediate and about twenty are taking the Intermediate in November. You will see from these facts the type of College we are. The reasons why we propose to leave London are

- (1) We have a valuable site in the midst of Westminster of 2 ½ acres. We have refused £210000 for it and intend to get more.
- (2) The Board of Education are anxious for us to be a four year course college and a four year course college in London is a very difficult proposition. It involves travelling long distances for study and it practically means making a hostel of our college and that would be one of the most valuable hotels in London – too expensive a use of the site.

Another thing. The nearest University College is at least three miles off. I refer to University College. In University College with its 3500 students reading for everything our small quota would be lost. When you realize that London University comprises 17000 students you can easily see that our quota, however excellent, would be lost. The Board of Education propose dividing training colleges into two year and four year colleges. There is no doubt that the general trend is towards “four year” colleges, three years of which would be devoted to academic studies and the fourth solely to professional subjects.

I need not enter into other causes which have led us to think that the time has come when with advantage we can move elsewhere. I am forced to say that we have a

considerable repute for the men we turn out because we turn out men who are sought for all over the country and we have a tradition of 80 years behind us.

Our proposal roughly is that, if agreeable to you, we transfer our College down here and obtain a site where we can build our Westminster Training College, keeping its old name and maintaining its entity and tradition. We should maintain our hostels and at the same time throw ourselves into the life of the University College to which we were attached. Our students would be 120 men in one hostel and 40 women students in another. All of them would be graduating for London degrees or taking their teaching diplomas. We propose that for their three years academic course they should come to your College. For the fourth year professional education course we propose to build our School of Pedagogy on the same site or as near your University campus as possible. It was intimated by College representatives that quite apart from other considerations the area of University College grounds would not permit of the School of Pedagogy being actually on the College site, but no doubt a site could be obtained comparatively near. Dr Workman accepted this intimation and proceeding said we should make this School of Pedagogy complete in every respect and should build and equip it at our own expense. Teaching in the Bible would be one of the subjects taught for the diploma on an entirely non-sectarian basis as for the divinity degrees. That school would be open to any students of your College that you choose to nominate. I quite realize that you must have complete mastery in your own house – complete choice of your staffs, absolute autonomy and that your position is undenominational with absolute equality as between men and women. None of these things I think present any difficulties.

Dr Workman mentioned that at the present time the Westminster College had among its students two non-Christian, Hindoos and an Iraki. The School of Pedagogy, he declared, would be open to all.

As regards relations of the College and the School of Pedagogy Dr Workman said if the scheme materialised the Westminster College would at once request the University College to nominate one-third of the Governing Body of the School, who would submit their recommendations for appointments to the School of Pedagogy to the Council of the College for ratification. The position as regards appointment of the staff would be on the lines and in accordance with the practice of London. Nominally 802 members of the Academic staffs of London colleges were appointed by the University Senate but in essence by delegacy, by the various colleges, under certain conditions and with assessors who would see to it that the persons appointed had the requisite qualifications. Such an arrangement would not present difficulties, as they would obviously seek as professors of pedagogy men of sanity and eminence.

“We should propose to pay for them and to defray the whole cost of the department. If at any time there came difficulties and you felt the strain was intolerable and you wanted to set up a School of Pedagogy it would be perfectly possible and we should continue ours. What we want to do, if in a fortnight’s time I am able to convince our body of trustees that the course marked out is the right one, is to come to an arrangement under which we can still maintain our name and entity and provide for our needs and, as we think, help to build up your College.”

Sir Jonathan North enquired whether the University College representatives would assume that Dr Workman was making them an offer, and that it was not a question of being under consideration with other places.

Dr Workman, replying in perfect frankness said while they were going to see what Hull offered they could not lightly contemplate taking the Westminster Training College to such an out of the way place; they preferred Leicester which was much more central and he felt Leicester offered many advantages.

Dr Harrison, Vice-Principal of Westminster Training College on being invited to speak said while Dr Workman have covered the ground very well he had not mentioned one of the elementary facts, because it was personal to himself. But the fact was that under Dr Workman's direction the Westminster Training College which began as a two years' Teacher Training College, had worked steadily towards a very much higher standard. The result was that in the last two or three years it had developed into a three year course College and a large proportion of students had taken degrees; now practically all take degrees. Under the Hadow report colleges had to choose between going back to a two year course or become a four year college,¹⁰⁸ the fourth year exclusively devoted to pedagogy, the other three years spent in University work. It was only fair to say that Dr Workman had lifted the Westminster to the standard of a University College. "If we stay in London, for various reasons the future is not very good. So we turn to the provinces and look round. It is pointed out to us that Leicester is the most likely place. Our proposal is to hand over the whole of the academic side of our work to your College, only reserving the purely professional educational part." This transfer, Dr Harrison pointed out would in the course of two or three years add very considerably to the work and members of University College, Leicester.

The question of what would become of the staff of Westminster College in the event of the transfer was next reviewed. Dr Workman said as he would be retiring he did not come into the reckoning and Dr Harrison, of course, would remain with them.

After a survey of personnel he had come to the conclusion that the only ones who need be considered for the purpose of taking over by University College when

¹⁰⁸ Further information about the 'Hadow Report' can be found in Chapter II of the accompanying commentary. In summary, it recommended greater freedom within the curriculum, and a growth in material available to support this.

building up the larger staff which it would need, would be Dr Austin (Chemistry); Dr Richardson (Physics) and Dr Cruickshank (Mathematics).¹⁰⁹

Dr Rattray, voicing his personal opinion, said he did not think there would be any insuperable difficulty in taking over the three lecturers named. He indicated in general terms the size and cost of the staff which would be required in the event of the accessions foreshadowed. They would need one head lecturer who would take his £600 a year and an assistant lecturer of higher or lower grade in each department. As against these expenses there would be the increased income from fees.

Sir Jonathan North, replying on the proposals of the deputation as outlined said he could put the matter briefly. "We (University College) have had trouble from time to time to get our finances equal to our commitments and on that score we have nothing to put forward.

So long as we can see that the additional liabilities cast upon us are fully provided for we should be sympathetic to your proposals. We should have to go in for extensive adaptation of buildings. I think additional income would have to be provided to meet these expenses."

In reply to enquiries Dr Workman said he hoped that if agreement were reached the actual transfer of the Westminster Training College to Leicester would take place two years hence.

Discussion of possible sectarian aspects of the question brought from Dr Workman the statement that they would wish to keep the title 'Westminster' but he thought they would be prepared to drop "Wesleyan Methodist Education Committee" from the heading of the prospectus. There was no reason why the example of London

¹⁰⁹ Dr Austin (Chemistry); Dr Richardson (Physics) and Dr Cruickshank (Mathematics)

University should not be followed and “University College, Leicester”, appeared above the words “Westminster Training College” in the prospectus of the School of Pedagogy.

Sir Jonathan North said he thought that for a first conference they had carried matters quite far enough. He thought he would be incurring any risk if he said that they had made considerable progress towards a satisfactory solution. He could give the representatives of Westminster College the assurance that if their decision was to come to Leicester provided satisfactory arrangements could be made, the proposals put forward were sufficiently attractive to induce the representatives of Leicester University College to do everything in their power to make the transfer to Leicester possible. Leicester was a young College and they were proud of its achievements in so short a time. Anything which would help in its development they would very much favour and they would do everything possible to promote it. There seemed to be nothing to stand in the way of the arrangement suggested and the only thing necessary was to come to a clear understanding in regard to various points where there might appear to be a little conflict between the interests of the two bodies. He thought he might say that they had made a distinct advance and that the arrangement did not appear to involve anything sectarian.

Before adjoining various contingencies were considered, including he suggests, that the fees of Leicester should be raised to such a level as to ensure that the maximum Government grant for degree students of Westminster Training College was continued, and the method of approach to the Board of Education to secure consent to the transfer of the Training College and recognition of University College for the degree work of ‘Westminster’ students.

Dr Workman intimated that he hoped to secure approval of the general idea from his governing body by October 25th, with authority conferred on the trustees to carry through negotiations on details.

Dr Rattray said that in that event there would be sufficient authority for the Officers of University College to bring the matter before the College Council when it met at the beginning of November.

Addendum.

In order to clear up a question that was raised by one of the officers of this College, the Principal wrote to Dr Workman. The query was as to whether appointments to the staff of the School of Pedagogy would be denominationally restricted. Dr Workman's reply was:-

“there would be absolute freedom in the choice from all religious restriction. I may say that at the present moment the Head of our Department in Pedagogy happens to be a Presbyterian and we have no such thing in this College as restriction in its staff to any one church.”

Negotiations with University College, Leicester. 6 November 1928

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This document records the continued negotiations with between University College, Leicester and Westminster Training College, and summarises the proposal as presented to the Council.

University College Leicester

Proposed Transfer of Westminster Training College to Leicester

The officers of the College on Monday, October 8th, received a deputation from Westminster Training College, consisting of Dr Workman (the Principal) and Dr Harrison (Vice Principal), who informally placed before them certain proposals. The Westminster Training College takes high place among the training colleges of the country; matriculation is a condition of admission and practically all its students read for degrees.

Because of the policy as regards teacher training colleges foreshadowed in London, the authorities of Westminster Training College propose to sell their valuable site and buildings in Westminster, for which they have already refused £210,000,¹¹⁰ and to transfer their hostels for 120 men students and 20 women students and their School of Pedagogy to Leicester.¹¹¹

Thenceforward they would only teach the purely professional subjects, for the teaching diploma which would constitute a fourth year course. In the three earlier years their students would attend the Arts and Science courses of University College, to read for their degrees, and the Westminster College would pay over to University College the full grants received on their behalf.

¹¹⁰ As this is lower than the £300,000 price decided by the College Trustees.

¹¹¹ It is assumed that these female students were day students solely studying for the one-year course in education as the Westminster College estate made no provision for separate living quarters at this time.

The Westminster Training College in addition to the erection of their two hostels would bear the entire cost of erection,¹¹² equipment and maintenance of the School of Pedagogy which would be open to everybody irrespective of denomination and without any restriction whatever as to the number of students. There would be no denominational reservations and even the Head of the Department of Pedagogy would receive final ratification of his appointment from University College.

While the School of Pedagogy would be open to University College students for so long as University College cared to make use of it, there would be nothing to prevent University College setting up its own Teacher Training Department if and when it so willed.

Westminster College asked for three seats on the Council of University College (at present 29 members). On the other hand it would invite University College to nominate one-third of the governing body of the School of Pedagogy whose recommendations in regard to staff appointments would be subject to the approval of the College Council.

Westminster College at the present time has 160 students in residence of whom 140 are reading for degrees and it was calculated that the fees received in respect of its students would pay for the increases in the Academic Staff of the College involved by such a large accession of students.

Before the conference closed it was arranged that as soon as the Westminster College authorities were in a position to do so they would put their offer in writing. When the formal proposals are received they will be submitted to the College Council.

¹¹² This would equate to one (larger) hostel for male students, and a smaller one for women.

Review of Possibilities: Leicester and Hull, 1928

(Westminster College Archive, A/1/b/2, Extracts from the minutes of the Trustees of Westminster and Southlands Colleges, 12 November 1928.

In this document, the Trustees of Westminster College outline the possible sites that Westminster could relocate to in Leicester or Hull. In this meeting, the Trustees reject Hull in favour of Leicester, demonstrating that academic success was more important to the College than potential Methodist links.

3. Hull sites. The Secretary reported that he and others had inspected certain sites in Hull, but in view of existing vested interests, Leicester seemed to be the better locality.¹¹³

4. Leicester sites.

- (a) Two sites in Leicester (recommended by Mr. Arthur Wakerley, a brother of the late Rev. J.E. Wakerley)¹¹⁴ had been inspected and while both appeared to be suitable, the Stoughton Manor Estate was probably the better of the two....

5. Resolution to be forwarded to the Wesleyan Education Committee

Convened to meet on the 16th November. The following was adopted:

That the Trustees are prepared to enter into negotiations with the Governing Body of the Leicester University College on the lines already tentatively agreed for the transference of Westminster College to Leicester, on condition that all outstanding difficulties be cleared up satisfactorily with the Board of Education.

¹¹³ This is primarily because Hull was deemed to be too far north, and was therefore less accessible to students from a wide range of home locations.

¹¹⁴ <http://dmbi.online/index.php?do=app.entry&id=2855>

The Trustees are prepared to provide an adequate School of Pedagogy on some site near the University College and to staff the same provided that the Council of the University College guarantee arrangements that may be made as regards this School for a satisfactory term of years, and that if the scheme of joint working should at any time be terminated the School of Pedagogy should be taken over by the University College on financial terms satisfactory to both parties.

The Trustees are further prepared to erect on some convenient site a college giving accommodation for 150 students in residence,¹¹⁵ but before giving final approval to the purchase of any site or to the scheme in particular directs that careful general estimates be prepared showing that the whole cost will be met without leaving any debt.

¹¹⁵ This is similar to the regular number of students admitted by Westminster College in London. Recurring data for this can be seen in Appendix III of the Commentary.

Westminster's Proposal, 24 November 1928

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

Circulated among the Council of the University College, this document includes the proposal (by Westminster College) to relocate to Leicester. Although this follows some initial negotiations, it indicates the willingness (and urgency) of Westminster College to relocate to Leicester as it outlines the ways in Westminster College hoped to move with no concessions for Leicester.

WESTMINSTER COLLEGE PROPOSALS

Ladies and Gentlemen,

On behalf of Westminster Training College, London, I officially propose,

1. To obtain a suitable site in Leicester not too far from University College, but yet with ample playing fields of its own; and on which to build a College in which the students would be housed under our own Warden; all the students to take the four-year course.
2. This new Westminster College and site would of course be the absolute property of the Wesleyan Methodist Church, although we should be glad to welcome on its Governing Body representation of the University College.
3. All the 150 – 160 students would take their Arts and Science courses at the University College and in respect of each not less than £28 per annum would be paid. Should it be decided that a certain number of women shall be provided for in their own hostel, the academic fee for the women will be the fee allowed by the Board of Education, viz. £26 per annum.

N.B. The Board of Education would not recognise the above fees unless they were made the general fees for the whole College.

4. We further propose to obtain, if possible from the University College itself, a lease of a site on which we could build a Westminster School of Pedagogy. This School of Pedagogy would be completely equipped at our own expense and staffed at our own expense: we of course receiving such fees as might accrue both from students and from the Board of Education. We would be prepared to admit to this School of Pedagogy (both from Leicester or Leicester University College) any who had the necessary qualifications and who could pay the fees.¹¹⁶ Should the suggested arrangement be terminated at any time by the University College providing a School of Pedagogy of its own the existing building to be taken over at a price to be the subject of arbitration.
5. The government of this School of Pedagogy would be under the control of the owners,¹¹⁷ although a large representation (one third) from the University College would be sought; and its staffs would be nominated to the Council of the University College for appointment as Professors and Readers in the University College.
6. The School of Pedagogy will be open to everybody irrespective of denomination and without any restriction whatever as to the number of students. Those in respect of a government grant in preparation for teachers would, of course, have the first choice, whether Methodists belonging to our Hostel or to any other Hostel, or day students. If, therefore, in addition to our thirty or forty that we should supply, one fourth of our whole number, there was a large number from outside, this would be all to the good. The limit of extension of premises would simply be the limit and from the first the possibility of growth should be borne in mind. Nor ought it to be open to what are called by the Board

¹¹⁶ The differentiation here is to distinguish between the City of Leicester and the higher education institution of Leicester University College.

¹¹⁷ The Wesleyan Methodist Church.

of Education 'Private Students', and should also serve the pedagogic needs of the teachers of Leicester.

7. So far from it being reserved for Methodists, I may say that at the present moment we make no such reservation in this College and by Government requirement no College is allowed to restrict more than 50% of its places to the members of its own Church.¹¹⁸

Methodists form the larger part of the number as might be expected but there has never been a year in which we have not Anglicans, Baptists, Congregationalists, and at the present moment among our Day Students we have Moslems, Hindus, Roman Catholics and Jews.

8. The religious instruction in the School of Pedagogy would be Bible instruction from the pedagogical side only.
9. The University College should take over three of the older members of the staff, all of them men of the highest eminence in their subject – one of them, the head of the Physics Department, is an F.R.S. and President of the Institute of Physicists: another, the head of our Chemistry Department, is a D.Sc. (National University of Ireland).

I am, Yours sincerely,

(Signed) H.B. Workman

P.S. The whole of the above named scheme rests upon the supposition that Leicester University College obtains official recognition from the Board of Education as a College entitled to take Four Year Students.

¹¹⁸ At this time, the Westminster College prospectus stated that 50% of the places were reserved for students from Methodist backgrounds, but it is assumed these places would be filled by other students if a lower than usual number of Methodists applied to the College. The religious background of applicant students in 1922/23 can be found in Chapter II of the Commentary.

Negotiating Legal Matters, 7 December 1928

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

In this letter, sent to the Solicitor of the University College, the three legal difficulties (as perceived by Leicester) are established. Sent within six months of this scheme first being suggested, this letter indicates the speed at which both Westminster College and University College, Leicester proceeded with arranging this scheme, demonstrating the attractiveness of Westminster College to Leicester, and the increasingly urgent need for a university connection for Westminster.

Dear Mr Pritchard,¹¹⁹

Westminster Training College

You will have noted from documents already forwarded to you as a member of the College Council that it is proposed to transfer the Westminster Training College to Leicester and to convert it into a four-year course College, but to send all the students of the Westminster College for their degree course (three years out of the four) to University College.

The authorized letter of the Principal of Westminster College, Dr Workman, a second copy of which is enclosed, sets forth their proposals and their offer to this College. The College Council yesterday after full consideration by a unanimous vote approved the scheme, subject to the officers being satisfied on financial, legal and other details, and as a matter may be one of some urgency from the Westminster College standpoint the Council empowered the officers, subject to their being satisfied on the matters referred to, to accept the offer of Westminster College.

¹¹⁹ This is a Clerk in the City of Leicester Council, not Frank C. Pritchard, who was an alum of Westminster College and wrote its centenary history (*The Story of Westminster College 1851-1951*).

The officers propose to take up their enquiry into the various points at an early date. With the financial details I need not trouble you; but the Council request me to ask for your very kind assistance in regard to the legal issues.

Beyond the conditions or proposals raised in Dr Workman's letter there has been an oral request for representation on the College Council which is proposed to meet by offering Westminster College three seats on the Council – that is to say it is desired to create three additional seats on the Council, nominations for which would be allocated to Westminster College.

Will you be good enough to advise

- (1) What, if any, alterations will be required in the Memorandum and Articles of Association to enable the College to do this and to give effect to the various other propositions contained in the Westminster College letter.
- (2) Whether the consent of the Governors will be required before a definite agreement can be made with Westminster College, and
- (3) generally inform the officers as to the procedure to be followed in order that the provisional agreement if ratified may become legally effective at as early a date as possible.

If you desire further information at this stage, the Principal who has personally carried through negotiations with Dr Workman, will be very pleased to call upon you by appointment.

In addition to a copy of Dr Workman's letter containing the authorized offer I forward you a draft of the resolution proposed to be entered on the minutes of the College Council to give effect to yesterday's decision.

I am, Yours faithfully,

Secretary [W.G. Gibbs]

Report of College Officers to College Council, c1928

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This memorandum, sent by the Officers for University College, Leicester to its Council outlines the continued development of the negotiations with Westminster College, as well as stating the rapid speed with which it would be possible to reach a legal agreement once the approval of the Board of Education had been granted.

WESTMINSTER COLLEGE PROPOSALS: REPORT OF THE COLLEGE OFFICERS TO THE COLLEGE COUNCIL

The Officers of the College, with Mr H. P. Gee associated with them as Chairman of the Finance and General Purposes Committee, have examined the financial and other commitments of the Westminster College proposals under the reference made to them by the College Council, and, being satisfied that the expenditure involved, capital as well as current, is such as they can recommend the governing body of the College to undertake, they have in the exercise of the discretion vested in them, accepted the Westminster College offer, subject of course to the ultimate approval of the Court of Governors.

The Officers have been advised by Mr H. A. Pritchard, honorary solicitor of the College, that, subject to the approval of the Governors, legal effect can be given to the arrangements contemplated including provision for the representation of Westminster College on the College Council for so long as the agreement is maintained and their students attend University College degree courses.

The original proposals of Westminster Training College were to transfer their hostel and School of Pedagogy to Leicester and for their students to take their Arts and Science courses at University College. It was calculated that there would be about 120 such students

attending in each year, and in respect of each of them it was proposed that “not less than £28 per annum would be paid”. Further, the Westminster College asked University College, to take over three of the older members of its staff, all men of eminence in their subject.

Negotiations between the Principal and Dr Workman, subsequent to the meeting of the Council in November, resulted in the offer which finally emerged for the consideration of the College Officers being (1) that a definite fee of £30 per annum (including Students’ Union fee of £1) be paid by Westminster College to University College in respect of each of its students attending the College, conditional on University College raising its own fees to the same figure and (2) that, in consideration of University College taking over the three members of Westminster College staff indicated in Dr Workman’s letter of November 24th. Westminster College pay to University College for so long as each or any of them are members of the University College staff such annual sum up to £250 in each case as will recoup to this College the difference between the ascertained staff expenses of the three departments under the provision for ‘take over’, and the expenses which would have been incurred if this provision had not obtained.

Acceptance of Westminster College in Leicester, 1929

(Westminster College Archive, A/1/b/2, Extract from the Minutes of the Trustees of Westminster College, 11 January 1929.)

In this letter, issued on behalf of the University College of Leicester's Council, the possible relocation, and merging, of Westminster College and the University College was provisionally agreed to. This, therefore, represents the first possible formalised agreement between Westminster College and a Higher Education Institution.

Copy of communication from Mr. W.G. Gibbs, Secretary to Council of University College, Leicester dated 15th December 1928:

“Your letter of 22nd Nov. 1928, addressed to the College Council, setting forth officially on behalf of the Governing Body of Westminster Training College its proposals in respect of the proposed transfer of the Westminster Training College to Leicester, was submitted to the College Council on Thursday last. After full discussion in which the proposal, in principle, received general and cordial approval, the following Resolution was unanimously agreed to: -

That this Council approves the scheme submitted and signed by Dr H. B. Workman on behalf of the Westminster Training College, dated 22nd Nov. 1928, subject to the approval of the Board of Education or otherwise as may be necessary, and to the officers of this College being satisfied on details, financial, legal and other authority being hereby given to the officers to close with the Westminster College, should the situation, in the opinion of the officers, justify it....

Difficulty presented by the Board of Education, 1929

(Westminster College Archive, A/1/b/2, Extract from the Minutes of the Trustees of Westminster College, 11 January 1929.)

Discussed at the same meeting as the letter from University College, Leicester, this letter from the Board of Education demonstrates the increased pressure applied by the Board for any teacher training institution offering a four-year course to be affiliated with a university. This illustrates a shift in power from the voluntary colleges towards higher education institutions.

Board of Education decision re four-year college at Leicester

Read the following letter received from Mr. Oppe dated 1st January 1929:

“We have now received some information from Leicester which is under consideration, and if it proves altogether satisfactory, may move us a step forward. There is, however, another and more or less separate question that I should ‘put to’ you. As you already know there is a general difficulty in the way of our recognising a four-year course at or in connection with an institution which is not a University or recognised by the University Grants Committee.¹²⁰ This general difficulty is entirely for us to consider. But there are also special difficulties in the way of recognising as a University Training Department a School of Pedagogy so independent of the main institution as the one that you are proposing at Leicester. It is true that you contemplate that if an increase in the number of recognised students may be allowed, Leicester students

¹²⁰ The University of Leicester was established, by Royal Charter, in 1957. Its prospectus, from 1952, notes that it was recognised by the University Grants Committee in 1945. Its Royal Charter can be found at <https://le.ac.uk/about/who-we-are/governance/documents#:~:text=The%20University%20was%20established%20by,by%20the%20Office%20for%20Students>, whilst its prospectus is available in the University of Leicester archive, catalogued at ULA/P/PS/31.

other than yours might attend the School of Pedagogy - it would then be open to University College. If, however, no such increase were sanctioned, it would be confined so far as recognised students are concerned to those from your hostel. Further your own scheme in par (i) provides that if and when your School of Pedagogy is taken over in certain eventualities by the University College, you will establish another in your hostel. It has therefore occurred to me that the position might be simplified (apart from the general difficulty which I have mentioned above) if, from the first, your college, if transferred, were still to be regarded as a Training College and not as a University Training Department, sending its students during the first three of their four years to the University College for their academic instruction and taking them back in the fourth for their professional training. Have you considered this possibility and would there be any objections from your point of view to adopting it?

Even if this alternative were adopted the question of the testament of failures remains, and does not, I am afraid, strike me as quite so easy of solution as you seem to think.”

Negotiating Legal Matters: Advice from the Town Clerk, 26 January 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This letter, from H.A. Pritchard (Leicester Council Clerk), is in response to a letter of 7 December 1928. It continues to demonstrate the ease with which Westminster College could relocate to Leicester, and the speed at which these arrangements are being made.

Dear Mr. Gibbs,

Westminster Training College

I have been some time responding to your letter of the 7th December last, but I wished to give a little time to it. The answers to your queries I am of opinion are as follows:-

(1) Representation on the Council. The present constitution of the Council of the College is fixed by Clause 26 of the Articles of Association, but the Court of Governors can, in the manner indicated in Clause 27 of the Articles, alter the constitution of the Council by providing for the appointment of the three additional members, as suggested acting on a recommendation of the College Council to this effect.

As regards the proposed arrangement generally, this could be effected in my opinion without any alteration in the Articles, under the provisions of Clause 3 of the Memorandum of Association. I assume, of course, that the Westminster Training College is an Institution the members of which receive no dividend or profit within the meaning of sub-paragraph 'o' of this Clause. The Council itself could grant the proposed lease under Clause 35 of the existing Articles.

(2) The Council could enter into a definite Agreement under the authority of Clause 29 of the Articles, but so far as concerns taking over any building to be erected by the Westminster College on the determination of the arrangement as referred to by Dr Workman in the 4th

paragraph of his letter, I think this would be in effect the acquisition of a building within Clause 31 of the Articles, and therefore this part of the arrangement before it could be put into operation, would require the consent of the Governors.

(3) Heads of Agreement containing the terms of arrangement should be provisionally settled, and if confirmed by Council, should then be embodied in a formal document to be executed by the respective parties.

I shall be pleased to discuss the matter with Dr Rattray, if desired, at any time, on his making a suitable appointment for the purpose.

Yours faithfully,

H.A. Pritchard,

Town Clerk.

Hon. Sec. to the College

Acceptance of the Westminster Scheme, 25 February 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This document outlines the acceptance by the Officers of University College, Leicester for Westminster College to relocate to Leicester and become an associated School of Pedagogy to the University College. Barring finalised legal matters and the approval of the Board of Education, this suggests that negotiations were progressing, and had reached this advanced stage in under a year.

Dear Sir,

Westminster College Proposals

On December 13th last I communicated to you the following resolution adopted by the Council of this College on Thursday, December 6th:-

That this Council approves the scheme submitted and signed by Dr H. B. Workman on behalf of the Westminster Training College, dated 22nd November 1928, subject to the approval of the Board of Education or otherwise as may be necessary and to the Officers of this College being satisfied on details, financial, legal and other, authority being hereby given to the Officers to close with the Westminster College, should the situation, in the opinion of the Officers, justify it.

1. Under the authority conferred by that resolution the Officers of the College have examined the financial and other commitments involved by the proposals contained in your letter of November 22nd, 1928, with the modifications of additions, evolved in correspondence and conferences between the Principal of this College and yourself, after our preliminary survey of the additions to annual expenditure which would result

from your students taking their degree courses at this College. Those supplementary provisions were as follows:-

- a. That the annual payment which the Westminster Training College in respect of each of its students, estimated at 120, shall be a fixed per capita payment of £30 per annum, this College on its part undertaking to charge a like fee to other day course degree students.

N.B. This standard fee of 330 would include Students' Union subscription of £1.0.0 which would be passed on to the Students' Union for its corporate activities.

- b. That in consideration of University College taking over the three members of your staff specified in interviews, viz. Dr Austin (Chemistry); Dr Richardson (Physics) and Mr. Cruickshank (Mathematics),¹²¹ your College will pay to University College for so long as the three gentlemen named or any of them are members of its staff such annual sum up to but not exceeding £250 in each case as will recoup to this College the difference between the staff expenses of the three departments under this provision of 'take over' and the expenses which would have been incurred without this provision for taking over the three members of your staff specified.

N.B. These expenses would have been: Lecturer with superannuation £495;

Assistant Lecturer £250-£745 per annum

Since your proposal "to obtain if possible from the University College itself a lease of a site on which we (Westminster College) could build a Westminster School of Pedagogy" was

¹²¹ Listed in the College Prospectus (Appendix VI) as 'Percy C. Austin, M.A. (Cantab.), D.Sc. (National University, Ireland), F.I.C.'.

Listed in the College Prospectus (Appendix VI) as 'George Cruickshank, B.A. (Cantab.), M.A., B.Sc. (Aberdeen)'.

put forward in your letter of November 22nd. the Officers of this College understand that there have been developments at the Board of Education which necessitate that this matter should remain in abeyance.

2. When the College Officers met on Tuesday, February 19th they were advised by their Solicitor that, subject to the necessary approval being forthcoming from the Board of Governors, legal effort could be given to the arrangements contemplated, including provision for representation of Westminster College on the College Council for so long as the agreement with consequential attendance of Westminster College students at our degree courses, is maintained.
3. The Officers gave most careful consideration to the financial commitments involved, and I may state that particularly as regards capital expenditure these commitments are very heavy, inasmuch as, to all intents and purposes an entire new wing of our very extensive main buildings will require to be adapted, equipped and brought into use. Nevertheless the Officers came to the conclusion that these commitments were such as they could recommend the Governing body of the College to undertake. In the belief that the arrangements contemplated will prove to the mutual advantage both of this College and of Westminster College, they authorised me to intimate to you that, in the exercise of the discretion vested in them, they accept the proposals of Westminster College, this acceptance being, of course, subject to the ultimate approval of the Court of Governors.
4. The Officers would be obliged if you would take early steps to secure ratification by your governing body of this provisional agreement and they desire me to assure you that so soon as the way is clear so to do they will take all necessary steps to secure the approval of the Court of Governors and make the provisional agreement which has now been reached legal and operative.

Difficulties caused by the Board of Education, 15 March 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This extract, from a letter by H. B. Workman to Mr Oppe marks the beginning of the end for negotiations with University College. It clearly indicates that the Board of Education does not recognise the possibility of the scheme created by Leicester and Westminster as being possible if Westminster wishes to be a four-year college.

... Against what Lord Eustace Percy said of the relative insignificance of Leicester must be weighed the absolute insignificance in the great mess of London of any Training College.¹²² In Leicester it would be more easy to conserve our own soul where we should be at any rate for many years the larger part of the whole. Is it not still possible to combine Lord Eustace's limited training scheme for Leicester with the scheme which we originally set forth.¹²³

I am, Yours sincerely,

H. B. Workman

¹²² Lord Eustace Percy (1887-1958) was the son of the seventh duke of Northumberland, and a conservative politician. He was educated at Eton and Christ Church, Oxford, "where he took a fashionable interest in social reform issues". Percy held a variety of political roles, including a secretary in the British Embassy in Washington D.C.; work in the Foreign Office during the First World War; a British representative at the Versailles peace conference; an author of the drafted League of Nations covenant; and as President of the Board of Education (1924-29). Following his resignation from politics in 1936, Percy became the Rector of King's College, Newcastle (later the University of Newcastle). An extensive biography of Percy can be found in ODNB.

¹²³ It is unclear what this scheme looked like, but it is understood that it was similar to the scheme adopted by polytechnics, with the Local Education Authority being closely linked to the provision and management of teacher training at a local university (college). This would explain why the scheme was not known to Dr Rattray (the Principal of Leicester University College), and also why Workman describes it as being "limited".

Possibilities of London? 19 March 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This letter marks a change in the Board of Education's policy, as well as being the first known indication of the new four-year course delivered by Westminster College for the remainder of its time in London. Although the College had already been submitting students for London external degrees, this is the first time in its history that the College would have its students submitted for internal university qualifications, marking a step in its desire to be a university.

Dear Dr Workman,

Many thanks for your letter dated the 15th March which I received this morning. I should have written to you in any case to-day; because I am now authorised to say that we can now consider an application from you for a four-year course in London, the first three years as internal students of London University, the fourth as at present, on the basis of your numbers remaining the same. In other words we should be prepared to pay grant on the first three years of a student's course under Article 20(b) of the Regulations. We understood from you some time ago that there was a prospect of Southlands not attaining its full numbers for the present and that therefore we might regard a reduction in the grant in respect of them as some set off against the increased cost of a four-year course at Westminster.¹²⁴ If you could still see your way to doing this, it would of course considerably facilitate matters here.

¹²⁴ It is believed that this reduction in student numbers at Southlands is because the College was operating from the Burlington Hotel in Dover, its temporary home between 1927 and 1929. Southlands moved to 'Belmont' for the autumn term of 1929. Further information about this can be found in E. Williams, *The History of Southlands College, 1872-1972*. (Wimbledon: Southlands College, 1972).

The original Leicester plan has become more and more impracticable. One of the principal grounds for our treating the University College exceptionally and allowing there a new experimental training year is that the experiment should be made where no University Training Department of the ordinary type exists. We have said this explicitly to Leicester. But of the objections that you mention against staying in London, I think that it is safe to assume for the present, at any rate, that your students will continue to be allowed to take both the Diploma and the Certificate. Moreover, it is by no means certain that at Leicester, where the Diploma would also be external, there could be any provision for failures except through a Joint Board. On the general point I cannot think that the Men's Colleges in London, forming as they do one powerful group,¹²⁵ cannot make themselves quite sufficiently felt on the Joint Board, but this will in any case affect a four-year college exceedingly little.

Your sincerely,

A.P. Oppe.

¹²⁵ In the 1927/28 Report of the Wesleyan Methodist Education Committee (found in Chapter I of this catalogue), it is noted that there are four male teacher training colleges in London. These are Westminster; St. Mark and St. John's; Borough Road; and St. Mary's Colleges.

Lord Eustace Percy's plans for Leicester and Westminster, 20 March 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This letter to Dr Rattray demonstrates the imbalance of control experienced by teacher training colleges, with the College owners (The Methodist Church) on one hand, and the national managers (the Board of Education) on the other. This letter makes it clear that the sole reason behind the failure of the scheme to relocate Westminster College to Leicester is that it would negatively impact the plans of Lord Percy, Chairman of the Board of Education.

My dear Rattray,¹²⁶

I have had this morning a very disquieting letter from Mr. Oppe. The Board are evidently dead against our going to Leicester. I am sending you a copy of Mr. Oppe's letter and also a copy of the letter which, at the suggestion of the Chairman, I had written to Mr. Oppe after the interview.

I think it right, however, that I should now state to you frankly what took place at the interview, because otherwise you will hardly understand the position we are in. The interview was 1¼ hours in duration. It began with Lord Eustace alone, but after a bit he called in Mr. Oppe.

Lord Eustace did not wait for us to speak but said that he was familiar with the whole case, that our proposals had proved a bombshell to him as he had made proposals of his own to Leicester with which this somewhat interfered. He said that he was anxious to plead with us not to leave London. He could not prevent us going, but he was very doubtful whether we could go as a four-year College, for Leicester was not at present recognised for four-year students.

¹²⁶ This is in lower-case in the original document.

He added that he was exceedingly loath to do this for it would involve him at once in difficulties with Hull. One of the deputation asked whether he would have the same objection to Nottingham. He said there was a University Training Department there but if he had to choose between Nottingham and Leicester, he considered at the present moment Leicester was the better, (this strictly *inter nos*). But his objection was to taking a great College like Westminster and linking it up with anything except a University. He asked what we thought of Leeds. I pointed out that Leeds was already stuffed to overflowing, nor did we want these provincial degrees.¹²⁷

He asked what was the great reason why we would not stop in London. I told him that two years ago when we asked whether he would not give us an extra grant to stay in London it had been refused. It was at this stage he called in Mr. Oppe. Considerable discussion took place as to what would be the extra amount involved in giving us this grant. It turned out to be between £2,000 and £2,500 a year.¹²⁸ He said he would carefully consider the question.

Some talk took place as regards the difficulties we should be in at Leicester as regards the failures, a question upon which the Board have enlarged more than once though I cannot quite see the same importance in it as they seem to attach. You will notice in his letter he once more returns to the same subject. The interview ended with a promise from Lord Eustace that he would send us a letter before the end of the month.

The whole position is most disconcerting. I feel as if all our efforts had been thrown back into the melting pot. Now that we have the definite offer from the Board, as by Oppe's

¹²⁷ This suggests that one of the attractive points of Leicester University College is that it already submitted students for the University of London external degree. It also demonstrates a level of academic elitism on the part of H. B. Workman, and possibly the staff of Westminster College/the Methodist Education Committee members (an increasing number of whom were educated at Oxford, Cambridge and London) more widely.

¹²⁸ This is the grant the College was refused earlier in this decade, as is outlined in documents elsewhere in this chapter.

letter, of over £2000 a year extra grant, I feel that all those on the Trustees who were against the Leicester project will have a strong rallying point.

In addition to this there are two weaknesses in the present position over which I had hoped the Board would yield. The one is this. That if Leicester is not allowed to have a four-year training department (and by Oppe's letter they seem to have emphasised this) then the certification of our students will be in the hands of either London, Nottingham or Birmingham, altogether alien and external authorities upon which we should have very little voice.

The question of failures may be neglected because practically our failures amount to very few indeed and in a four-year College we could almost close our doors to all except those who enter with their Intermediate. But the few failures in question would be in the same position. They would have to go into a group scheme, for this is the meaning of Oppe's letter, either London, Nottingham or Birmingham.

The whole mischief has been caused by Lord Eustace's butting in with this scheme of his own for training instead of boldly facing the question of Leicester University College with a four-year Training Department.

I feel very perplexed this morning and feel that in some respects that for some time past I have been ploughing the sands. Why Lord Eustace did not make up to the value of keeping us in London two years ago I cannot tell. Why all this secrecy over Lord Eustace's training department which is evidently a barrier to the whole scheme, I cannot tell also. At the present moment I am rather in the dumps and do not see my way clearly anywhere. It is all very perplexing and irritating.

I am, Yours sincerely,

H. B. Workman

The final Failure of the Leicester Scheme, 23 March 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

This letter to Dr Rattray informally establishes the failure of the attempt to relocate Westminster College to Leicester. The following document (titled 'Termination of the Leicester Scheme') formally notifies the University College of such.

My dear Rattray,

Yesterday I had a full, and frank, though not long, conversation with Mr. Oppe along with whom was Mr. Strong.* He said that in the Board's opinion the proposed special scheme of training at Leicester, which for short we will call the Leicester scheme, was absolutely incompatible with any recognition of Leicester as a four-year Training College with a department in Pedagogy, which we will call the Westminster scheme. The two schemes represent two different ideals, one will all its stress on the practical, the other with the Diploma in Pedagogy as the aim, and that the two could not be combined. He emphasised that he had expressly stated this to the Leicester Authorities from the first, and that his only justification for proceeding with the Leicester experiment was that it was not a College recognised for a four-year pedagogical course.

If, therefore, we went to Leicester it would merely be as an ordinary College in which we could or could not as we liked, either do our own work ourselves or else pay the fees of the Leicester University College. Being recognised from the first, therefore, merely as a non-University College, and classified accordingly in their list, we should have to be linked with a group, either Nottingham or Birmingham, or preferably, so I understand, with Bristol, who would be responsible for the certification. I replied that our object in going to Leicester was exactly to get out of this group business, that if we had known at an earlier date that Leicester

would not be recognised for purposes of a four-year University College, the Trustees would have shown considerable hesitation in pursuing the matter further, and that if, as Lord Eustace states, our scheme was a bombshell to the Leicester scheme, equally the decision that Leicester could not be treated as a four-year University College, was a bombshell to ourselves, which the Trustees would most carefully have to consider.

I further said that in my judgement it was a pity that I had not been informed at an earlier date of the nature of the proposed Leicester scheme which was thus so vital to our own. I further stated that a certificate issued by Birmingham or Bristol would stand on a far lower level than one issued by London and that it would be a curious mix up London University being responsible for the degree work and Bristol responsible for the Final Certificate.

I may add that it is now plain what Oppé has constantly meant in his talk about the difficulties of the failures. It was not the failures that he had in mind, for they were few, but the fact that we should have to be linked up for certification and regarded as one of the Colleges of the Birmingham, Bristol or Nottingham group. It is against this linking up that we are kicking here, though at London we are linked up with three other Men's Colleges, all of whom take none but University students who themselves form a powerful group able to look after themselves; whereas in the other groups we should be linked up with Colleges none of whom take University students, and all women.

I am, Yours sincerely,

H. B. Workman

Termination of the Leicester Scheme, 1929

(Westminster College Archive, A/1/b/2, Memorandum discussed at the meeting of the Trustees for Westminster College, 22nd April 1929.

Following pressure from the Board of Education, this letter by H.B. Workman (College Principal) to the Trustees of Westminster College, outlines the reasons why, despite its possibilities, the College should not relocate to Leicester, as well as the possibilities if they remained in London.

Dear Sir (or Madam),

WESTMINSTER TRAINING COLLEGE.

In view of the meeting of the Trustees of Westminster College and of the General Education Committee called for the 22nd April 1929, I am appending a copy of certain correspondence, with comments upon the same.

May I remind you of the letter which I wrote on the 8th November 1928 to the Rev. F.L. Wiseman, B.A., setting forth in full the whole history, up to that time, of the difficulties of Westminster College and the various methods we had tried to find a way out, and the reasons which led me to believe that in the Leicester scheme we should find the solution.

The Leicester scheme was first broached by myself informally in conversation between myself and Principal Rattray of University College, Leicester, in June 1928.¹²⁹ The conversation was more formally continued in October. In the forefront of the scheme there was placed the condition that we must become a four-year college in association with the University College in Leicester - a condition to which I would ask your special attention. A further

¹²⁹ The first written record of this plan is the letter to Sir Jonathan North, recorded earlier in this chapter.

condition was that the Leicester authorities would not accept any two-year colleges nor provide any two-year courses; but should provide, in conjunction with us, an exclusive four-year centre.

Unfortunately after these negotiations had been entered into by us, and with no clear knowledge on our part, negotiations were commenced with the Board of Education - probably, as I gather, by the Education authorities for the City of Leicester and also for the County. Of these negotiations, Principal Rattray also seems to have been ignorant at the commencement, as I judge from his letter of the 24th November 1928:

“ I am entirely in the dark as to the nature of the scheme the Board is going to lay before myself and the Directors of Education for Leicester and Leicestershire on Monday at 3-0 pm. at the Board. You will see that this does not permit anything being done except my getting busy at this end. My policy will be to put the two plans together and try to get the Board (and if need be the University Grants Committee) to do the thing.”¹³⁰

Nor was I informed of their character at any time; but assumed from the first that the suggestion was merely local, and one that could easily be combined with the scheme of training in connection with our own School of Pedagogy. Unfortunately, Principal Rattray did not see the full bearing of the proposed scheme; although I wrote him more than once urging him to make quite sure that the Board of Education would recognise the University College at Leicester as available for a four-year Training College course.

For three months matters have been practically at a stand-still. There was evidently a hitch, and feeling that no progress was being made, our Treasurer (the Rt. Hon. Walter

¹³⁰ This extract reinforced the idea that the scheme created by Lord Eustace Percy was through negotiations with the City Council, rather than the University College.

Runciman) recently secured an audience for certain of our Trustees with Lord Eustace Percy.¹³¹ Lord Eustace for 1 ¼ hours dealt most frankly with us and pointed out the incompatibility, in his judgement, of the two schemes existing side by side, although he did not give us much light upon the nature of the new scheme, except that in it there would be a minimum of lecturing and that it would consist almost wholly of practice - whether for rural teachers, post-graduates, or what not, we were not informed.

Lord Eustace Percy urged us with emphasis to stay in London; and when we pointed out that this would involve a very large extra grant (which hitherto the Board had always refused) he said that he would consider this matter also. As a result I received the official letter from Mr. Oppe (the Secretary of the Board of Education) marked "B" on the attached sheet. In this connection I have also included copies of my letters to Mr. Oppe of 15th March (marked "A") and of 20th March (marked "C"). Also copy of letter from Principal Rattray dated 22nd March and my reply of 23rd March (marked "D" and "E" respectively). In the letter marked "D" it is evident that Dr Rattray does not clearly see what his suggestion involves; and I may add it seems totally contrary to the emphasis he rightly placed in his letter of 3rd December (referred to at foot of last page) in which he stresses that certification must be by Leicester itself.

I would add that, as Mr. Oppe's letter (marked "B") is somewhat technical, the intention of the Board of Education is -

¹³¹ Walter Runciman, first Baron Runciman (1847-1937) was a Wesleyan local preacher; sailor and shipowner; and politician. He amassed his fortune as a shipowner, with companies in South Shields and Newcastle upon Tyne, leading to his appointment as the President of the Chamber of Shipping (1910/11), and as President of the Shipping Federation (1932-37). He served as President of the Board of Education (1908-11), and as MP for Hartlepool (1914-18). He was knighted in 1906, and made a baron in 1933. He has biographies in DMBI and ODNB.

1- An offer, hitherto previously refused, to pay for 153 men the total cost of their fees for three years at either University College, King's College, or the London School of Economics, according to the subjects that the men may select. (This will bring Economics within the purview of the subjects for which we may read).

The above would be equivalent to a grant to the College of between £2,000 and £3,000 p.a. above the present revenue from grant.

2- That if for the fourth year we are recognised as External we could, with the assistance of the powerful University College group, be able to save our own souls.

3- Even more important are the references to Leicester, in which Mr. Oppe points out that their University College will not be recognised for a "University Training Department of the ordinary type".

4- Mr. Oppe further suggests that whenever we have students who come up with their Intermediate and who are admitted for a two-year course for the External degree, though with Internal teaching, their fees shall be paid in the same way as the others.

As a result of the above, I have come to the conclusion that it would be wisdom on the part of the Trustees and of the Committee to accept, with all its difficulties as well as its advantages, the proposal of the Board of Education, and reluctantly to terminate the negotiations with Leicester. In my judgement there is at the present moment no other way out.

I am, Yours Sincerely,

H.B. WORKMAN.

Westminster College, University of London? 1929

(Westminster College Archive, A/1/b/2, Extract from the Minutes of the Trustees for Westminster College, 22nd April 1929.

This motion by the Trustees of Westminster College formally established the desire of the College to remain in London, and to submit its students for internal degrees of the University of London. It also demonstrates a shifting by the Board of Education towards the continued supporting of training colleges, rather than primarily supporting universities. It does, however, demonstrate a continued movement by the Board to ensure that all colleges are affiliated with a university – perhaps an early recognition that there is sustained growth in the number of teaching certificates being presented, and a desire of the Board to move away from its historic role as a validating body.

5. The Chairman moved the Resolution contained in the Notice of Motion on the agenda, which was seconded by Mr. A. B. Copper,* Viz:-

To rescind the Resolution passed on 12th November 1928 generally approving of the transfer of Westminster College to Leicester, and to accept instead the offer of the Board of Education to pay the full tuition fees, on the full number of students now officially recognised, as Internal students of London University for their academic work, their professional work still to be done at Westminster College for the External Diploma in Pedagogy; and that the scheme come into operation in September 1930.

Notification to Leicester, 23 April 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

Following the meeting of the Trustees of Westminster College and the Methodist Education Committee on 22 April 1929, the following letter was sent to University College, Leicester. In it, the Trustees (acting through H. B. Workman) formally notify University College, Leicester that Westminster will become a four-year college of the University of London rather than move to Leicester.

Dear Sir,

At a specially summoned meeting of the Trustees of Westminster College and of the Education Committee of the Methodist Church, I was instructed to inform you of the regret which the Committee felt at the difficulties which had arisen at Leicester (1) as regards its recognition by the Board of Education for a four-year University training course and (2) the refusal of the Board of Education to regard as compatible under the same roof two different methods of training.

This makes it impossible for the Trustees and Committee to pursue further, at any rate for the present, the negotiations for the transfer of the College to Leicester as a four-year University College. The Trustees and Committee have therefore decided to accept the proposal made to them by the Board of Education that they should become a four-year College on their present site in London, the Board finding adequate funds for their students to be enrolled as internal students for the first three years at University College, King's College or the School of Economics, and in the fourth year to have their own external School of Pedagogy with a view to the Diploma and Certificate.

The Trustees and Committee instruct me to express their deep regret that what seemed at one time a promising scheme to all of us has thus broken down over technical difficulties which were beyond our control, and of some of which, vis. The other scheme of training upon which Leicester has embarked, both Trustees and Committee had no adequate knowledge at the time of their negotiations. Removal to Leicester would, of course, have been a considerable wrench which could only be justified by the College attaining permanence as a four-year School of Training. Under the circumstances the Board's offer has therefore compelled us, however reluctantly, to come to a decision to remain in London.

I am, Yours sincerely,

H.B. Workman

The final Failure of the Leicester Scheme, 6 May 1929

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

Sent to H. B. Workman, this letter from Dr Rattray records the regret of University College, Leicester that Westminster College would not be moving to Leicester. This regret clearly demonstrates the attractiveness of a teacher training college to a newly established university, such as Leicester.

Dear Sir,

I beg to inform you that your letter of April 23rd intimating that on account of difficulties which have arisen and an alternative financial offer made by the Board of Education the Trustees of Westminster Training College and the Education Committee of the Methodist Church have decided not to proceed further with the negotiations for the transfer of the College to Leicester was submitted to the Council of this College on Thursday last.

While regretting the decision the College Council appreciate the difficulties with which your authorities were confronted and desire me to convey to you an expression of thanks for the cordial spirit in which you and those associated with you carried through the negotiations and to wish your College a full measure of success in the future.

Confusion at the four-year Plan, 3 June 1929

(London Institute of Education Archive, IE/1/ATT/6, Letter from T. Percy Nunn to Miss Fawcett, 3 June 1929.)

This letter from T. Percy Nunn to Miss Fawcett indicates the confusion around the new four-year course, both from the London Day Training College (which was closely linked to the University of London), and even from those closely affiliated to Westminster College. This highlights the fast moving, changing nature of the negotiations between the College and the Board of Education.

Miss Fawcett,*

Westminster Training College.

I attended this afternoon a meeting of the governing body of the Westminster T.C. [Training College]. The chief item of business was announced on the agenda paper in the following form: "Future of Westminster College. The proposals of the Board of Education accepted by the Trustees and the Wesleyan Education Committee."

It appeared that the governing body was to hear Dr Workman's account of these proposals and to decide whether it was prepared to work them. This, after a discussion which I initiated, it was agreed to do.

It is not clear to me exactly how the "proposals of the Board" came about; but from what Dr Workman said to the meeting and a further private explanation I received afterwards

from Dr Scott Lidgett (who confessed that he understood the affair only in part) I gather that it happened somewhat as follows.¹³²

The Board has sanctioned the proposed removal of W.Tr.Coll. [Westminster Training College] to Leicester but the Leicester authorities nevertheless formulated an alternative scheme for training students for teaching – the one which has been recently been described rather fully in the press (It is suggested that they may have been a little afraid of the organisation which was to unite its fate to that of their institution). It is further thought that the President of the Board may have in some way committed himself to approving of the alternative scheme and consequently found himself obliged to offer some compensation to Westminster. In any case we were informed that he told Dr Workman that if the Westminster College would consent to remain in London it should be allowed to become a Four Year college receiving the grants payable in respect of the students in university training departments.

I asked whether the University of London had been consulted about this scheme. Dr Workman's reply was that he had not consulted the University but had seen the heads of University and King's Colleges and the School of Economics, who had expressed themselves as willing to aid the scheme by receiving the Westminster students for the three years of the degree course. This arrangement would enable Westminster Tr.Coll. [Training College] to dispense altogether with its academic staff. It is, in fact, already beginning to get rid of them in one way or another, and it is hoped that the academic colleges of the university will lend help to Westminster so that Westminster may fulfil its obligations to the two year (or three year) students who will not complete their course until July 1930. Dr Workman explained that he had not consulted with the University with regard to the year of training, because his men

¹³² It is particularly notable that John Scott Lidgett, a senior member of the University of London; the London County Council education committee; and the Wesleyan Methodist Church knew nothing of this arrangement.

would continue to take, as they take now, the External Teacher's Diploma, and that he did not propose, therefore, to do anything that was not already done.

I expressed the view that it was regrettable that, under cover of the External regulations Westminster should, in effect, set up in the university a school of pedagogy without giving the university an opportunity of saying whether it approved of the policy. Dr Workman's reply was that he did not want the college on its pedagogical side to be drawn into the Internal system. He wanted it to preserve its individuality and to bring its characteristic religious influence to bear upon its students. Moreover (he said) the university would, it was believed, shortly have its own Education Department and in view of this would refuse to recognise Westminster as a school in pedagogy.

I urged as a second objection to the whole scheme that the other men's colleges would certainly wish to follow the example of Westminster and would in that way be diverted from pursuing their proper task in the national system: namely to train men particularly for the new post-primary schools. The weight of this objection was admitted by more than one of the governors; but it was submitted in reply that the Wesleyan body have only this one college, that it has been moving for years towards university rank, and that, in short, it must fulfil its destiny.

I cannot complain at all of the way in which my protest and objections were received – but in the end all the other governors voted for adopting and working the scheme!

T. Percy Nunn.

University desires for the Methodist Church, 27 September 1935

(London Institute of Education Archive, IE/1/ATT/6, Letter from A. W. Harrison to T. Percy Nunn, 27 September 1935.)

This letter from A. W. Harrison to T. Percy Nunn demonstrates the extent to which Westminster College desired to wield its own university powers. It also shows the extent to which the principal steered the aims and tone of the College, with H. B. Workman seeking for the College to remain separate, A. W. Harrison sought to further the power of the four year course through its own university (college) status.

Dear Sir Percy,

For several years past we have been very restless under the External Diploma for Education of the University and have been trying to find a way of escape. Indeed last year we had practically decided to take the Cambridge Diploma but found some technical difficulties which we may or may not be able to get over,¹³³ but it would certainly have suited us better than the London Diploma. It seems, however, rather absurd that being in the heart of the University and having students who take the Internal degree that we cannot find some better scheme than going to Cambridge for the fourth year work. If we do that we should be following in the steps of Nottingham and Southampton training departments.

My own feeling is that we should have a closer connection with the University either through the Institute of Education or the King's College training department. My colleague, Mr. J. S. Ross,¹³⁴ and I would be very glad of the opportunity of talking the subject over with you if you could spare time. It does not seem impossible to take the Internal Diploma here, but

¹³³ It is not clear what these issues are.

¹³⁴ At this time, the Vice-Principal.

you would be able to guide us in this matter. There are many points in which we feel the present arrangement is open to criticism, but the marking of the practical teaching and the methods used are probably the most unsatisfactory part of the scheme. At any rate, for several years past the decisions of the External examiners have always raised questions and misgivings.

Yours sincerely,

A. W. Harrison

A threat to the College estate, 1937

(Westminster College Archive, A/1/b/2, Extract from the Minutes of the Trustees for Westminster College, 28 May 1937.)

Given the increased number of students at Westminster College, and its redevelopment in the early twentieth century, the College no longer had any land to further develop on its Horseferry Road site. Any encroachment on the remaining land, therefore, would present a difficulty to the College in regards to its remaining in those buildings. Although the College no longer sought to leave London, these minutes demonstrate a return to the search for a new site for the College.

10. Horseferry Road widening will take off a 14ft frontage in Horseferry Road, affecting Principal's, and Vice-Principal's House and offices. Reported that the old law of requiring the whole site to be taken, has been repealed. The L.C.C. [London County Council] are dealing with the major part of Horseferry Road, and the Westminster City Council from Peter Street to the Church; but matters are held up awaiting a decision of the Ministry of Transport as to meeting part of the cost.

The Trustees unanimously agreed to the following Resolution to be submitted to the Methodist Conference at Bradford in 1937:

That inasmuch as the Westminster City Council has decided to widen Horseferry Road by taking 14ft from the frontage of the Westminster College property, and also that there are proposals under a Town-Planning scheme for the property behind the College.

The Trustees request the Conference to give authority for the next seven years for the new body of Trustees to consider any proposals for the sale of the estate of the College, in whole or in part, for this or any other purpose, that may come before them.¹³⁵

¹³⁵ This motion was passed by the 1937 Methodist Conference, and is recorded in the *Minutes of Conference, 1937*, p.52.

Wartime Use, 1939

(Westminster College Archive, A/1/b/2, Extracts from the Minutes of the Trustees for Westminster College, 28 June 1939.)

This document sets out the intended use of College buildings by the government during the Second World War. Unlike its use during the First World War, when the Australian Imperial Forces were managed from the College, this war would see various uses of the College. This, therefore, demonstrates the important location of the College buildings in the centre of the City of Westminster.

- (a) The site occupied by the temporary buildings is let to the Office of Works under the terms of an Agreement which is not readily traceable.¹³⁶ The Office of Works are making further enquiries, but the only thing which is generally believed about the Agreement is that it is on a Quarterly tenancy determinable by three months notice at any of the usual quarter-days by either party. The Office of Works will confirm their view as to this.
- (b) The site occupied by the Labour Exchange has to be offered to the Office of Works before the College estate can be sold. It was agreed that we should notify the Office of Works of our intention to sell and ask them if they would like to purchase. Assuming their reply to be in the affirmative, we should then ask our surveyors to fix a value on the site, and would negotiate with the Office of Works for an agreement.
- (c) The site occupied by the schools is let to the Office of Works on an Agreement which expires in 1941...

¹³⁶ There are three entries in the College Archive catalogue for agreements with the Office of Works – two for use of a building labelled as “The Practising School”, and one for the erection and maintenance of air raid shelters. These are catalogued at A/1/a/219, and A/1/a/221-22.

Tooting Sports Ground ¹³⁷

It was reported that when necessary, there would be no difficulty in disposing of this site. Enquiries had already been received from Tooting Sec. School; the College of St Mark and John; and Wandsworth Borough Council...

Elmstead Wood Site

Mr. Barratt reported that at present the site had not been acquired. Negotiations were proceeding, but had to await approval of the Board of Education (recently given on 12th June 1939: R.838 A/124); a report of the Architects on levels etc. (now secured); and certain restrictions by Bromley Council's Town-Planning scheme requiring only £2,000 houses to be erected (which it is hoped may be reduced to £7500); and further Railway demands for tunnel protection, etc.¹³⁸

The drafting of the Contract has therefore been delayed pending settlement of these negotiations; and when it is completed, it is understood that the Methodist Education Committee will advance the purchase price of £6,750 until it can be refunded from the proceeds of the sale of Westminster site.

¹³⁷ This land was purchased by the College for use as sports fields following the cessation of the First World War. It was used by the Royal Air Force during the Second World War, and sold following the end of this conflict and sufficient preparation of land at Elmstead Woods.

¹³⁸ There was a railway line adjacent to the land acquired by the College at Elmstead Woods in Kent. Papers relating to this site can be found in the College Archive at A/5/b/4. , and in the Minute-book for the College Trustees

A new site for Westminster College, 1940

(Westminster College Archive, A/1/b/2, Extract from the Minutes of the Trustees for Westminster College, 19 June 1940.

Although a relatively minor entry in the minute book for the College Trustees, this entry records the purchase of a site to relocate Westminster College to.

3. Elmstead Wood Site: Reported purchase completed 26th March 1940 for £6,750. Owing to war conditions this sum had been debited to the Trust Account of the College.

Attempted expansion of Methodist teacher training, 1944

(Westminster College Archive, A/1/b/2, Extracts from the Minutes of the Trustees for Westminster College, 7 July 1944.)

This item outlines the forward-thinking nature of the Methodist Education Committee, and its desires to grow its operation. It also demonstrates their optimism surrounding education and teacher training, particularly in relation to national educational policy produced in 1944, and the emergency training scheme. It also records the wartime damage to Westminster College; its desires to relocate from Westminster; and the wartime delivery of its four-year course.

The Secretary (Rev. Dr Harrison) had seen the Director of Education for Manchester,* who thought it a fine idea to have another “Westminster” in Manchester. In a book from his pen he had spoken highly of Westminster and Southlands Colleges. It was understood that the Board of Education Emergency Scheme of training for ex-service men by the Local Education Authorities would have a maximum of three years only. The Director understood that the Methodist Church had in view a permanent College in Manchester after that period, and he thought there was a great future before it.

In an interview with the Board of Education, encouragement was given that they might make some form of building grant as the Board realised the importance of this postwar provision of teachers.

The Ministerial Training Committee were indebted to Dr Harrison for introducing such a scheme whereby Didsbury College might remain Methodist property and used for the purposes of a Training College for men or women (or both); and the Trustees and Committee of Didsbury

College were equally pleased with the prospect and had agreed *nem. com.* to accept loyally the suggestion of their central committee.¹³⁹

The need of the Ministerial Training Committee for money almost immediately to finance their scheme of a Theological College in the west of England,¹⁴⁰ was reviewed in the light of the difficulty of the Methodist Education Fund being able to find the necessary money before effecting the sale of the present Horseferry Road estate of Westminster College.

The urgent need of trained teachers was paramount; and at the suggestion of the Chairman it was agreed that the Secretary might safely go forward, with the approval of the Trustees, in the firm expectation that Methodism would see it through...

7. War Damage at Horseferry Road The Trustees had received a circular from Dr Harrison informing them of damage by enemy action in February 1944.¹⁴¹ The College Chapel and Reading Room under, with all chattels stored therein including the organ, had been completely destroyed by fire. One end of the Dining Hall had been considerably damaged, roof etc., and also the Principal's House - upper floor and bathroom. The services of a surveyor had been engaged and a claim made...¹⁴²

In answer to an enquiry, it was stated that no plans had yet been formulated for the new College on the site acquired at Elmstead Woods, as so many questions awaited solution...

¹³⁹ Given that Didsbury College was also a Methodist institution, this establishment of a third teacher training college is likely to have been seen as extremely beneficial by the Trustees of Didsbury College, with possible overlap between the committee members.

¹⁴⁰ This College was eventually established as 'Wesley College' in Bristol. This institution opened in 1967, and incorporated Didsbury College (which moved to Bristol in 1951) and Headingley College. It closed in 2011 following the 'Fruitful Field' report on the Methodist provision of education and training. This report is explored in the final chapter of the accompanying commentary.

¹⁴¹ Bombs fell on the College site during the night of 14/15 March 1944.

¹⁴² Photographs of this damage can be seen in Appendix VII of this catalogue.

The future of Westminster College as a 4-year College had not been determined, so that plans could not be formulated for premises and equipment that differed for 4-year and 2-year courses. It would be several years before any College could be provided on the Elmstead Woods estate, and in the meantime the teacher-training scheme of the Board of Education for ex-service men would be in operation through Local Education Authorities for some three years.

Mr. Ross (Principal) stated that when demobilisation starts,¹⁴³ Westminster College will be faced with a big task in providing for the large number of ex-service men whose courses at Westminster had been interrupted. He appealed to the Trustees to see that suitable provision was made for this work in the interval before Elmstead Woods would be available with buildings and equipment complete.

The Trustees assured him on this point.

¹⁴³ J. S. Ross became College Principal in 1940, having previously been Vice-Principal for A. W. Harrison. He served as Principal until his retirement in 1953.

A 'return to normal', 1945

(Westminster College Archive, A/1/b/2, Extracts from the Minutes of the Trustees for Westminster College, 4 July 1945.)

This document outlines the immediate focal points for the College Trustees following the cessation of the Second World War in Europe on 8 May 1945. Notably, there is a clear desire to continue to work towards a relocation of the College, but that a return to the College buildings in Westminster, although damaged, was an immediate necessity.

Arising from Minutes:

Reported that the Methodist Education Committee at a special meeting on 12th December 1944

“Approved the recommendation of its Finance Committee and accepted the generous offer made by the Ministerial Training Committee to sell Didsbury College to the Methodist Education Committee for the sum of £85,000.” ... Mr A. H. Body, B.A. M.Ed. (Westminster College 1921-4) had been chosen as Principal for this Government Course.¹⁴⁴...

3. Tooting Sports Ground: bought in 1921 for £5,000, with later sums paid for two entrance steps, and groundsman's house (now destroyed by enemy action).

The site at Elmstead Woods of 13 ½ acres could in part be adapted for football pitches, rather than spend money on the Tooting site. There would be no appreciable loss of time in reaching Elmstead by train than Tooting by bus.

¹⁴⁴ Alfred H. Body studied at Westminster College between 1921 and 1924, working as both a teacher and educational author after he qualified. His best-known work is, arguably, *John Wesley and Education*, which was published by the Epworth Press in 1936.

A plea was put in for assisting youth work in London; and the Tooting Mission (in which the late Joseph Rank was interested) is known to have ambitions to acquire the Tooting Sports Field. Another College was also seeking a first refusal.

The Trustees agreed that the Tooting site be sold when a reasonable price is forthcoming; and to go ahead with temporary scheme of providing soccer and rugger pitches at Elmstead Wood at an appropriate time.

4. Elmstead site Considering the difficulties of immediate post-war times, and the impossibility of securing fencing for the site in place of the chestnut and wire fencing destroyed, it was agreed that nothing could be done until building operations were licenced. The College must stay in Westminster until there is a new college at Elmstead. The Ministry of Education may be induced to make a loan until such time as Westminster has saved its soul. There must be no period again in which Westminster has no home of its own.

5. Westminster Site Regarding the sale of the Westminster site, it was agreed to await events; and to call the Trustees together if any offer seems tempting, and then look at it again...

7. Offices of Methodist Education Committee will be returning to Horseferry Road premises in September 1945.¹⁴⁵

¹⁴⁵ Offices for the Methodist Education Committee were established here along with those at 25 Marylebone Road, better known as 'The Mission House', and later as 'Methodist Church House'.

Shortcomings of Elmstead Woods, 1947

(Westminster College Archive, A/1/b/2, Extracts from the Minutes of the Trustees for Westminster College, 7 November 1947.)

This document demonstrates a shift in collegiate focus, and is the first document to question the relocation to Elmstead Woods.

2. SALE OF TOOTING SPORTS GROUND: Report of negotiations. The Sub-committee appointed at the last meeting had met on the 27th January 1947. Negotiations with the London County Council had proceeded satisfactorily and arrangements had been made to conclude the sale to the Council for £13,750, the London County Council to pay all costs...

5.ELMSTEAD WOOD SITE: Mr. J.A. Knowles pointed out that in his opinion the present site at Elmstead, (consisting of 13 acres) was too small for a new College with playing fields included. The whole position of the future of the College at Elmstead Wood was discussed at length and it was eventually agreed that the present site was not large enough. It was decided that the small sub-committee previously appointed should explore the possibility of obtaining additional land in the immediate neighbourhood....

7. H.M.O.W. [His Majesty's Office of Works] - Lease of part of Westminster site. This lease would shortly be due for renewal and the Trustees decided that provided the premises were not sold the lease should be renewed for a further period of five years.

Leaving London: the selection of Oxford, 1954

(Westminster College Archives, A/1/c/1, Memorandum to the Westminster College Trustees, 29 January 1954.)

This memorandum marks the end of any attempt for the College to remain in London. It demonstrates a hope to relocate to Oxford (explored fully in Chapter III), and establishes the requirements and desires of the College as they are prior to the purchase of the site on Harcourt Hill in March 1955. As such, this document indicates a clear shift in thirty years of College policy, and the start of a new chapter in its history.

Memorandum submitted by the Standing Committee

The need to find for Westminster College a more spacious site and to build more modern buildings was first considered after the 1914-18 war. In 1936 after long discussions, the decision was taken to move and a site was purchased at Elmstead Woods. Arrangements for selling the present site to the Office of Works were complete in 1939. If war had not been declared until two months later the College Horseferry Road site would have been sold.

At that time the students were taking a four-year course at London University, and so a place had to be found giving reasonable access to the University lecture rooms. A great deal of trouble was taken to find a place near London and the site at Elmstead Woods seemed the best available.

During the war, the buildings in Horseferry Road were taken over by the Government, and the College with very reduced numbers was carried on in exile with great difficulty and through the devoted labours of Mr. Ross. And it was Mr. Ross who after the war did so much to restore the College to its former numbers and liveliness in the old buildings again. However, since the war the great majority of students have been those taking a two-year course, with

four-year students in a minority. It seems likely that this proportion will have to be kept, for some years at any rate.

In 1952-3 the question of moving the College was again discussed. While it was felt that a good deal would be lost by leaving the present site in the heart of London, the reasons for moving to more modern buildings were more pressing than before the war, and at the meeting of the Trustees on 11th May 1953 these resolutions were passed:-

RESOLVED: That authority be given to the Standing Committee to:-

- a) Sell the Westminster site, less the Practising School, at an approximate figure of £400,000.¹⁴⁶
- b) Make all arrangements necessary to transfer the College to a new site without having to make use of intermediate accommodation.
- c) Select a site other than Elmstead Woods if it be deemed both desirable and practicable.

But if another site be chosen then a meeting of the Trustees must be called to approve that site.

The Standing Committee at that meeting now submits the following recommendation to the consideration of the Trustees:-

that Westminster College should be moved to Oxford,¹⁴⁷ provided that a site can be found reasonably near the centre of the city, and a satisfactory relationship with Oxford University can be established. The considerations which have led to this recommendation are:-

- 1) Elmstead Woods, Kent is not a very exciting place. It is true that we already have a fine site there, and splendid playing fields; and it is possible to get up to Charing Cross from

¹⁴⁶ This was £100,000 more than the fee agreed by the College Trustees in 1927.

¹⁴⁷ This represents a return to College desires to relocate to Oxford – the first time such a suggestion has been made since the attempts to relocate Westminster College in the 1920s.

Elmstead Woods in half an hour. But while Horseferry Road is within walking distance of Westminster Abbey, Parliament Square, Trafalgar Square, the National Gallery, etc., Elmstead Woods is very much a suburb: it hasn't even got 'London' in its address. Would young men from Newcastle and Bolton and Penarth want greatly to come to a College at Elmstead Woods, Kent?

It is true that at Elmstead Woods the long connection with London University would be kept, but distance would inevitably make it weaker than at present. The valued membership of the University of London Institute of Education would be kept, but it is believed that membership of the Oxford University Institute would make up for this loss, and that Westminster College would be able to make a great contribution to that much smaller Institute.

At Elmstead Woods, the informal and personal links with Southlands College would still be possible but the journey between Elmstead Woods and Wimbledon is a great deal more awkward and expensive than between Westminster and Wimbledon.

- 2) Oxford: (a) There is an attraction about the names of Oxford and Cambridge which does represent an ideal of culture and wisdom that has played a great part in the history of our land.
- (b) Why Oxford rather than Cambridge? At Cambridge there is already a Westminster College (the theological college of the Presbyterian Church) and the Methodist Church is already represented there by Wesley House and The Leys School.¹⁴⁸

¹⁴⁸ This demonstrates the fragmented and insular nature of many Methodist departments at this time, with Wesley House being ran by those responsible for ministerial/theological training, and Westminster College by the Education Committee. Had the committees been working collaboratively, it would have, perhaps, been more logical to combine the location of Wesley House with the fame and (relative) fortune of Westminster College.

(c) Many Methodists all over the world have long hoped that our Church might some day have some great school or College in John Wesley's University city.¹⁴⁹

(d) We believe that there would be great educational advantages and spiritual value for young men who received their training in Oxford.

(e) So if we are going to leave the centre of London where better can we go than Oxford?

3) Would it in fact be possible to move the College to Oxford?

In order that the Trustees may have something definite to look at, we have made preliminary enquiries at the Ministry of Education, and in Oxford. From these we can say that if the decision is taken that it would be right to try to move to Oxford, it is reasonably likely that the obstacles could be overcome, i.e. that a site fairly near the centre of the city could be found, that Oxford University would give recognition to our four-year students, that the two-year students would come under the Oxford Institute of Education, that Oxford City Council would give permission to build a College, that it could all be done with the money that we shall have from the sale of the present site.

We say this after taking these steps:

- (a) On 17th December 1953 a deputation from the Standing Committee (Dr Roberts, Trevor Hughes, J.A. Knowles, G.R. Osborn) had an interview with four officials at the Ministry of Education. We explained what we have in mind as a possibility. The Ministry officials expressed themselves as entirely in favour provided Oxford University are agreeable.

¹⁴⁹ John Wesley matriculated at Christ Church, Oxford in June 1720; was ordained in the Cathedral; and became a fellow of Lincoln College, Oxford in March 1726. Today, there are memorials to him in both colleges.

(b) On January 13th the same deputation called on the Vice-Chancellor of the University, Sir Maurice Bowra (Professor Charles Coulson, a member of Sir Maurice's College, Wadham, had been informed earlier of what we are thinking and had done much to prepare the way).¹⁵⁰ The Vice-Chancellor was extremely friendly and welcomed the suggestion: he gave very helpful advice on how we should proceed. It was recognised, of course, that this was an informal approach. If the Trustees decide to go forward the Vice-Chancellor will be ready to receive a letter and raise the matter in the proper councils in the University.

¹⁵⁰ Sir Cecil Maurice Bowra (1898-1971) was a classicist who was educated at Cheltenham College, and New College, Oxford. Following his graduation, Bowra was elected a fellow of Wadham College, Oxford in 1922. He held this post until 1938 when he became warden of the College, a role he filled until retirement in 1970. He also held the Oxford Chair of Poetry (1946-51); was the Vice-Chancellor of the University of Oxford (1951-54), and the President of the British Academy (1958-62). He was awarded the German Order of Merit; knighted in 1951; and appointed a Companion of Honour in 1971. He has a lengthy entry in ODNB.

Charles Coulson (1910-74) was born into a Methodist family, and educated at Clifton College in Bristol, before attending Trinity College, Cambridge. In 1947, he was appointed to the Chair of Theoretical Physics at King's College, London, a role he held until 1952, when he was appointed the Rouse Ball Professor of Mathematics at the University of Oxford (and also a Fellow of Wadham College). It was whilst in this role that Coulson established the College's Institute of Mathematics. In 1972 he was appointed the Professor of Theoretical Chemistry (a role now named after him). He was a Fellow of the Royal Society (from 1950); a member of the Central Committee of the World Council of Churches (1962-68); and the Chairman of OXFAM (1965-71). In 1959, he was the Vice-President of Methodist Conference, which saw him attend the Official Opening of Westminster College.

- (c) Mr. Hughes at a later date saw Mr. Bullock, the Censor of St. Catherine's Society (i.e. the non-collegiate students of Oxford University).¹⁵¹ He expressed himself as willing to have the four-year Westminster students as members of St. Catherine's.
- (d) On the same day, Mr. Hughes called on Mr. Jacks of the Oxford Institute and was assured that Westminster Training College would be welcomed into the Institute.¹⁵²

¹⁵¹ Alan Bullock (1914-2004) initially trained as a gardener before he became a Unitarian Minister, initially stationed in Lancashire, before relocating to Bradford in 1926. In 1933, Bullock won a state scholarship to study at Wadham College, Oxford. He was then elected a research student (in 1938), and won a scholarship at Merton College, Oxford (in 1939). He did not take up this latter position, however, as he was recruited by Winston Churchill to undertake research for the *History of the English Speaking Peoples*. He then joined the BBC during the Second World War, before returning to Oxford for a tutorial fellowship in modern history at New College, Oxford in 1945. In 1952, he became the Censor of St. Catherine's Society, the society of non-collegiate students at Oxford. In this role, he converted the society into a college of the university, with its first students matriculating in 1962. In 1969, Bullock became the first individual appointed to the role of Vice-Chancellor of Oxford in a full-time capacity, and he held the role for four years. Outside of Oxford, Bullock was Chairman of the National Advisory Council on the Training and Supply of Teachers (1963-65); Chairman of the Schools Council (1966-69); and chaired a committee which researched the teaching of English (its report was published in 1975). He was knighted in 1972, and awarded a life peerage in 1976. He has a lengthy biography in ODNB. St. Catherine's was the non-collegiate society for the University of Oxford. It became a college in its own right in 1962, although plans for this elevation began in 1956. Further information can be found on the College's website, available at <https://www.stcatz.ox.ac.uk/about-us/college-history/#:~:text=The%20spelling%20later%20changed%20to,a%20vision%20to%20develop%20further>.

¹⁵² Maurice L. Jacks Maurice Leonard Jacks was a Fellow and Tutor of Wadham College, and later the Director of the Oxford Institute of Education (1937-64). He has no entry in ODNB, with this little information originating on 'Oxford History' (Available at: <https://www.oxfordhistory.org.uk/holywell/north/028.html>), and in the Annual Report of the Oxford Department of Education for 2018/19 (Available at: <https://www.education.ox.ac.uk/wp-content/uploads/2020/01/Dep-of-Ed-2018-19-Annual-Report.pdf>).

- (e) Mr. Hughes has also seen Dr Jeffery, Director of the University of London Institute of Education,¹⁵³ and explained what we are thinking of. Dr Jeffery said he would be very sorry to see the College leave the London Institute; but he thought the Institute would accept the decision of the Trustees in the matter.
- (f) On January 13th after visiting the Vice-Chancellor we called on Mr. Keen, Secretary of the University Chest.* He gave helpful advice about possible sites for building the College.
- (g) Enquiries about sites have been made from other sources and we have a number of possible places to view.
- (h) On January 28th Mr. Hughes and Mr. Knowles called on Sir Douglas Veale, the Registrar of Oxford University.¹⁵⁴ He too was very cordial, and said that he hoped the College would find a place near the centre of Oxford so that it could more easily take a real part in the life of the University and Institute. He made suggestions about possible sites.

¹⁵³ George Jeffery was the Director of the London Institute of Education (IoE) between 1945 and 1957. The history of the Institute notes that this time period saw the creation of the IoE as the ‘Area Training Organisation’ for Greater London, and that it was during this time that it “oversaw some 30 colleges and departments of education alongside existing activity, together encompassing around 10,000 students.” The overall history can be found at <https://www.ucl.ac.uk/ioe/about-ioe/ioe-history/ioe120/story-ioe>.

¹⁵⁴ Sir Douglas Veale (1891-1973) was educated at Bristol Grammar School and Corpus Christi College, Oxford (1910-14). He then became a civil servant (interrupted by war service), becoming private secretary to the Minister of Health (1921-28). Veale is also credited with the formula ‘the British Commonwealth of Nations’ in the Irish treaty of 1921, and later served as Neville Chamberlain’s private secretary. In 1929, he was knighted for his work, before leaving to take up the post of Registrar at the University of Oxford, and as a Fellow of Corpus Christi. His time as a civil servant greatly influenced his role at Oxford, with the influence of national policy and the University Grants Committee growing during his tenure as Registrar. Veale was knighted in 1954, and retired from Oxford in 1958. In the year of his retirement, Veale was awarded an honorary Doctorate of Civil Law (the highest award presentable by the University of Oxford), and he is memorialised by a carving of his head between the Bodleian quadrangle and the Clarendon Building. He has an extensive entry in ODNB.

- (i) Contact is being made with the City Authorities; and it seems likely that there should not be too long a delay before we can begin building.
- (j) Finance and timing. We want (1) to get the top price for the present site (11) to use the money to build a new college (111) to stay on in the present buildings until the new one is ready for occupation. There may be a clash between (1) and (111) so that it might be necessary to accept a little less than the top price in order to avoid being in the wilderness for a time.

The Ministry of Works has made an offer which we believe would enable us to carry out (11) and (111) and just cover all costs. But we hope that we can get rather more money than the Ministry of Works is at present offering.

To rebuild Westminster College in Oxford is a splendid and imaginative plan. It would give the College the opportunity of yet greater service to the schools and the Church in the future, and it would surely be a joy to Methodists everywhere. There will be loss in severing the connection with London University, in leaving the University of London Institute of Education, in being so much farther from the sister College of Southlands. But there will be great gain - enough, we believe, to outweigh the loss.

Purchase of Horseferry Road, 9 February 1955

(Westminster College Archives, A/1/c/2, Letter to J. R. Fernant (Ministry of Works) from J. A. Knowles, 9 February 1955; and a response dated 11 February 1955.)

This pair of letters is the primary indication that the government, which had been interested in purchasing the College site for over thirty years, succeeded in its acquisition of the Westminster College estate in London.

Dear Mr. Fernant,

Westminster College Site

On behalf of the Trustees of the above estate I wish to say that they are prepared to proceed with the sale of the above site to the Ministry of Works or the Postmaster General, as the case may be, on the following terms and conditions.

1. The purchase price to be £400,000.
2. On the signing of the contract the Postmaster General will pay a sum of £5,000 and a further sum of £245,000 on the 1st July, 1955. Interest on the sums paid to be at the rate of 5% per annum, and the balance of £150,000 to be paid on completion.
3. Completion date to be date the College vacates the premises.
4. The College will have the right to occupy the premises until August 1958. The College undertake to give six months notice if it is found possible to vacate the premises before that time.
5. The College will continue to receive any rents from let premises until the College premises are vacated, but undertake not to grant any fresh interests in the meantime.
6. The College to be reimbursed for any loss of rent due to the non-granting of any fresh interests.

7. The College will have the right to remove any fittings whatsoever.
8. The Postmaster General will pay all legal expenses.
9. The College undertake to carry out all necessary repairs and maintenance whilst in possession.

Our primary concern is of time. If the Postmaster General can agree to a binding contract to be entered into on the above terms within say six weeks from to-day, the Trustees, knowing where they stood, would agree similarly to bind themselves. The history of these negotiations will indicate our supreme necessity to have a binding contract on which we can base our future plans.

A copy of this letter has been sent to our solicitors with instructions to proceed on the above terms. I should be glad of a letter confirming the above arrangements.

Yours sincerely,

(signed) J.A. KNOWLES

Dear Mr. Knowles,

Westminster College Site, Horseferry Road, S.W.1.

Thank you for your letter of the 9th instant.

The Postmaster General is prepared to proceed with the purchase of the above on the terms set out in the aforementioned letter and subject to the following points:-

1. The satisfactory settlement of a contract and the Postmaster General's acceptance of the title prior to the date for the payment of the sum of £245,000.
2. The property being freehold, free from restrictions and encumbrances.
3. The property being that delineated on the plan accompanying your letter of the 17th ay, 1954, a survey of which will be made by the Postmaster General.

Copies of a form of contract usually coupled in these cases have been left with you and I understand that your Trustees solicitors will forward those, suitably amended to

The Solicitor,
Solicitor's Department, General Post Office,
St. Martin's-le-Grand, E.C.1.

at an early date.

Yours sincerely,

(signed) J.R. FERNANT

Chapter III: Westminster College, 1953-63. A difficult relocation to 'Oxford'

Jurisdictional boundaries: Oxfordshire and Berkshire, 1952

(Oxfordshire History Centre, PC351/A1/2, Extract from the Minute Book for North Hinksey Parish Council, 19 December 1952.)

This extract, taken from the minutes of the North Hinksey Parish Council, clearly states that the land which the Methodist Church would later buy for Westminster College was governed by Abingdon Rural District, and Berkshire, Councils. This placement would prove crucial for the College's relocation.

...The Chairman stated that the meeting had been called to ascertain the views of members of the Council in regard to the Bill dealing with the proposed Oxford City Boundary Extension, which had recently been laid before Parliament by the Oxford City Council.¹ He explained that discussions had taken place with representatives of both the Abingdon Rural District and the Oxford City Councils and that members had been able to form their opinions, after having heard both sides of the question, and that it was important that any considered and formal view expressed by the Parish Council should have regard to the interests of the parishioners as a whole.

Members then reviewed, in the light of the information obtained from the Rural and City Authorities, the various local government services, and after full deliberation it was unanimously resolved:-

¹ The county of Oxfordshire at this time stretched as far as the River Thames in its west, which historically separated Osney Abbey from the City of Oxford. This geographic boundary also served as the eastern-most boundary of Berkshire. For Oxfordshire, the City of Oxford was the western-most area, whilst Abingdon Rural District was the furthest east in Berkshire. Today, both of these areas fall in Oxfordshire, but are managed by separate councils – Oxford City and the Vale of the White Horse.

That the whole of the parish of North Hinksey as at present constituted should remain within the boundary of the Abingdon Rural District Council and continue to be administered by that Authority, under the jurisdiction of Berkshire County Council.

International Methodist interest in Oxford, 1952

(Wesley Historical Society, Extract from the *Proceedings of the Eighth Ecumenical Methodist Conference*, 1951, p298.)

This resolution of the international Methodist conference clearly demonstrates a global interest in the establishment of a “Methodist house” in Oxford. It is this interest which supported Westminster College’s desire to move to the city.

... Resolution (e)

A special committee has been appointed to further the project, accepted by the [World Methodist] Council, of a memorial in Oxford to the Wesleys in the form of an ecumenical Methodist house.

Theological Halls in Oxford, 15 December 1953

(Westminster College Archive, A/3/f/2, Letter from Basil Yeaxlee to H. Trevor Hughes, 15 December 1953.)

This letter from Basil Yeaxlee to H. Trevor Hughes (the new principal of Westminster College) establishes the religious scene in Oxford at the start of the 1950s. Given that it was this environment that Westminster sought to relocate into, information about the pre-existing colleges could have proven extremely useful.

Dear Trevor,²

It might be useful if I made the position of Mansfield in relation to the University a little clearer. Mansfield is one of six Theological Colleges neither of which is a corporate part of the University or a Hall of Residence.³ Students of these Colleges are already either graduates of the University or become undergraduates through St. Catherine's, in order to entitle them to attend University lectures, use the libraries and so forth. The Anglican Colleges,⁴ as far as I know, provide only their own 18 months' or two years' course leading to the General Ordination Examination. Probably most of these students are graduates of Oxford or another University. Some men who take orders in late middle life do not even become undergraduates here but attend any University lectures to which they desire to go by personal permission of the lecturer.

² This is Rev. H. Trevor Hughes, the College Principal between 1953 and 1969.

³ It is unclear which other institutions are referred to here, as there were six colleges it could mean. These theological colleges were Blackfriars; Regent's Park; Manchester; Greyfriars; Wycliffe; and St. Stephen's.

⁴ Of the colleges listed above, Regent's Park and Manchester were the two nonconformist colleges. Blackfriars and Greyfriars, meanwhile were Roman Catholic in foundation.

Mansfield is on a strictly post-graduate basis with a three-year course in the Honour School of Theology.⁵ It takes graduates of this or any other Universities for research degrees and so on. All of its full students, however, who are not graduates of this University become undergraduates.

Mansfield also admits as Arts students a number of men who come up to the University with the intention of becoming post-graduate Theological students at Mansfield and taking the three-year course. The college prefers, however, that such students should not read Theology as a first degree. They enter the Colleges of the University, including St. Catherine's, in the ordinary way and on scholarships for bursaries obtained through the usual channels, though Mansfield may help them a little financially. They usually dine at Mansfield one night a week and have the freedom of the J.C.R. [Junior Common Room], but they do not become full students of Mansfield unless and until they have graduated.

I once asked Nat Micklem why Mansfield had not long ago become a Hall of Residence.⁶ He said that there would be no difficulty and that in many ways it would be an advantage. The College would then be able to enter its full Theological students itself for degrees in Theology, and the College would of course have a corporate connection with the

⁵ Mansfield College was founded by the Congregational Church (a nonconformist establishment) in 1838, and relocated to Oxford in 1887. It became a Permanent Private Hall of the University in 1955, and a full College in 1995. Further information about its history can be found at <https://www.mansfield.ox.ac.uk/about/our-history/our-history/>.

⁶ Nathaniel Micklem (1888-1976) was educated at Rugby School and New College, Oxford. He held a series of chaplaincy and educational roles, several of which were at Mansfield College. He was briefly the Chaplain at Mansfield College (1921); its Vice-Principal (1931); and its Principal (1932-53). Outside of this, he was chairman of the Congregational Union (1944); and was a leading voice in the free church response to calls from the Archbishop of Canterbury (Geoffrey Fisher) for unity of the churches in 1946. Following his retirement in 1953, Micklem was president of the Liberal Party (1956/57), and influenced debates which led to the formation of the United Reformed Church in 1972. He was made a Companion of Honour in 1974, and died in 1976. He has a lengthy entry in ODNB.

University. Because, however, for fifty years St. Catherine's had been so co-operative in making members of the University men who came up to Mansfield with degrees from elsewhere, or, in some cases, men coming up for a first degree and coming on later to Mansfield as Theological students, he felt that it would be rather ungracious to break away. The late Censor, V. J. K. Brooke,⁷ though himself an Anglican, and Chaplain of All Souls, took a keen professional interest in Mansfield and I think Nat Mickelm was unwilling to make him feel that the College was in any way turning its back on St. Catherine's. There will, however, now be no difficulty on that score since Brooke has retired and the new Censor is a very friendly common-sensical type of man. Whether John Marsh will take the initiative and get made a Hall of Residence I don't know.⁸

The relevance of all this to the matter we were discussing this morning on the telephone is that I did not say that to the best of my knowledge a Hall of Residence can enter its own students direct in whatever may be the appropriate faculties. I think this would mean also that they can matriculate them direct. There is a fair amount of pressure on St. Catherine's, particularly because of men who come for research degrees and do not wish to join an ordinary College. If, however, St. Catherine's found it difficult to contemplate the admission of any considerable number from a Hall of Residence there would seem to be no reason why St. Catherine's should be used for that purpose at all.

On the other hand, if some men at least came up to Colleges in the University under their own steam, as it were, with bursaries of the ordinary kind, they could reside and be

⁷ According to All Souls, this is Victor Brook (1887-1974), a Fellow of the College between 1938 and 1959. He has an entry in their online register, available here: <https://www.asc.ox.ac.uk/person/victor-brook>.

⁸ John Marsh (1904-1994) was Principal of Mansfield College between 1953 and 1970. Following his retirement, Marsh was the Moderator of the Free Church Federal Council in 1970/71. His obituary is available online with *The Independent* at <https://www.independent.co.uk/news/people/obituary-the-rev-professor-john-marsh-1427920.html>.

members of a Hall of Residence for the greater part of their degree course, though it might be necessary and desirable for them to reside in their particular Colleges for a year of it. It would simply mean that they were living in a Hall of Residence for the period of time which otherwise they would certainly have to spend in rooms.

The Department of Education here makes no provision at all for residents, apart from the hostel holding about 25 women which accommodates graduates of other Universities, who must reside three terms in Oxford in order to qualify for a diploma, and must therefore do their teaching practice in Oxford and the neighbourhood. That is why the Department can accept only a very limited number of students who have graduated in other Universities. Those who have graduated in Oxford are allowed to spend the first term on teaching practice away, because they have already resided for three years.

There is one practical difficulty which does occur to me, though I think it could be overcome. It is that of finding sufficient opportunities for teaching practice in an area so largely rural and so close relatively to Birmingham, Reading and London. As I say, however, this may not be a real difficulty at all, but it is a consideration which is fairly sure to arise when practical proposals come under consideration.

Yours ever, Basil.⁹

⁹ Basil Yeaxlee (1883-1967) was a non-collegiate student at Mansfield College between 1905 and 1909, and then attended New College, London to study for Congregational Ministry. From 1912, he was the educational assistant to the London Missionary Society. Following the end of the First World War, from 1921, Yeaxlee served on the Board of Education's advisory committee on adult education. In 1930, he became the Principal of Westhill College in Birmingham (a nonconformist teacher training college), before he returned to the University of Oxford in 1935, where he was attached to the Department of Education until his retirement in 1949. During the Second World War, Yeaxlee served as secretary to the central advisory council for adult education. Yeaxlee retained an association with Mansfield College following retirement, and was the Librarian and Dean of Degrees for the College when Westminster relocated to Oxford in 1959/60.

Educational ease in Westminster relocating to Oxford, 15 December 1953

(Westminster College Archive, A/3/f/2, Letter from M. L. Jacks to H. Trevor Hughes, 15 December 1953.)

This letter from M. L. Jacks, the Director of the Oxford Institute of Education, establishes the relative ease with which it is believed Westminster College would be able to relocate to Oxford and join the Institute of Education there.

Dear Principal,

I was very much interested in what you said to me yesterday, and I have been thinking the matter over. It seems to me really that there should be no difficulty about the Institute taking you on; indeed as far as I am concerned I shall be very glad to do this, and I think you would have an important contribution to make to the life and activities of the Institute. The University would have to be consulted about certain points. I think perhaps your graduate students who would want to read for the Diploma might constitute a difficulty. I mentioned that to you yesterday, and I am enclosing herewith a prospectus of the Department in which you will find the necessary qualifications for admission to the course and to the Diploma examination. Obviously some modifications would have to take place here if your people were to come in. But I don't think that is beyond the wit of man to solve that problem.

I shall be very to hear to further from you when have had an opportunity of discussing this with your Governors and when your plans may perhaps be a little more definite. Meanwhile, if there is any way in which we can help you from this end, please don't hesitate to let me know. I realised after I had said Goodbye to you yesterday that I had never thanked you adequately for that admirable lunch. May I do so now?

Yours Sincerely,

M.L Jacks.

Oxfordian aims of Westminster College, 21 December 1953

(Westminster College Archive, A/3/f/2, Letter from H. Trevor Hughes to C. M. Bowra, 21 December 1953.)

This concise letter from H. Trevor Hughes to the Vice-Chancellor of the University of Oxford, C. M. Bowra, establishes the initial aims and objectives of Westminster College (and the Methodist Church), and their desires to relocate to Oxford.

Dear Vice-Chancellor,¹⁰

Westminster Training College, which was founded by the Wesleyan Methodist Church in 1851, in Horseferry Road, S.W.1., will shortly have to leave that site, and the suggestion has been made that we might move to Oxford.

The College has four kinds of student: the numbers this year are:- 159 men doing a two-year teacher training course; 20 men taking a four-year course as internal students of London University leading to degrees in Arts and Science and to the London University post-graduate Certificate of Education; 25 post-graduate Certificate of Education; 20 students taking a special one-year course in Divinity, to fit them as specialist Divinity teachers.

The idea that we might bring the College to a site in or near Oxford is one that greatly attracts us: for if the University of Oxford welcomed us, no place in England would be more stimulating and helpful for the education and training of these young men.

¹⁰ Between 1951 and 1954 this role was held by Sir C. M. Bowra, who was also the Warden of Wadham College.

We should be grateful, therefore, if you would allow several of us to call upon you to seek your advice in this matter. There would be Dr Harold Roberts,¹¹ Chairman of the Governors, Rev. H. Trevor Hughes, Principal of the College, Mr. J. A. Knowles, my colleague here, and myself. We could come any time early in the New Year that would be convenient to you, though I should be grateful if you could suggest one or two alternative days.

While we have talked about this possibility among a small group of Trustees and Governors of the College, we have not wished to speak of it to others until we know how you would view it and have had your guidance.

¹¹ Dr Harold Roberts (1896-1982) was educated at the University College of North Wales and Wesley House, Cambridge. He was the minister at Wesley Memorial Church, Oxford between 1929 and 1934; and then a theology tutor at Headingley College (1934-40), and at Richmond College (1940-68). In addition to being the chairman of College Governors, Roberts held a series of increasingly important roles, including the President of the World Methodist Council (1951-56); President of the British Methodist Conference (1957); and as Methodist Chairman in the Anglican/Methodist conversations, a series of events which considered union between the two denominations. Roberts has a lengthy biography in DMBI, and also as the subject of a short work in the 'People Called Methodists' series by J. Lenton, *Harold Roberts*. (Peterborough: Foundery Press, 1994).

Potential sites in Oxford, 22 January 1954

(Westminster College Archive, A/3/f/2, Letter from H. H. Keen to J. A. Knowles, 22 January 1954.)

This letter from H. H. Keen,¹² a Secretary in the University Chest (the finance department of the University of Oxford) is the first document to establish the difficulty that the Methodist Education Committee would have in finding a site to move Westminster College to.

Dear Mr. Knowles,

Methodist Education Committee – Sites in Oxford u fuller particulars

I consulted my Curators today about Park Farm, Marston,¹³ and they were quite emphatic that they would not in any circumstances consider parting with this as they feel it is one of the most obvious overflows for the University. I am so sorry to have raised your hopes about it, but in the circumstances there is clearly no point in my sending you fuller particulars since even a tempting offer would evidently not persuade the chest to sell.

The Curators had some discussion about your project and were very much inclined to think that you would be well advised to consider a site on the Harcourt Estate on the Southern-By-Pass road.¹⁴ I believe the development of this estate is under active discussion by the

¹² It seems likely that H. H. Keen was Harold Hugh Keen, who was Secretary to the Curators of the University Chest between 1946 and 1964. Keen was also a professorial fellow of Balliol College, and is referenced in his son's obituary by the British Academy, available at: <https://www.thebritishacademy.ac.uk/documents/1542/05-Keen.pdf>.

¹³ The 'Curators of the University Chest' managed the university finances, with the name originating with the physical chest which held the university gold. Further information about the history of the University's Finance Division can be found at <https://finance.admin.ox.ac.uk/history#tab-1137851>.

¹⁴ This site was purchased by the Methodist Education Committee in March 1955, and is where Westminster College relocated to in 1959/60.

Harcourt Trustees and the County Councils concerned and the Warden of New College,¹⁵ who has interested himself a lot in this, would, I think, put in a word for you if you thought of making an offer. This is really no affair of the University's as the land does not belong to it, but I thought it might be helpful to you to tell you what line the discussion took this morning.

I was instructed to inform the Hebdomadal Council that the Curators had decided not to consider the sale of Park Farm and that the proposal to establish your Training College in Oxford was one that would at some juncture require Council's consideration from the point of view of University policy seeing that a number of your students would want to become members of the University and that a good many would propose to take University Diplomas and so forth.¹⁶ The normal procedure, as I expect you know, is for members of Theological Colleges to be matriculated by St. Catherine's Society and as a considerable number of students would be involved the Society's future plans would be to some extent affected. My letter will probably come before Council on Monday week, February 1st, and it occurs to me that it might be well for you to write a general letter about your proposals to the Vice-Chancellor early next week so that there can be an official communication from you on Council's agenda as well as the communication from my Curators. This is not intended to imply that your proposal will not be very much welcomed, but I think it would be given a better send-off by a letter from you

¹⁵ This was Alic H. Smith, who was a Fellow and Tutor in Philosophy at New College (1919-44); its Warden (1944-58); and Vice-Chancellor of the University (1954-57). He has no entry in ODNB, but is the feature of a biographical volume, which was published by New College in 1960.

¹⁶ The University Hebdomadal Council is the "and policy-making body, charged with ultimate responsibility for the administration of the University and for the management of its finances and property" of the University of Oxford. Chaired by the Chancellor, it is comprised of twenty-five members and meets fortnightly during the terms of the university. It developed from the Hebdomadal Board, which was established in 1636. Further information about the Council can be found at <https://governance.admin.ox.ac.uk/chapter-4-the-current-governance-of-the-university>.

rather than by a report from the Curators of the Chest and it would be just as well to time the two things to coincide.

Yours sincerely,

(signed) H. H. KEEN, Secretary

Environmental Preference of one College, 25 January 1954

(Oxfordshire History Centre, CC3/4/C23/3, Letter from A. H. Smith to Mr. Davies, 25 January 1954.)

This letter establishes that A. H. Smith (who would be Vice-Chancellor for the mid-1950s) viewed one College (Westminster) as being a better use of land, and less environmentally intrusive, than an extensive housing estate.

Dear Mr. Davies,¹⁷

I should like to tell you about a matter which might conceivably turn out to have bearing on the problem of developing the Harcourt Estate. The Vice-Chancellor had an informal enquiry recently from the Methodist Training College at Westminster about the possibility of the College moving to Oxford. I gather their premises were badly bombed and that if they dispose of the site they may well have sufficient funds for building some sort of collegiate building in or near Oxford. I have myself put forward the suggestion that a site on the Harcourt Estate might well be worth considering. If the estate could be used for a well designed building with large grounds round it, this I hope might satisfy the Harcourt Trustees, so that there would be no need for a further building scheme. I can't think of a better way of preserving the fields and slopes which we should all like to retain unspoiled.

All this is very much in the air and the matter has gone such a little distance that perhaps it would be best as yet not to discuss it publicly, but I thought that I should pass on to you the information which I have got. I may have the opportunity of getting someone to sound Lord Harcourt about the matter. I believe at any rate that the idea is well worth pursuing.

¹⁷ This is potentially a Clerk in the City of Oxford or Berkshire County Councils, but it is unclear if this is the case.

Yours sincerely,

A. H. Smith.

Interest in Headington Hill Hall, 17 February 1954

(Westminster College Archive, A/3/f/2, Letter from James H. Morrell to J. A. Knowles, 17 February 1954.)

This letter continues to demonstrate the difficulties experienced by Westminster College in finding space within the City of Oxford.

Dear Mr. Knowles,

In reply to your letter of the 16th February, Oxford City [Council] have purchased the whole of the property to which you refer, including that presently leased to the British Red Cross.¹⁸ I do not think that they would be likely to sell. I regret that I know of no other suitable site near here which is likely to be available for building.

Yours Sincerely,

(signed) James H. Morrell.¹⁹

P.S. The site referred to is at the junction of the London and Marston Roads.

¹⁸ Headington Hill Hall (now part of Oxford Brookes University) was utilised as a rehabilitation centre by the Red Cross between 1939 and 1953 when the hall was sold by James Morrell to Oxford City Council. Further information about the history of this site can be found at https://www.headington.org.uk/history/listed_buildings/headhillhall.htm.

¹⁹ James Herbert Morrell (1882-1965) was educated at Eton College and Magdalen College, Oxford. He inherited Headington Hill Hall following his mother's death in 1938. He features as part of the 'Morrell Family' entry in ODNB.

Assistance from A. H. Smith, 17 February 1954

(Westminster College Archive, A/3/f/2, Letter from A. H. Smith to J. A. Knowles, 17 February 1954.)

This letter continues to demonstrate that A. H. Smith would prefer Westminster College to utilise the land for sale from the Harcourt Estate, and also his perceived influence within the City.

Dear Sir,

I was very much interested in getting your letter of the 16th in which you tell me of your scheme for erecting a College in the University area of Oxford if possible. I had already heard of the proposal from Mr. H. H. Keen of the University Chest.

The Harcourt Estate is an area of some 140 acres on the slopes of the Boar's Hill area on the south side of Oxford. The Trustees, as I understand, had the idea some years before the war of developing this area as a building site and had introduced a water tower and a certain number of uncompleted roads.²⁰ The whole scheme, however, fell into abeyance until a year or two ago, when it was raised again. Since then there has been a series of negotiations between the Trustees and the Berkshire County Council, who are the Planning Authority for the area. Everyone concerned has, I think, been reluctant to accept the idea that this particular area should be developed for housing. It is part of the green belt immediately adjoining Oxford, and the fields and copses are described in Matthew Arnold's famous poems, *The Scholar Gipsy* and *Thyrsis*.²¹ Because of these considerations the Berkshire County Council have been trying to

²⁰ These developments can all be viewed on a plan in the College Archives, catalogued at A/1/a/242.

²¹ Matthew Arnold (1822-88) studied at Balliol College; served as the personal secretary for Lord Lansdowne, a whig politician; was a noted poet; and a schools inspector. He has a lengthy entry in ODNB.

arrive at some understanding with the Harcourt Trustees which would involve only the development of part of the area for houses. Their idea was that the scheme would not be so bad if it could be limited, say, to some 40 acres in all.

It might indeed be a most happy solution of a different problem if a College such as is proposed were to acquire some substantial part of the site and use it for a building which would fit happily into the landscape, and it is not unlikely that the Harcourt Trustees would themselves like to see such a scheme.

I think I can help you best at this stage by sending you the enclosed map of Oxford in which I have marked roughly in red the position of the site. You will see that it has an easy access to Oxford by the road which comes into the City from the west. I have shown this by a dotted line in red ink. A footpath which used to be one of the favourite walks for undergraduates gives a very quick access to the City. What I should like to suggest is that, if you have the opportunity soon, you should come and see me in Oxford, and I would willingly drive you to the site. Thereafter, if the site seemed suitable, I could make arrangements for you to confer with the Berkshire Planning Authorities and also tell you how you could get in touch with the Harcourt Trustees. I have had much talk about this matter with the Berkshire Authorities, but I have not myself as yet had any contact with the Harcourt Trustees. But I could easily put you in touch with all those concerned.

It would be a most auspicious beginning for your College in Oxford if it came at a time when everyone in Oxford was concerned with the future of the green fringes of Oxford and

According to Pritchard, Arnold was a friend of Rev. John Scott, the inaugural principal of Westminster College, and often proclaimed "I must consult Scott about it." (Pritchard, *Story of Westminster College*. p43.)

In *The Scholar Gipsy*, these fields are recorded as "high, half-reap'd field[s]", from where "scarlet poppies peep", and "the eye travels down to Oxford's towers". *Thyrsis*, meanwhile, makes reference to "the two Hinkseys", and a "tree-topp'd hill" "behind whose ridge the sunset flames".

your scheme meant the saving of a part of the beautiful and historic countryside which is in close proximity to the City.

Yours sincerely,

A. H. Smith

First communication with the Harcourt Estate, 19 February 1954

(Westminster College Archive, A/3/f/2, Letter from P. R. and B. J. Coltman to J. A. Knowles, 19 February 1954.)

This letter is the first communication from the Harcourt Estate to the Methodist Education Committee, and establishes the site that the College could look at purchasing from them.

Dear Sir,

Proposed Methodist College, Oxford

We act for Lord Harcourt and he informed us today that the University Chest at Oxford communicated with him yesterday saying that your Committee had approached them to ascertain whether it was possible to acquire just outside Oxford approximately 27 to 30 acres of land suitable for the erection of a college and with level land available for playing fields.

It so happens that we are just developing an Estate for his Lordship at North Hinksey which is just on the opposite side of the river, actually in the county of Berkshire although it is only about a quarter of an hour's walk or so from the centre of Oxford. There is a bus at the bottom of Harcourt Hill on the Southern By-Pass which goes into Oxford via Botley. The Estate is on a hill with lovely views across Oxford and also to the South.

We think it is quite possible that we could arrange for you to have approximately this area with a good proportion of it almost dead level and suitable for playing fields. Electricity and water services are already laid. If this is the type of property you are seeking and you could give us a ring on Monday morning, we are going down to Oxford on Wednesday and we can see whether we are in a position to offer you what you require.

We may say that the part of the Estate already developed is for houses with not less than half an acre of land, many of them having considerably more. Many of them either are or will be occupied by Oxford Dons. Sir Muirhead Bone had a house here until his death just recently.²²

Yours faithfully,

(signed) P. R. and B. J. COLTMAN.*

²² Sir Muirhead Bone (1876-1953) was a Scottish printmaker and draughtsman, who was knighted in 1937. He has a biography in ODNB.

Relations with A. H. Smith, 22 February 1954

(Westminster College Archive, A/3/f/2, Letter from J. A. Knowles to A. H. Smith, 22 February 1954.)

This letter demonstrates the desire to work closely with A. H. Smith in a reciprocal arrangement, rather than it being solely driven by Smith.

Dear Mr. Smith,

I have received a letter this morning, copy enclosed, from the Land Agents, Messrs. P. R. and B. J. Coltman, who act for Lord Harcourt.

As the agent will be visiting Oxford on Wednesday, the 24th, we are taking the opportunity of meeting him at Oxford that morning in order to look over the site. We value very much your assistance and guidance in this matter, and I am venturing to ask if you could possibly spare the time on Wednesday afternoon to see us (Either before or after the 1st Division Torpids!).²³ My office will take the liberty of ‘phoning your secretary on Tuesday afternoon to ascertain if this can be arranged.

Yours sincerely,

(signed) J. A. Knowles

²³ The “Torpids” are a rowing race in Oxford.

Attempts to join St. Catherine's, 22 February 1954

(Westminster College Archive, A/3/f/2, Draft letter from H. Trevor Hughes to Alan Bullock, 22 February 1954.)

In this letter, Westminster College begins its attempt to generate an agreement which would allow it to submit students through St. Catherine's Society for University of Oxford qualifications. Although this scheme did not come to fruition, it demonstrates the continued desire for Westminster College to be an integrated part of a university.

Dear Sir,

Westminster College, London.

Since it has become necessary to move Westminster College, (founded in 1851 by the Wesleyan Methodist Church for the training of teachers) from its present site, the Governors and Trustees have unanimously resolved to transfer the College to Oxford provided that satisfactory arrangements can be made with the authorities of the University of Oxford and a site secured within the University area.

A separate approach is being made to the Delegates of the Oxford University Institute and Department of Education with regard to the recognition of the College as a member of the Institute and arrangements for the tuition of the College as a member of the Institute and arrangements for the tuition of graduates, should the University consent to the transfer.

For many years the College has trained some graduates for the teaching profession. Some have come for a four-year course taking internal degrees of London University in their first three years and the pursuing the course for the Post-Graduate Certificate (formerly Diploma) in Education of London University. The other group is comprised of graduates from

London and other Universities who come for a one-year course and work with the final year of the four-year course for the Post-Graduate Certificate in Education.

It is hoped that if the College moved to Oxford that 50 out of the 250 students would come within these categories. There would be 40 (10 in each year) taking the four-year course and 10 graduates from Oxford and other Universities.²⁴

The Westminster College authorities desire that the undergraduates (and graduates from Universities other than Oxford) should become members of the University through St. Catherine's Society. It is understood that candidates from these groups must satisfy the entrance requirements of St. Catherine's Society and the fulfilment of this condition would be regarded as necessary for their acceptance as students of Westminster College. Such men would reside in the College (with the consent of the Delegacy for Lodgings), and the Westminster authorities would be prepared to be responsible for their discipline.

We should be grateful if you would be so good as to bring this letter before the authorities of St. Catherine's Society so that we may know whether in the event of the removal of Westminster College to Oxford, the Society would be prepared to co-operate by accepting up to ten men in each year who reach the required standard.

Yours truly,

CHAIRMAN OF THE GOVERNORS; PRINCIPAL.

²⁴ This demonstrates Westminster College's continued belief that the four-year course would be able to continue in Oxford.

Queries to St. Catherine's, 22 February 1954

(Westminster College Archive, A/3/f/2, Note on the reverse of the letter from H. Trevor Hughes to Alan Bullock [the previous entry in this catalogue], 22 February 1954.)

Although only notes, this entry demonstrates the series of questions Westminster College needed to solve in order to relocate to Oxford and submit its students to the University.

1. Would Univ. accept West as P.P.H. if all were not to come under scheme?
[Would the University accept Westminster College as a Permanent Private Hall...]
2. What about possibility of increase if 2 year course extended to 3?
3. Should this arrangement be included in letter to the Hebdomadal Council?
4. What are we to say about St. Caths?

April 24 Delegates / St. Cath

In memo to Univ. state co-op offered by Dept. It is hoped that undergraduates would initially become members of St. Caths. The college desires that as soon as possible it could be licenced as a perm P. Hall for its undergraduates and would be built with that in mind. It would provide its own tutors for the undergraduates, though in the early stages the guidance and advice of the University would of course be most welcome.

A St. P. Hall took risk (12 accepted by St Caths for first year).²⁵

B Would the proportion of non-grads affect income? Smith thinks NOT.

²⁵ St. Peter's College was initially licenced as a hostel for the University, then as a Permanent Private Hall, before it became a College. It opened in 1929 with forty students. Further information can be found at <https://www.spc.ox.ac.uk/about/history>.

Contact with Oxford Methodists, 26 February 1954

(Westminster College Archive, A/3/f/2, Letter from Charles Coulson to H. Trevor Hughes, 26 February 1954.)

In this letter, it becomes clear that Westminster College was determined to relocate to Oxford, and that it would utilise existing contacts and the overall Methodist desire for a centre in Oxford if these enabled the plan to be a success.

Dear Trevor Hughes,

Many thanks for your letter of a few days ago. I am sorry that we were not able to meet when you were in Oxford last week.

I have written both to Brewer* and also to my old headmaster, Norman Whatley,²⁶ who is now retired and a member of the City Council. He was Mayor a few years ago. These are the only people whom I know sufficiently well to do anything about, but if I do have the chance with any of the others I will whisper a word in their ear.

Yours sincerely,

Charles Coulson

²⁶ Norman Whatley (1884-1965) was educated at Radley College and Hertford College, Oxford. He then became a Lecturer in Ancient History, and a Fellow of Hertford College, before becoming the Dean and Senior Tutor at the College. He then became a member of the City Council representing the University Ward (1919-23); was Headmaster of Clifton College, Bristol (1923-39); and was Headmaster of St. Edward's School, Oxford (1939-44). He rejoined the City Council in 1944, and served as the Chair of its Education Committee until 1949. He relinquished this role to serve as Mayor of Oxford (1949/50). He retired from local council in 1961. Whatley has a biography at https://www.oxfordhistory.org.uk/mayors/1836_1962/whatley_norman_1949.html. Whatley had been Coulson's headmaster at Clifton College.

Support from a Westminsterian, 1 March 1954

(Westminster College Archive, A/3/f/2, Letter from C. D. Parker to H. Trevor Hughes, 1 March 1954.)

Unlike previous attempts at relocation, and later negotiations, this letter makes it clear that alumni were informed of the possibility of relocating the College to Oxford, and also demonstrates that it was received positively.

Dear Mr. Hughes,

As a former Westminster student of 1912-1914 and having lived in Oxford since 1921, I am particularly interested in the decision to transfer the college to Oxford. We have been told about the decision in one or two meetings and I have read the announcement about it in the Bulletin.

I gather that anyone on the spot is more or less requested to look out for a possible site, which most people regard as a somewhat difficult matter, but I would just like to know the limits of distance which have been contemplated. I think it says in the Bulletin Announcement "within the University area" but it would be useful to know whether that is the strict definition, and if not, what wider limits would be regarded as possible from the point of view of a suitable site. My next door neighbour, by the way, happens to be an estate agent.

I do not think I have had the pleasure of meeting you personally but I think it will be of interest when I say that I am a brother of Mrs. Hughes-Smith now at Chislehurst. I think she used to visit your family at Clapham many years ago.

With kind regards,

I am, Yours sincerely,

C. D. Parker.²⁷

²⁷ An “Oxford and County Secretarial School” prospectus lists him as “C. D. Parker, MA., LL.D., Director of Studies” at Wolsey Hall, Oxford. This can be found at <https://archive.spectator.co.uk/article/7th-march-1958/26/oxford---and-county-secretarial-school-34-st-giles>.

Support from a Westminsterian (2), 2 March 1954

(Westminster College Archive, A/3/f/2, Letter from H. Trevor Hughes to C. D. Parker, 2 March 1954.)

This reply to C. D. Parker's letter (the previous entry in this catalogue) establishes the two primary sites considered by Westminster College, and the difficulty presented by each.

Dear Dr Parker,

Thank you for your letter. I am very glad that you are so interested in the prospect of the transfer of the College to Oxford.

We have two sites in mind particularly. One is Headington Hall which is now a Red Cross Convalescent Home. The trouble about this site is that it is full to the city and they have not held out any hope as to our purchasing it. I do not know if University pressure would make this possible.

The other is a part of the Harcourt Estate in North Hinksey. There are about 36 acres here with a lovely view of Oxford. It is a better site than Headington but rather far out. If we had the Headington site we should want playing fields. Any suggestions would be most valuable.

I remember your sister coming to our house when we lived in Clapham and I have met her since in Farrington. I think I did just shake hands with you when I preached in Oxford over five years ago now. I shall look forward to meeting you again.

With every good wish,

Yours sincerely,

H. Trevor Hughes

Support from Oxford Methodists (2), 4 March 1954

(Westminster College Archive, A/3/f/2, Letter from Charles Coulson to H. Trevor Hughes, 4 March 1954.)

Although a relatively short reply to Hughes, this letter from Charles Coulson demonstrates the fast-moving nature of the real estate market in Oxford during the 1950s, and also that the land at Harcourt Hill quickly became the only available, and realistic, site.

Dear Trevor Hughes,

I have had friendly replies both from Whatley, the ex-Mayor; and from Brewer; to whom I wrote about possible help on Town Council. I have also seen the V[ice] Chancellor and the Registrar, and have written for an appointment with the Chief Planning Officer. But I am rather afraid that it looks as if Headington is “off”. In that case I think I prefer Hinksey. However, I shalln’t (*sic.*) give up trying just yet.

Excuse scrawl. The train is swaying very badly indeed.

Yours,

Charles Coulson

Support from the wider Connexion, 6 March 1954

(Westminster College Archive, A/3/f/2, Letter from Reginald Kissack to H. Trevor Hughes, 6 March 1954.)

This letter demonstrates the widespread nature of the networking carried out among Methodists and educationists in the hope of successfully achieving Westminster College's relocation to Oxford.

Dear Trevor,

I realise that my lucky chance of meeting you in Oxford did not completely discharge the duty I had of passing on information that might be useful for moving W.T.C. I had a list of people who might be helpful.

1. You will of course know Dr C. D. Parker, director of studies at Wolsey Hall. He is an old W. He lives at 19, Staverton Road, Oxford.
2. Another Trustee Steward of Wesley Memorial is S. E. Clark,* M.A., 79, Bainton Road. He is an accountant and works in the Chest. His brother is a governor of Rydal and a friend of Knowles. He would be useful if you had negotiations with St. John's College over a site.
3. There is an architect who is also a first rate worker at Wesley Memorial, Geoffrey J. Beard, A.R.I.B.A. He is a partner in the firm of R. Fielding Dodd and Stevens,²⁸ 21

²⁸ This architectural firm had previously designed adaptations to buildings for several Oxford colleges, including St. Peter's College and St. Edmund Hall. Information on R. Fielding Dodd can be found at <https://architecture.arthistoryresearch.net/print/pdf/node/2599>.

Turl Street. (These people incidently are doing a job for the London College of Divinity). He is married to a daughter of Mrs. M. Early and a niece of Dr Lofthouse.²⁹

4. Wesley Memorial has a couple of lawyers on its roll. L.V. Murphy*, 182, Woodstock Road, and F. Grimsdale,* Uplands, Abberbury Road, Iffley.

The other point concerns the Ecumenical Methodist Project, which I gather you will be interested in. The Oxford Conference appointed a committee to commend the project to the various conferences. Daw Kirkpatrick* is Secretary in the U.S. and I am over here. Our committee met last May in Oxford and reported to the World Executive in July. The situation generally was that we couldn't ask for funds until we had a site to show what we were up to, and we couldn't get a site without money to buy it. (Your situation is refreshingly different!) Spivey* was also hawking a private City Road appeal round the American bishops which clouded the issue. The upshot now is that we are holding our scheme off to let Spivey have a couple of years on his own in the American field. We hope to spend the interval in formulating more closely what form the project might take, and on May 19th I hope the British World Methodist Committee will ask our Conference to appoint a Committee to determine the form in which the project would be acceptable to British Methodism.

This committee (I hope) will do its work between Conference 1954 and Conference 1955 to which it should report. This report, and the Conference's verdict, should then be available for American Methodism to consider it at their Quadrennial in 1956, and for the Ninth

²⁹ Both the Early and Lofthouse families were notable Methodist families. Mrs Margaret Early (1889-1964) was also the treasurer of the Methodist Missionary Society, and features on the DMBI page for The Early Family of Witney (available at <https://dmbi.online/index.php?do=app.entry&id=897>).

William Lofthouse (1871-1965) was a tutor and principal of Handsworth College (1904-40), and the President of Wesleyan Conference (1929).

World Methodist Conference planned for Lake Junaluska in 1956 (September) to review the whole thing and say Yes or No to it.³⁰

You will see therefore that a linkage between W.T.C. at Oxford and this gives this a very good hope of becoming actual, and also that if we get to this formative Committee stage at next Conference, you will be able to enter the picture at once, and the two projects can shape themselves in parallel development.

I think that is all that I need to say now. Harold Roberts links both in himself, being Chairman of the World Methodist Committee on the Oxford Memorial and of the W.T.C. Governors. There will be some thorny problems of course of relationship. Can a piece of World Methodist property be incorporated in a W.T.C. trust, and so on? But we can face that as we go.

With best wishes,

Yours Sincerely,

Rex Kissack.³¹

³⁰ Lake Junaluska, North Carolina, is home to the headquarters of the World Methodist Council.

³¹ Reginald ('Rex') Kissack (1910-98) was a Methodist Minister who, during his sixty year tenure, helped reorganise the World Methodist Council; establish the Oxford Institute of Methodist Theological Studies; and was the first Methodist contact with The Vatican, serving as an observer at the first session of Vatican II. He served in Oxford as the Minister at Wesley Memorial Church between 1946 and 1952, but was stationed at Brunswick Methodist Church in Leeds when he sent this letter. Kissack has an entry in DMBI, which is available at <https://dmbi.online/index.php?do=app.entry&id=1622>.

Continued interest in Headington Hill, 16 March 1954

(Westminster College Archive, A/3/f/2, Letter from Charles Coulson to H. Trevor Hughes, 16 March 1954.)

This letter demonstrates continued interest in Headington Hill Hall on the part of the Methodist Education Committee. This is, perhaps, unsurprising given its convenient links with the city centre, and also the size of the site, with an existing hall as well as land for development purposes.

Dear Trevor,

The situation about the Headington Hill Hall site is that there is now some doubt whether the Red Cross are going to move at all. The City Architect tells me that they have just asked him for more ground with the intention of putting up a further porter's lodge. It would seem that they have changed their mind and are going to make this particular hospital one of the last remaining ones into which they concentrate the people from other hospitals when the numbers begin to diminish. The City Architect said that if by chance these people would move out he thought it very likely that we should have permission to take the place over.

He promised to make a few enquiries himself on our behalf, but my own feeling is that Harold Roberts should make some kind of unofficial approach to the main headquarters. Presumably this is in London. I should suggest that he went to see them and said that he had heard that they were thinking of moving, and he wanted to know if this was true. That might open up the conversation to the stage where the possibility of their being bought out could be discussed. So far as I can see, the details of the London office are: Joint Committee of the Order of St. John and the Red Cross, 12 Grosvenor Crescent, London, S.W.1. Telephone: Sloane 7136.

I am sure that the approach ought at this stage to come from Harold Roberts and if possible in a personal visit. It would be rather improper for me to take that particular step. I am sorry that I haven't been more successful than this.

Yours sincerely,

no. CA Coulson, DC

Dictated by Professor Coulson and signed in his absence.

Desire to retain degree courses in Oxford, 17 March 1954

(Westminster College Archive, A/3/f/2, Letter from H. Trevor Hughes to Alan Bullock, 17 March 1954.)

This letter reinforces the importance Westminster College placed upon its four year course, and the ability to train recent graduates to teach through a postgraduate certificate programme.

Dear Censor,

I am returning your copy of the Statutes with grateful thanks for the loan of it. I did appreciate your kindness in coming yesterday and your promise to help in the future. It had occurred to me on thinking the matter over that it is most probable that we should have to wait until the College was actually built and I had been in residence for a year before we could apply for it to become a permanent Private Hall. I think, therefore, that if your Delegates were able to see their way to the admittance of Undergraduates for a strictly limited period, that that would help us over the difficulty and enable us to go ahead with our approach to the University and the Ministry of Education and, at the same time, enable us to purchase a site.

The four-year course is so much a part of the College that there would have to be very serious reconsideration of the whole idea if it were not possible for some of our men to take degrees as they do at present. After two years we should have gathered a number of people for the degree course and I should have completed the necessary weeks of residence which seem to be essential before a license can be granted. I very much hope that the Delegates will agree to this compromise provided, of course, that there are no foreseeable difficulties, after we have explored the situation, to our becoming a permanent Private Hall.

Possible expression of interest in Harcourt Hill, 19 March 1954

(Westminster College Archive, A/3/f/2, Letter from Percy R. Coltman to J. A. Knowles, 19 March 1954.)

Sent one year before the Methodist Education Committee purchased land on Harcourt Hill, this is the first record of the Committee being interested in purchasing this site, demonstrating a shift in their priorities towards any possible site in Oxford, rather than needing to purchase a site within the predetermined university area.

Dear Mr. Knowles,

Proposed Methodist College at Oxford

I confirm my conversation with you on the telephone this morning when you told me that you had been offered another site at Headington which you were considering but that you felt that the Committee would more likely decide that the site at Hinksey would suit them better.

You told me that if you did decide in favour of Hinksey you would want the whole 36 acres to the North of Harcourt Drive with the frontage thereto.

You asked if I would obtain Lord Harcourt's permission to give you first refusal for a fortnight. I have written to his Lordship today and so soon as I receive his instructions I will get in touch with you again.

Yours sincerely,

(signed) PERCY R. COLTMAN

Proposal to the Vice-Chancellor, 31 March 1954

(Westminster College Archive, A/3/f/2, Letter from H. Trevor Hughes, with amendments by Harold Roberts, to Sir C. M. Bowra, 31 March 1954.)

Written to the Vice-Chancellor of the University of Oxford, this proposal from H. Trevor Hughes, with amendments from Harold Roberts (shown struck out or in brackets), this letter formally requests the University's permission to support the relocation of Westminster College to Harcourt Hill. This further demonstrates the fast moving nature of the property market in Oxford, even on as large a scale as the Harcourt Estate. It also demonstrates the desire of Westminster College to work with the University of Oxford, and to establish a working relationship with the University prior to their relocation to Harcourt Hill.

Dear Sir,

WESTMINSTER COLLEGE, LONDON.

This College was founded in 1851 by the Education Committee of the Wesleyan Methodist Church for the training of teachers. During the last thirty years it has trained graduates in addition to non-degree men, and more recently has made a particular contribution to the raising of the standard of Scripture teaching by providing a one-year course for qualified teachers.

The College is a constituent member of the London University Institute of Education and its tutors are recognised lecturers in that Institute. The University of London is represented on the College Governing Body. Though (Westminster is) Methodist in foundation and ethos, (it is not exclusively Methodist in membership) ~~membership of the College is not confined to members of that Church.~~ Former tutors and students of the College have held and hold important positions in Universities, Colleges, Schools and in Educational Administration.

Westminster has a recognised place in the University of London. Its members have won University prizes, represented the University in major sports and debates, and have been elected as officials of the University of London Union. Within the College the usual societies flourish; there is also a Union Society, with officials elected by the student body, which is generally responsible for the conduct of student affairs.

At present there are four courses of training into which the 230 members of the College are divided:-

1. A four-year course in which the first three years are spent in studying for internal degrees of London University. The fourth year is devoted to the professional course leading to the Post-Graduate Certificate (formerly Diploma) in Education of London University.
2. A one-year course for graduates of British Universities leading to the Post-Graduate Certificate in Education.
3. A one-year course in Religious Education for qualified teachers.
4. A two-year course leading to the Teacher's Certificate of London University.

Since it has now become necessary to move Westminster College from its site in central London, the Trustees and Governors are unanimously agreed that the College should be transferred to Oxford, provided that permission is obtained from the University of Oxford, and a site secured within the University area.

If (their) permission ~~to move~~ is (given by) ~~obtained from~~ the University, Westminster intends to purchase thirty-six acres of the Harcourt Estate at North Hinksey. This would preserve for educational purposes an important area on the outskirts of Oxford.

It is thought that the College would probably have from 200 to 250 men in residence in the following groups:-

1. FOUR-YEAR COURSE.

From 1930 to 1940 Westminster accepted only those who were willing to read for internal degrees of London University. It was able to provide residential collegiate life for those who would otherwise have had to live in lodgings or at home. Though the virtual abolition of the Ministry of Education four-year grant (after the war) reduced the numbers in this group, there are still some (potential schoolmasters who) ~~who desiring to teach~~ wish (for vocational or denominational reasons)* to take their degree course through Westminster College. They would, of course, come with State or County Major Scholarships.

It is thought that there might be forty such people, ten in each undergraduate year and ten in their fourth year working for the Diploma in Education of Oxford University. ~~To start with~~ (Initially) St. Catherine's Society would be prepared to accept these men, but it is hoped that after a year or so ~~that~~ Westminster would be recognised as a permanent Private Hall. While at first the guidance and help of the University, and St. Catherine's Society would be necessary and valuable, in due course Westminster would wish to take its full share in the tuition of such a group. It is realised that the Delegacy for Lodgings would have to approve the accommodation; the Delegates would be consulted when the plans for the building were drawn up. This group and those in the next category ~~could well be~~ (would be) a separate entity, (living in a separate hostel) though all members of the College would be subject to the discipline imposed by the University.

2. ONE-YEAR GRADUATE COURSE IN EDUCATION

For over thirty years Westminster has been training graduates for the teaching profession. If the College were to move to Oxford, it is hoped that those in the four-year course would be joined in their final year by ten graduates from Oxford and other Universities, to form a group of twenty working for the Oxford University Diploma in Education.

The Delegates of the Department have expressed sympathy with such a proposal and appointed a sub-committee to work out details. Westminster is anxious to come under the aegis of the Department but wishes to make its own distinctive contribution in the fields in which it has specialised particularly. (The tutors responsible for this group have had considerable experience in training graduates and would wish to be recognised lecturers in the Oxford Department of Education).

3. ONE-YEAR COURSE IN RELIGIOUS EDUCATION

It is hoped that twenty qualified teachers would attend this course. Opportunities would be given for them to equip themselves as specialist teachers of Scripture.

4. TWO-YEAR COURSE

At some future date the recommendation of the McNair Committee will be implemented and the course of Teacher Training will be extended to three years. When this happens the intake ~~would~~ (will) probably be 60 students a year. Until then there will be a yearly intake of 90.

The Delegates of the Institute of Education have been approached with regard to the reception of Westminster College into the Institute, should the University approve the transfer, and they have assured the College that it would be a welcome member.

As the College enters on the second century of its life, the governors and Trustees feel that in the cultural environment of Oxford there is an unique opportunity to achieve the ideals and hopes they cherish. This is why they desire to move to Oxford rather than elsewhere. The College desires the closest association with and within the University and hopes that one expression of that would be the representation of the University on the Governing Body. Yet ~~while~~ (though) Westminster realises that it has much to learn, it desires to give as well as to receive, and to make its own distinctive contribution to the life of the University of Oxford.

Historical Precedent for St. Catherine's, 1 April 1954

(Westminster College Archive, A/3/f/2, Letter to Alan Bullock, 1 March 1954.)

Although the author of this letter is unknown, it shows that Westminster College, and the wider Methodist Church, were eager to establish a relationship with the non-collegiate St. Catherine's Society, and that they were extensively researching the matter to enable this relationship.

Dear Bullock,

I should like to thank you for your kindness when I was in Oxford last, particularly for making me one of the family.

I had a very pleasant talk with the Vice-Master of St. Peter's Hall and, amongst other things, he told me that St. Catherine's had received ten people in the year before St. Peter's became a Permanent Private Hall. This was to enable the College to get started. So there is a precedent for the request that we are making to your Delegates.

I do not suppose that you want a formal letter for the next meeting of the Delegates, but if you would like one perhaps you will let me know. Otherwise please do not trouble to answer this.

Difficulties with the College's Proposal, 3 April 1954

(Westminster College Archive, A/3/f/2, Letter from Sir Douglas Veale to H. Trevor Hughes, 3 April 1954.)

This document demonstrates the positivity of those arranging the relocation of Westminster College to Oxford; their naivete in believing that joining the University of Oxford would prove a simple task; and the various academic problems presented to the College.

Dear Principal,

Thank you for your letter of 1 April. Your draft is not a bit too long and sets out the case very clearly. There are only two points about which I feel a little difficulty. They are both on page three of your draft.

1. You propose to bring ten undergraduates here a year who will be "potential schoolmasters who wish to take their degree courses through Westminster College. They would, of course, come with State or County Major Scholarships." The comment that might be made on this is that they are presumably better than the last ten undergraduates to get places in colleges. We would rather, therefore, that they came instead of those ten. I think you want to state why these potential schoolmasters prefer Westminster College to one of the existing colleges. I imagine that the reason is the religious one and that they have just as strong a claim upon our hospitality as the Jesuits or the Benedictines at Campion Hall and St. Benet's. This point, you will realise, needs rather careful handling nowadays.
2. I think that when you came to see me with Bullock a few days ago, I told you of the controversy which had arisen some time ago as to the power of an academic society to offer its membership to persons who were not members of the University. I said that

this condition would not be satisfied by segregating your undergraduates from the other members of your college unless they were in a separate building. You said that your intention was to put them in a separate hostel and I think that would be essential.

The only other point that occurs to me is whether it would be possible to stress a little more that the tutors taking your one year courses would be available for, and add strength to, the teaching given in the Department of Education for the Diploma. Here again I can see the difficulty of doing this tactfully, but I believe that the Council would be very glad to see that Department strengthened.

Your letter cannot get to Council before 1 May if it has to wait for the meeting of the Delegates of St. Catherine's Society, and it will be in time for 1 May if it reaches me by mid-day on the previous Thursday, 29 April. There is therefore plenty of time for you to consider my remarks and even consult me further if you think I can help. I shall be away next week from Monday evening until the end of the week. I shall be back here for the day on 12 April and then away until the 20th.

Yours sincerely,

Doulgas Veale

Designs on Oxford from the World Methodists, 12 April 1954

(Westminster College Archive, A/3/f/2, Letter from Benson Perkins to H. Trevor Hughes, 12 April 1954.)

Written by a British representative to the World Methodist Council, this document demonstrates the importance placed on Oxford as a physical record of Methodism's origins, within both the British Methodist Church and worldwide. It also demonstrates the respect held within Methodism for Westminster College with the World Church considering Westminster College as the embodiment of its Oxford memorial project, rather than seeking to establish a separate entity.

My dear Hughes,

At the Executive of the World Methodist Committee last week we were considering the proposal of what has been called The Oxford Memorial, which was suggested at the World Methodist Conference at Oxford in 1951. The project is full of difficulties and we are not able, as yet, to see the way forward. One question that arose was concerning the possible removal of Westminster College to Oxford. Would you be good enough to let me know, as far as you can, what the position is, whether it is likely that Westminster College will go to Oxford and if so the approximate date when you think the removal is likely to take place. It is felt by some of us that if Westminster College is likely to be placed in Oxford that would be a factor affecting our judgement on this other matter.

It seemed to be the right course that we should discuss the situation with you for it might well be the case that in some way the Oxford Memorial, if it can be carried out at all, might be associated with the College. All this, of course, is very tentative and only expressive of certain ideas that are moving in the minds of some of us concerning a very difficult, and

may be impossible, project. However, it would help us to know, as far as you can give us the information, just what is the position in respect to the future arrangements of Westminster College.

With kindest regards.

Yours sincerely,

E. BENSON PERKINS³²

³² E. Benson Perkins (1881-1974) was a Methodist academic, who was President of Conference (1948); Vice-President of the British Council of Churches (1952-54); Moderator of the Free Church Federal Council (1954); and served as Secretary of the World Methodist Council section in Britain. He has an entry in DMBI.

Early Uncertainties, 13 April 1954

(Westminster College Archive, A/3/f/2, Letter from H. Trevor Hughes to E. Benson Perkins, 13 April 1954.)

This response from H. Trevor Hughes to E. Benson Perkins establishes the uncertainties surrounding Westminster's relocation to Oxford, including its date and method of funding the relocation.

Dear Mr. Benson Perkins,

Thank you for your letter about the Oxford Memorial. I have had a talk with Rex Kissack about the possibility of Westminster being able to do something in connection with this Memorial and we should be glad to co-operate in any way that we can.

The actual date of removal is uncertain at the moment. It depends on several factors:-

- (a) when the site is sold.
- (b) how much time the purchaser would allow us before removal.
- (c) whether we go to the Ministry of Education for grant and are put on their building programme, or whether we build the College from the proceeds of the sale of the site without Ministry grant.

I very much hope that we shall have these questions settled in the course of the next month. My own view is that it ought to be 1957 or 1958 and not before.

You will know, I expect, that Dr Harold Roberts is the Chairman of our Governors, and since he is closely connected with the World Methodist Church he would be able to represent both parties himself.

Agreement on Harcourt Hill, 4 May 1954

(Westminster College Archive, A/3/f/2, Letter from Percy R. Coltman to J. A. Knowles, 4 May 1954.)

This letter from Percy Coltman, writing on behalf of Lord Harcourt, formally establishes the plot of land Westminster College would be interested in purchasing from the Harcourt Estate, as well as documenting its prior agricultural use. Although it would take a further ten months for the Methodist Education Committee to purchase the land, it shows that this site would be their 'Oxford' home.

Dear Mr. Knowles,

Westminster College Estate – Lord Harcourt's Hinksey Estate

Referring to our interview with you today and to our subsequent conversation on the telephone we confirm that Lord Harcourt accepts subject to contract the offer you made on behalf of the Methodist Education Committee of £15,500 for the 38.195 acres North of Harcourt Drive which takes in the whole of the available land on that side.

Lord Harcourt further accepts your offer of £200 for the land now leased to the B.B.C. at £15 per annum, making a total of £15,700.

This acceptance as I have mentioned is subject to contract, the draft of which will be prepared by Messrs. Walker Martineau and Co. of 12, Mason Place, Queens Gate, London, S.W.7, Solicitors to his Lordship. The draft contract will contain restrictions as set out in the form of conveyance in the contract which we lent you, although no doubt some modification will be necessary to meet the requirements of this particular case.

This draft when ready will be sent to Messrs. Potheary and Barratt of 73/76, King William Street, E.C.4.

As a matter of form I am reminding you that at present the land is in the occupation of Mr. Fowler* on a temporary agricultural tenancy which is terminable at two months' notice for building purposes.

I do not know when you require possession but no doubt you will let me hear on this point as soon as possible so that we can give the necessary notice to allow of our selling with vacant possession.

I am also to remind you that the land is traversed by a right of way to the Water Tower and by certain water mains, the positions of which I have already pointed out to you. These will be shown on the plan to be attached to the draft contract.

Yours sincerely,

(signed) PERCY R. COLTMAN

Governance of the Oxford Delegacy of Education, 12 May 1954

(Westminster College Archive, A/3/f/2, Letter from M. M. Spencer to H. Trevor Hughes, 12 May 1954.)

This letter from M. M. Spencer records the method through which the Oxford Delegacy of Education, part of the Oxford Institute of Education, was governed. Notably, it included a representative from an external institution validated by the Institute (Culham College); a representative of the Local Education Authority (L. E. A.); and a representative of an internal College of the University.

Dear Principal,

You will recall that the Delegacy of the Institute in offering their help towards your college's projected move to Oxford, set up a small committee to help you.

The Director tells me that the Delegacy for the Department formed a committee to consider matters concerning your post-graduate course and that it recently met. He wonders if you would feel that the time has now come to convene the Institute committee, both in order to meet you (or others concerned in the move) and to discuss any matters in which you think they might help or offer advice. If you do feel that such a meeting would serve a useful purpose, do let me know. I will then convene the committee, which consists of the Director, the Principal of Culham College, the Chief Education Officer of the City L.E.A. and Miss Lea, Vice Principal of Lady Margaret Hall.

Yours sincerely,

M. M. Spencer*, Secretary.

A Westminsterian in Oxford, 13 May 1954

(Westminster College Archive, A/3/f/2, Letter from A. S. Russell to H. Trevor Hughes, 13 May 1954.)

This letter from A. S. Russell, an alum of Westminster College who was then at Christ Church, informs H. Trevor Hughes of the progression of the College's proposal within the University processes.

Dear Mr Trevor Hughes,

Thank you for your letter of me yesterday. Westminster College is always a happy memory in my life. I loved all of my time there. I am always glad to meet again old members of the college.

The position of the matter you wrote to me about is at present this: The main facts about your proposal have been printed and sent to members of Hebdomadal Council. The matter was briefly discussed last Monday and it was referred to a sub-committee who are to make recommendations to Council either on Monday next or on Monday the 24th. No one "crabbed" the proposal last Monday but the difficulties were pointed out. Would Westminster College be a 'permanent private hall' or would the academic Westminsters be members of St Catherine's Society? How would the University react to a Training College for Teachers when there is Culham hard by and Jack's establishment in the town. And so on. There is nothing I can do till this inner committee has reported. If the report be favourable then I can see you in London and talk over the matter and learn from you the great merits of your reason for leaving crowded Horseferry Road and coming into the quiet of this countryside. The moment I have any further news for you I'll let you have it.

Ever sincerely,

AS Russell.³³

³³ A. S. Russell could have been Alexander Russell who, between 1920 and 1955, was Lee's Reader in Chemistry at Christ Church, Oxford. There is information about Russell's work available here, http://rpw.chem.ox.ac.uk/Lee_Readers. No record of this Russell, however, associate him with Westminster College.

History of Westminster College's need to move, 18 May 1954

(Westminster College Archive, A/3/f/2, Letter from H. Trevor Hughes to A. S. Russell, 18 May 1954.)

In this reply to A. S. Russell, H. Trevor Hughes establishes the history of Westminster College's requirement to leave its site on Horseferry Road, and why it eventually settled on Oxford.

Dear Dr Russell,

I hope you will not think it either impertinent or importunate to write to you again about our proposed move to Oxford. I have given a good deal of thought to your letter and information has reached me from other sources about the possible difficulties over our transfer. Whatever the report of the Committee, there may be some future discussion at the Council. We have no direct representation there but I believe you are sympathetic and therefore I am taking the liberty of writing to you.

The question of the College moving has been discussed since 1919. A site near Bromley was purchased in 1938 and had the War not intervened we should be there now.³⁴ But while there is some value in being in the heart of London there is nothing distinctive in being in the suburbs. We should inevitably lose something by such a move. On the other hand, to go to Oxford would open up possibilities for our men such as are only to be found in the ethos and atmosphere of an eminent University.

We are compelled to make a move. The building has been condemned by H. M. Inspectors in 1938 and again in 1953.³⁵ The fabric is increasingly expensive to maintain, the

³⁴ Westminster College purchased two separate parcels of land in this area, one from the Bell family in Tooting, and one in Elmstead Woods. This entry refers to the site bought in Elmstead Woods, however, as the sports pitches in Tooting were bought in 1921 (Pritchard, *Story of Westminster College*, p137).

³⁵ Copies of these reports are catalogued in the College Archive at D/1/c/3-4.

road is to be widened, narrowing down our already inadequate site, and if we do not sell we may be purchased compulsorily by some Government Department in the near or distant future – at their price not ours.

As you know, Westminster is a Methodist college. For many years our Church has felt that it ought to be represented in Oxford by some educational establishment. A Theological College is not a practical proposition but there is a strong feeling that Westminster would be a fitting institution to link Methodism with the University of John Wesley. The Hebdomadal Council will discuss this on the anniversary of his Evangelical Conversion in 1738; it would be a most happy recognition of the work of one of her sons if on May 24th permission were given for us to transfer Westminster to Oxford.

Please do not trouble to answer this. I felt I ought to give you a few more details in case you should be able to help us at this crucial stage.

Differences of opinion in Oxford, 20 May 1954

(Westminster College Archive, A/3/f/2, Letter from Charles Coulson to H. Trevor Hughes, 20 May 1954.)

This letter from Charles Coulson demonstrates the difference between the personal opinions of individuals and the position of the University as an institution. This suggests that the later refusal of the University of Oxford to admit Westminster College was primarily linked to the need to protect the exclusivity of the institution, rather than concerns over the nonconformist foundations of the College.

Dear Trevor,

I have done what I could. At any rate I know just what the difficulties are and they are nothing whatever to do with Westminster as such. The odd thing is that everybody who is personally concerned in the proposal welcomes it. There is, however, a fairly substantial body of feeling in certain parts of the University that we ought not to encourage anybody more to come to Oxford. The numbers are big enough and the University in danger of losing its compactness. These people would oppose any proposal from whoever it came. They are influential and may possibly carry the day. On the other hand there are others who seem to be in favour of the proposal so that a sharp debate is likely to occur.

I doubt whether I shall hear very much on Monday 24th, but if I did I would 'phone you immediately.

It is rather tiresome that this hurdle should have appeared so unexpectedly at this late stage.

Refusal from Hebdomadal Council, 24 May 1954

(Westminster College Archive, A/3/f/2, Letter from A. S. Russell to H. Trevor Hughes, 24 May 1954.)

This letter marks the end of Westminster's first attempt to join the University of Oxford. Sent by a Secretary to the University's Hebdomadal Council, it outlines the reasons behind this refusal.

Dear Mr Trevor Hughes,

Hebdomadal Council met today to consider its Committee's report on the proposed removal of Westminster College to Oxford. Its decisions, I am afraid, are not favourable to this proposal.

- (1) It would not consider Westminster College as suitable to be regarded as a Permanent Private Hall (It w[oul]d probably do that if the full complement of Westminster College were 20 men all working for a degree – but not if these 20 men live with many others not so working, and not even if these 20 were segregated in a building.)
- (2) It would allow Westminster men working for a degree to join St. Catherine's Society and live at the College in Oxford but it cannot guarantee that all the Westminsters wanting to work for a degree will get into St. Catherine's That must be left to the Delegates of St Catherines which means, in effect, to the Censor of St.C. He has to reject so large a portion of his would-be entrants that he would never agree to take all the Westminsters you want him to take en bloc unless they all gained entrance by his, the Censor's, examination. I feel there is no difficulty about some of your men getting into St Catheriness but it is unlikely that all you want to be so accepted would be taken. (The point was very strongly put this afternoon that St Catherines OUGHT to take all

your academic men provided they were through Responsions – that that is what St Catherine’s was founded for, that, in the old days, the Non-Collegiate body would have taken them all. The answer was that entrance everywhere here now is competitive and no college or society here can be forced to take more men than they decently want).

(3) In all relations between JACK’S department [of Education] and Westminster College there will be no difficulties Council welcomes any union between the Delegacy here and Westminster. This is the most hopeful side to the affair.

I fear the refusal of St Catherine’s to take ALL your academic men is a deadly blow to your hopes. The Censor of St. C. honestly thinks there is no point in your coming to Oxford so long as this is so. Others, including the Vice-Chancellor, think you stand to gain even if only a moiety of your academic men become members of the University because the others are not barred from many of our academic activities.

I am sorry I haven’t better news for you. The matter was given long and fair consideration. The official answer will reach you, no doubt, in due course.

Yours Sincerely,

A. S. Russell

Using Cambridge as Precedent? 24 May 1954

(Westminster College Archive, A/3/f/2, Letter from J. Hamblin Parsons to H. Trevor Hughes, 24 May 1954.)

This letter indicates that one of the reasons behind Westminster College's difficulty in joining the University of Oxford was that there were no other nonconformist permanent private halls in Oxford, although Regent's Park and Mansfield Colleges would both receive this status before Westminster moved to Harcourt Hill. As a result, the nearest comparable case was Westminster College at the University of Cambridge.

Dear Mr. Hughes,

I have been chatting again with Professor Galbraith,³⁶ and he seemed to think that difficulties would certainly have to be met in the matter of the College's relationship with the University. He said that he was convinced from his conversations that no hostility or objection on principle existed to the project so far as the University was concerned, but he asked me if I could quote any precedent. We both agreed that Mansfield and Regent's Park could not be cited – as they were not Halls within the University at all, but I thought the Presbyterian College at Cambridge was a precedent.

He expressed the view that we should take all we could get, and not be put off by difficulties. His word to me was 'keep on trying and don't be put off'.

³⁶ It is likely that this 'Professor Galbraith' is Vivian Galbraith (1889-1976) who, in 1954, was Regius Professor of History at the University of Oxford. Galbraith has a full entry in ODNB.

Evidently the questions raised in his conversations with his friends had concerned matters like: whether or not the majority of men, anyway, would not be graduating, - in answer to which I told him there would I felt sure be an increasing number of such men.

I realise that there is nothing fresh in this letter, but I thought I would drop you a line in respect of it.

With all kind wishes,

Yours sincerely,

J. Hamblin Parsons.³⁷

³⁷ The Rev. J. Hamblin Parsons had previously been Minister at the Methodist Church on Cowley Road, Oxford, although he had ceased holding this role in 1941. (Recorded at <https://www.wesleysoxford.org.uk/people/ministers/ministers-at-cowley-road-previously-wesley-hall/rev-j-hamblin-parsons-2>).

Summary of the College's new position, 25 May 1954

(Westminster College Archive, A/3/f/2, Letter from Sir Douglas Veale to H. Trevor Hughes, 25 May 1954.)

This letter was sent following the decision detailed in the above document. It summarises, and reinforces, the College's position after the refusal from Hebdomadal Council.

Dear Principal,

Your letter of 26 April to the Vice-Chancellor, has now been considered by the Hebdomadal Council. Council instructs me to inform you that it regrets that there is no chance of permission being given to Westminster College to become a permanent private hall or college within the University. Whilst admission to St. Catherine's Society is primarily a matter for the Censor and the Delegates, Council would itself think it a matter for regret if thirty members of the Society were housed in a separate establishment with their first loyalty to another institution. That result would be contrary to the policy of fostering a sense of community at St. Catherine's Society.

Council would see no objection to the College, if in spite of these difficulties it decided to move to Oxford, becoming a constituent member of the Institute of Education. This would be a matter for the Delegates of the Institute to determine.

Yours Sincerely,

Douglas Veale.

A follow-up meeting, 4 June 1954

(Westminster College Archive, A/3/f/2, Letter from George R. Osborn summoning the Trustees of Westminster College, 4 June 1954.)

Sent to the Trustees of Westminster College by George Osborn, the Secretary of the Methodist Education Committee, this letter demonstrates that the refusal of the University of Oxford to permit Westminster College to join the University, and the low probability that the College would be able to submit students through St. Catherine's Society, could have prevented Westminster from relocating to Oxford. It also clearly suggests that the College placed great value on its degree students, with their possible loss being perceived as greatly damaging to the institution.

Dear Colleague,

A meeting of the Trustees of Westminster College is hereby called to meet at 2 p.m. on Friday, June 25th in Westminster College, 130 Horseferry Road, London, S.W.1.

“What; Another?” Pray be patient and read on.

The meeting of the Trustees was held at Westminster College yesterday as duly announced. I had indicated in my letter that the sole business would be to give formal sanction to the sale of the Horseferry Road site of the college in accordance with the policy laid down at the meeting of May 11th 1953. Consequently, as expected, only a few Trustees were present.

But in the last few days another development has taken place which alters to a certain extent the picture of the situation at Oxford which I gave you in my previous letters; the Standing Committee of the Trustees, and those Trustees who were present yesterday, felt therefore that it would be only right to explain this before asking you to consent to the sale of the present college site.

Up to May 24th we had been encouraged by five or six of the leading figures at Oxford University to believe that Westminster College would not only be welcomed in Oxford but that we could continue with the four year course as well as the two year course, the four year men taking Oxford degrees. Moreover, if Oxford University had accepted the arrangements proposed, the four year teacher training course, which is against the policy of the Ministry of Education, would have been made more secure. On May 24th, however, the Hebdomadal Council of Oxford University decided that the proposed arrangements for some four year Westminster students could not be accepted.

The Standing Committee and the Trustees (those who came to the meeting yesterday) and the Governors and, I believe, most of the staff of Westminster College, have had in view these considerations.

(NOT A CHOICE BETWEEN HORSEFERRY RD. & OXFORD.)

1. Westminster College will be a great deal poorer without its four year students; but
2. it is uncertain how long we should be allowed by the Ministry of Education to keep this four year course (it might be that if we moved to Elmstead Woods it would be terminated quite soon) (MCNAIR REPORT)
3. Already the four year course is in a sense, being strangled by the smaller grants which men (who could hold county awards) receive at a training college.
4. At Oxford, the College could take twenty post graduates each year as members of the Department of Education of the University.
5. It is doubtful if the College situated at Elmstead Woods would attract many such post graduates, whereas, we believe that at Oxford it would.
6. The one year course in Teaching Religious Knowledge will continue at Oxford.

7. The Department of Education and the Institute of Education at Oxford greatly hope that Westminster College will go to Oxford.
8. Other wise and influential friends at Oxford still urge us to take the College there. They are sure that Westminster will be able to make a place for itself in the full life of Oxford and to contribute greatly, while itself receiving great benefits.

(We should become an integral part of the Dept/Educ.)

These various groups therefore, believe that it is right to carry out the policy that we have laid down of moving Westminster College to Oxford. It is in order to receive your advice and help in the carrying out of this policy, as well as your decision on the matters outlined in my letter of May 14th that we ask you to come to the meeting on June 25th at 2 p.m.

Yours sincerely,

GEORGE R. OSBORN.

Barrier from Oxford, 9 June 1954

(Westminster College Archive, A/3/f/2, Letter from Harry Plowman to J. A. Knowles, 9 June 1954.)

This letter, sent by the Secretary to the Joint Advisory Planning Committee (and a clerk of the City of Oxford Council), demonstrates that priority was given to the opinions of the University of Oxford in regards to the College relocating to Harcourt Hill, rather than environmental concerns.

Dear Sir,

Town and Country Planning Act, 1947

Proposed Methodist College – Harcourt Hill Estate

I am receipt of your letter of yesterday and am sorry that I cannot be of much help. When this matter came before the last meeting of the Joint Advisory Planning Committee it appeared to be [of] the general view that the site proposed for the College on the Harcourt Hill Estate was not ideal from the planning point of view and consideration of the matter was deferred to see whether it would be possible to find a better site and for this purpose to consult the University.³⁸ There will be another meeting of the Joint Committee before the end of July to receive a report on the question of an alternative site, and I have no authority to go

³⁸ This committee was created to ensure that the decisions regarding the boundaries of these councils were similar in nature. Any planning decisions regarding land in this area were referred to the committee before a final decision was made. The decisions made by the committee were only advisory, and the councils were not obligated to follow them. This could, however, lead to disputes between the councils being referred to the Ministry of Housing and Local Government, as was the case with the proposed building of Westminster College in Oxford.

beyond saying that you will receive a definite decision from the planning authority for the area concerned immediately after the meeting of the Joint Committee.

It may however help you to know that I gained the impression that the Committee was not very hopeful about finding a satisfactory alternative site and in that event would be likely to recommend the planning authority to grant permission in respect of the Harcourt Hill site even though they were not completely happy about it.

Yours faithfully,

(signed) Harry Plowman, Secretary to the Joint Committee

Continued hope of Oxford, 14 June 1954

(Westminster College Archive, A/3/f/2, Letter from H. Trevor Hughes to J. Hamblin Parson, 14 June 1954.)

This letter, written in response to Hamblin Parson's letter of 24 May, indicates that, although there was no longer any hope of the College joining the University, they still wished to relocate to Oxford.

Dear Mr. Parsons,

Thank you for your letter and for your kindness in talking with Professor Galbraith. Provided our Trustees agree when they meet on the 25th to moving the College, and that the Standing Committee raise no objections, we hope to transfer the College to Oxford, even though for the time being we shall have to keep the matter of the permanent private hall in abeyance. I think that we may be able to make a fresh approach when we are on the spot, and if the Degree people were likely to increase.

I am very grateful for your interest.

Oxford: the death of the four-year course? 25 June 1954

(Westminster College Archive, A/1/c/2, Extract from the minutes of the meeting of the Westminster/Oxford Sub-Committee, and the Trustees of Westminster College, 25 June 1954.)

These extracts, from a meeting between the Trustees of Westminster College and the members of the Westminster/Oxford sub-committee, demonstrate the speed at which those from the College and the Methodist Education Committee who were directly involved in negotiations were attempting to secure a site for the College to relocate to.

... Negotiations with Oxford University

The Secretary explained that the meeting had been called in order that all the Trustees may have the opportunity of learning the present position with regard to the progress of negotiations with Oxford University before consent was asked for the sale of the Horseferry Road site.

The Principal explained that since the last full meeting of the Trustees on February 4th, a reply had been received from the Hebdomadal Council of Oxford University to the application of the College to become a Private Hall of Residence. This reply was not as favourable as had been hoped, or indeed as favourable as the College representatives had been led to expect on the verbal assurances of several of the leading figures at Oxford. The reply made it clear that the University could not accept students from Westminster College for four-year degree courses in connection with St. Katherine's Society. The Chairman referred to the 8 points set out in the letter from the Secretary to all Trustees of June 4th, namely:-

1. Westminster College would be a great deal poorer without its four year students; but –
2. it is uncertain how long we should be allowed by the Ministry of Education to keep this four year course (it might be that if we moved to Elmstead Woods it would be terminated quite soon). Already the four year course is, in a sense, being strangled by the smaller grants which men who could hold County Awards receive at a training college.

3. At Oxford, the College could take twenty post graduates each year as members of the Department of Education of the University.
4. It is doubtful if the College situated at Elmstead Woods would attract many such postgraduates, whereas, we believe, at Oxford it would.
5. The one year course in Teaching Religious Knowledge will continue at Oxford.
6. The Department of Education and the Institute of Education at Oxford greatly hope that Westminster College will go to Oxford.
7. Other wise and influential friends at Oxford still urge us to take the College there. They are sure that Westminster will be able to make a place for itself in the full life of Oxford and to contribute greatly, while itself receiving great benefits.

After discussing the whole situation the Trustees re-affirmed their decision that negotiations should continue for the College to move to Oxford.

Draft Statement on relocating to Oxford, June 1954

(Westminster College Archive, A/3/f/2, Draft statement from H. Trevor Hughes and Harold Roberts, June 1954.)

This drafted statement from the Governing Body of Westminster College (prepared by its Principal, H. Trevor Hughes, and its Chairman, Harold Roberts) outlines the continued commitment of Westminster College to relocate to Oxford, and provides an update on how they sought to achieve this.

When the suggestion of the move to Oxford was first made the Vice-Chancellor was approached in order to discover what the attitude of the University was likely to be. He encouraged us to approach the bodies that would be most concerned should the College be transferred to Oxford. The Delegates of the Institute of Education were willing to co-operate with regard to our two-year course students, and the Department of Education with regard to our one-year graduates.

Though the numbers recently have been small we have valued the four-year student, so we approached St. Catherine's Society, the Non-Collegiate body, with regard to accepting some thirty men in all who would reside at Westminster and take internal degrees at Oxford. The Censor said he would be glad to have such a group, but his Delegates reversed his decision and suggested that we should apply to become a Private Hall, matriculating our own students. They did not want 30 men whose first loyalty lay outside St. Catherine's. The Vice-Chancellor and other members of the University thought the idea of a P.P.H a reasonable proposition, but the Hebdomadal Council rejected it.

Had their decision been different, it would have helped us to circumvent the end of the four-year course for other reasons. The McNair Report recommended the end of the four-year grant and it has ceased at Universities already. Three Training Colleges (including Westminster) retain it, but we are informed by the Ministry that they intend to end it at Training Colleges. The idea is that people should go to the University with Major Awards and not promise to teach at the beginning of their university course. These major awards cannot be held at Training Colleges as such, but only at Colleges of the Universities. Had we become a Private Hall, we could still have had such people. All whom we accept at present must have exemption from Intermediate; they are qualified for these awards and are entitled to a higher rate of grant than is given to the Training College student. So that apart from the attitude of the Ministry, there is no financial encouragement for four-year students to come.

Our four-year course is likely to go in any case. If we moved to Elmstead we should not be able to attract graduates, because they too suffer financially if they come to a Training College. If we move to Oxford and become part of the Department of Education, our men will be entitled to the higher award given to graduates at University Departments. A College at Oxford might well attract graduates as Elmstead would not. In addition, we should be able to make a positive contribution to the Department of Education.

The large proportion of our men pursue the two-year course. It might well be that two years in Oxford would help to offset the loss in leaving our site in Westminster.

Support from the incoming Vice-Chancellor, 1 July 1954

(Oxfordshire History Centre, CC3/4/C23/3, Letter from A. H. Smith to the Clerk of Berkshire County Council, 1 July 1954.)

This letter, written by A. H. Smith, the Warden of New College and incoming Vice-Chancellor of the University of Oxford, to the Clerk of Berkshire County Council establishes Smith's views on the need for Oxford to have a green belt to limit further expansion, as well as his belief that a College would prove less environmentally damaging than a housing estate.

My dear County Clerk,

Thank you very much for your letter of the 24th June on the subject of the Methodist Training College and the Harcourt Estate. There is one point on which I do not feel quite clear, and I think it is important. From the planning point of view I should feel doubtful about giving planning permission for a large building on the Harcourt site unless it took the place of the development of the thirty-seven acres which was previously proposed. To have both a housing development on the Harcourt Estate and also a large College would, I think, be very much against the policy for which I have been steadily pressing.

As you know, one of the reasons why I have advocated the green belt is that I don't want to see the population of Oxford being increased by incomers from outside. This would make me doubtful about placing in the green belt a College which would house, at presumably with the staff, at least an addition of 250 to the population of Oxford. I think it would be an adequate set off against this if what was intended was that there should be no residential development on the Harcourt Estate. The University has officially only considered the question of what they could or could not do in relation to the Methodist Training College, and they have

not considered the matter from the aspect of planning. But I am sure that there would in the University be very strong support for the opinion which I hold.

I didn't want to leave my own attitude in this important matter ambiguous.

Yours Sincerely,

A. H. Smith

Refusal of Planning Permission, 12 July 1954

(Westminster College Archive, A/3/f/2, Letter from Harry Plowman to J. A. Knowles, 12 July 1954.)

This letter from the Joint Advisory Planning Committee contains the first of a series of rebuttals of Westminster College's application to erect a new campus on Harcourt Hill, despite A. H. Smith's support for the plan.

Dear Sir,

Town and Country Planning Act, 1947

Proposed Methodist College – Harcourt Hill Estate

With reference to my letter of the 9th June, 1954, I have to inform you that the Joint Advisory Planning Committee at its meeting this morning gave further consideration to the site proposed for the College on the Harcourt Hill Estate and decided to advise the Berkshire County Council not to approve the application on the grounds that the development would increase the population in the area for which Oxford is the natural centre.

Yours Faithfully,

(signed) Harry Plowman, Secretary

Letters between Oxford and Berkshire, July 1954

(Westminster College Archive, A/3/f/2, Extracts from correspondence between two clerks of the City of Oxford Council (Harry Plowman) and Berkshire County Council (E. R. Davies), July 1954.)

These extracts demonstrate the political power play that had been triggered by Westminster College's request to erect their new buildings on Harcourt Hill. Officially, permission from Abingdon Rural District and Berkshire County Councils should have been the sole objective. Given the existence of the Joint Planning Advisory Council, and the perceived power of Oxford in the area, the matter quickly became political. This issue was particularly charged as, in 1953, Oxford had tried to get parliament to increase the boundaries of Oxfordshire to include parts of Berkshire. These areas, including Abingdon, did not become part of Oxfordshire until 1974.

Letter from Berkshire County Council, 16 July 1954

... I am obliged for your letter of the 12th July, informing me of the decision of the Oxford and District Joint Advisory Planning Committee on the outline application received from the Methodist Education Committee.

The County Planning Committee at their meeting on 14th July gave careful consideration to this application but regret that they are unable to accept the advice of the Joint Advisory Committee. The mere fact that development will of itself make some increase in population in the area surrounding the City does not appear to the County Council as being an adequate ground for refusing development which, on other grounds, would appear to postulate a reasonable use of the land concerned.

Letter from the City of Oxford Council, 27 July 1954

... My Planning Committee has today considered your letter of the 16th July to the Secretary of the Oxford and District Joint Advisory Planning Committee and asks me to say that it regrets that your Planning Committee has seen fit to reject the advice given it by the Joint Advisory Committee to refuse the application.

Although my Committee would have preferred the matter to reach the Minister on appeal from a refusal of planning permission it appreciates the opportunity which it has been given to have the important issue of policy to which this application gives rise tested by asking the Minister of Housing and Local Government to call in the application for determination by himself and hopes that your Committee will understand why it feels bound to take this course.

It will be a few days before the actual application is made to the Minister but I take it that the fact that you have been given notice before the end of this month that it is to be made will suffice.

Negotiating with Lord Harcourt, 22 July 1954

(Westminster College Archive, A/3/f/2, Letter from Potheary and Barratt Solicitors to J. A. Knowles, 22 July 1954.)

This letter from the College's Solicitors demonstrates that, although the College had expressed an interest in the site, it was far from completed. In addition to the Joint Advisory Planning Committee refusing permission, it is evident that the Harcourt Estate was also attempting to place their own demands on any possible land purchase.

Dear Sir,

re Proposed Purchase of North Hinksey Estate

In this case, the solicitors acting for Lord Harcourt, the present owner of the property, submitted a draft Contract which made the sale subject to numerous restrictions and conditions. After consulting you we indicated to the solicitors that your Trustees would not be able to accept these conditions so far as they relate to the land on which it was proposed to erect the college buildings.

A reply has now been received stating that while it is appreciated that the Trustees wish to be as free as possible so far as the buildings to be erected are concerned, and whilst the vendor's surveyor would not expect to be furnished with complete plans of the buildings, he considers it essential that he should be supplied with plans of the elevations of the buildings, and a block plan.

The reason given is that he will be primarily concerned with the type of building to be erected fronting upon Harcourt Hall. This, of course, implies that the approval of the surveyor to the type of building, etc. would be necessary.

We feel that this restriction is one which, as representing the Trustees, you still will find difficulty in accepting. We shall, however, be pleased to have your comments before we write to the solicitors for Lord Harcourt.

Yours faithfully,

(signed) POTHECARY AND BARRATT.³⁹

³⁹ Pothecarv and Barratt were the solicitors for the Methodist Church.

Writing to the Minister, 30 July 1954

(Westminster College Archive, A/1/c/2, Letter from Harry Plowman to the Minister for Housing and Local Government,⁴⁰ 30 July 1954.)

This letter indicates the extent to which the City of Oxford Council disagreed with the opinion of Berkshire County Council regarding the possible relocation of Westminster College to Harcourt Hill. It also demonstrates the perceived power of Oxford in the local area, as can be seen in the appendices to the letter.

Sir,

Town and County Planning Act, 1947/Methodist Education Committee

Harcourt Estate, North Hinksey, Berkshire.

I am instructed by my Planning Committee, which operates under powers delegated to it by the City Council in regard to planning matters, to ask that consideration should be given by the Minister to exercising his powers under Section 15 of the Town and County Planning Act, 1947,⁴¹ to “call in” an outline application for planning permission in respect of the proposed use of land at the Harcourt Estate, North Hinksey, Berkshire and made by the Methodist Education Committee of 25 Marylebone Road, London, N.W.1., to the Berks County Council as the local Planning Authority or the Abingdon Rural District Council as the County Council’s delegate for the use of some 38 acres (possibly extended to 42 acres) on the Harcourt Estate for the purpose of the erection of a College for about 200 students with residential accommodation for such students and the staff of the College.

⁴⁰ The Minister for Housing and Local Government in July 1954 was Harold Macmillan (1894-1986).

⁴¹ This section began “The Minister may give directions to any local planning authority, or to local planning authorities generally, requiring that any application for permission to develop land, or all such applications of any class specified in the directions, shall be referred to the Minister instead of being dealt with by the local planning authority, and any such application shall be so referred accordingly.” The full act can be read at https://www.legislation.gov.uk/ukpga/1947/51/pdfs/ukpga_19470051_en.pdf.

The matter arose by the County Planning Officer for the Berks County Council asking me, by a letter dated 3rd May, 1954, to include any item in respect of this matter on the Agenda of the Oxford and District Joint Advisory Planning Committee, of which I am Secretary.

As the Minister will be aware, this body was set up with the approval of the then Minister of Town and Country Planning given by letter dated 15th December 1949, under reference 683/2A/1 and the purpose and functions of the Committee are to advise the constituent Planning Authorities, namely my Council and the County Councils for Berks and Oxfordshire, about the preparation of Development plans for, and generally as to the planning and development in, so much of their areas as is within the area of the Committee - which includes of course the area comprised in the present application - and in furtherance of such purpose and functions the constituent Planning Authorities are immediately to refer to the Committee for their advice which shall be given without delay, all applications for planning permission received by them and which they regard as of major importance.

It might be appropriate to add that the development of the Harcourt Estate, to be part of which the present application relates, had already been before the Joint Advisory Committee in 1953. A considerable amount of capital had been sunk in this Estate immediately before the war in relation to road works and water supply but the construction of houses on it was prevented by the outbreak of hostilities. Application was made in 1953 for the development of 68 acres of the estate for housing purposes. After preliminary consideration, it was reported at a meeting of the Joint Advisory Committee on 23rd September 1953, that the Berks County Council had decided, largely in deference to the views of the representatives of the City Council that the development would offend the City Council's policy to take all possible steps to prevent the population for which Oxford was the natural centre from increasing and that the

development was to some extent objectionable on amenity grounds, that approval should be given for the development of 37 acres only, providing for 74 houses. Reference is made to this previous consideration of the Harcourt Estate, partly so that the Minister may have the whole story before him, and partly because the present proposed development comprises some 15 of the 37 acres hitherto approved for housing purposes.

The present matter was submitted in the first place to the Technical Sub-Committee of the Joint Advisory Committee at its meeting on 26th May, when the Area Planning Officer of the Berks County Council reported on the matter and a Minute was passed, a copy of which is set out in Appendix 'A' to this letter.

The Minute of the Technical Sub-Committee was adopted at a meeting of the full Committee held later on the same day, the Minute being set out in Appendix 'B'. The matter was again considered by the Technical Sub-Committee in the light of the information available from the University of Oxford on 12th July, when it was recommended that the application should be approved in principle, the Minute being comprised in Appendix 'C'. The possibility of an additional four acres of land being affected will be noted. Later the same day the full Committee decided (the representatives of the Berks County Council dissenting) not to adopt this recommendation but to advise the Berks County Council to refuse the application. This Minute is set out in Appendix 'D', but the grounds for it were that the development would be contrary to the agreed policy that all possible steps should be taken to prevent the population for which Oxford was the natural centre from increasing. This decision was conveyed to the Clerk of the Berks County Council by a letter of mine of 12th July and in a letter of 16th July he replied stating that his Planning Committee were unable to accept the advice of the Joint Planning Advisory Committee and had resolved to grant permission for the development, which permission would be issued by the Abingdon Rural District Council, unless by the end of the present month an application such as this had been made by any of the constituent

authorities of the Advisory Committee to the Minister. On 27th July the Planning Committee of the City Council decided that such an application should be made and I replied accordingly to the Clerk of the Berks County Council by a letter of the same date sending copies to the Clerks of the Abingdon Rural District Council and the Oxfordshire County Council. Copies of the

letters of 12th, 16th and 27th July referred to are comprised in Appendix 'E'.

My Planning Committee's application that the Minister should "call in" the matter is made on the following grounds above

(2) Reference is made/to the policy of the City Council that the population in the area for which Oxford is the natural centre should not expand in so far as it is possible to prevent this from taking place. The genesis of this decision will be well known to the Ministry, since it was the consequence of the Conference held in Oxford on 5th June, 1946, which was presided over by the then Minister of Town and Country Planning, and the history of the matter is in any event conveniently summed up in the first four paragraphs of the Section headed "Industry" on page 7 of the Written Analysis to the City Council's Development Plan, which is now before the Minister.

It is not therefore considered necessary to re-capitulate the reasons for the Council adopting this policy and it will be obvious that a College for 200 students with an appropriate number of teachers and domestic staff will clearly increase in itself, irrespective of any indirect effect on, for example, service industries, the population of the area for which Oxford is the natural centre and will add to the difficulties already existing as a result of the population at present dependent on the City being already too large for the amenities it is able to provide in its central area as at present existing.

(3) The provision of a green belt has long formed part of my Council's planning policy and is understood to be accepted by the Berks and Oxfordshire County Councils. The most recent step in this direction was the holding of a Conference at the instance of the Oxford Preservation Trust on 24th February, 1954, at which, inter alia, the three local planning authorities were represented and which concluded by agreement that the two County Councils should give further consideration to the matter and should report their findings to a further Conference. Development such as is at present under consideration would help to destroy the possibility of any effective green belt being eventually established. The fact that the development in itself may be not unreasonable when considered in isolation does not in any way alter the fact that if development affecting a 38 acre site is allowed, there are few other types of development for which permission could reasonably be refused, with the result that in due course the green belt would inevitably be destroyed.

In addition to the foregoing matters, there are certain miscellaneous points which arise. In the first place, there appears to be at least a prima facie case for saying that the proposed development is not in accordance with the Development Plan approved by the Minister on 28th April, 1953, in respect of the County of Berks, inasmuch as it envisages the establishment of a large college in a "white" area.⁴² On the face of it, therefore, the Berkshire County Planning Committee at its meeting on 16th July should have dealt with the matter with the Minister's Circular No. 45/54 of 25th June, 1954, and the direction of 16th June 1954, appended to it, with the result that the Committee itself might well have found it necessary to refer the matter to the Minister.

The second point is that the procedure adopted by the Berks Planning Committee of giving a decision in this matter but withholding notification from the applicants may mean that

⁴² Later copies of this development plan (from 1957 and 1960) can be found in the College Archive, catalogued at A/1/a/240-241.

calling in under Section 15 is not appropriate and should the Minister take this view he is asked to treat this as an application for the exercise of his default powers under Section 100 of the Town and Country Planning Act 1947, Minister take this view he is asked to treat this as an application for the exercise of his default powers under Section 100 of the Town and Country Planning Act 1947, or to deal with the matter in such other way as to enable him to deal with the application himself. There is of course the possibility that, having regard to the lapse of time since it was originally made, the application may in any event be deemed to be rejected, but it may be that the applicants have agreed with the Berks County Council to waive the position in regard to this aspect of the matter.

I should add that, to the best of my knowledge, the original application and accompanying papers are with the Berks County Planning Officer.

Copies of this letter are being sent to the Abingdon Rural District Council, the Berks County Council and the Oxfordshire County Council.

I understand that the last-mentioned Authority is also making representations to the Minister that this matter should be called in.

I am, Sir,

Your obedient Servant,

(signed) H. PLOWMAN

APPENDIX A

Oxford and District Joint Advisory Planning Committee Technical Sub-Committee

26th May, 1954

Present: The Chairman (Mr. H. W. Robinson), Planning Officer, Oxfordshire, Mr. E. Hose-Brooker, Area Planning Officer, Berkshire; Mr. H. B. Marsden, Chief Planning Assistant Oxford City; Mr. T. E. Upton, Surveyor, Abingdon Rural District; and Mr. J. W. Martin, Engineer, Ploughley Rural District.⁴³

NORTH HINKSEY

The Area Planning Officer, Berkshire, reported that an outline application had been received from the Methodist Education Committee on behalf of the Westminster College Trustees for a proposed Training College for Teachers and residence for undergraduates on part of the Harcourt Estate, North Hinksey. The proposal would involve the development of approximately 38 acres which included 15 of the 37 acres at this Estate previously approved by the Berkshire County Council for residential development and referred to in the minutes of the Joint Committee 23rd September 1953.

Resolved that the Joint Committee be recommended:

- a. to defer consideration of the matter and recommend the Berkshire County Council to approach the University with a view to a discussion about the suitability of the proposed

⁴³ It has not been possible to identify any of these individuals further than has already been done in the document.

Ploughley Rural District Council was a district council covering part of rural Oxfordshire from 1932 until 1972. The area it covered included Kidlington and Bicester, and a map showing the council boundaries can be found at: https://www.visionofbritain.org.uk/boundary_map_page.jsp?u_id=10107751&c_id=10001043.

site or whether it would be preferable to site the College elsewhere in or in the vicinity of Oxford.

- b. to request the Berkshire County Council to bring the matter before the Joint Committee again following the discussion.
- c. to give further consideration to the site now proposed at Harcourt Estate if it was decided that no more suitable alternatives presented themselves with a view to approval in principle of the proposal.”

APPENDIX B

“Oxford and District Joint Advisory Planning Committee

26th May, 1954.

Present: The Chairman, Mr. A. H. Cornish (Berkshire),⁴⁴ the Vice-Chairman, Councillor P. S. Spokes (Oxford City); the Mayor (Alderman W. R. Gowers);⁴⁵ Councillors J. N. L. Baker,⁴⁶ A. B. Brown and F.J. Minns and the Planning Officer (Oxford City);⁴⁷ Mr. H. J. Thomas and Mr. J. L. West and the Area Planning Officer (Berkshire);⁴⁸ Mr. F. Wise and the Clerk and the Planning Officer (Oxfordshire); Mr. A. J. Dick* and the Clerk, and the Engineer (Ploughley Rural District).

REPORT OF THE TECHNICAL SUB-COMMITTEE

The report of the Technical Sub-Committee held earlier this day, now appended, was submitted.

⁴⁴ Alfred Cornish was chairman of the Joint Planning Committee as a representative of Abingdon Rural District Council.

⁴⁵ William Gowers (1910-1985) was made an Alderman in 1952, and was the Mayor of Oxford in 1954/55. His mayoral term covered the 600th anniversary of the St. Scholastica Day massacre, which saw him being awarded an honorary Doctorate of Law, and A. H. Smith being awarded the Freedom of the City of Oxford. He was presented with a CBE in 1976. His biography can be found at https://www.oxfordhistory.org.uk/mayors/1836_1962/gowers_william_1954.html.

⁴⁶ J. N. L. Baker was a lecturer in Geography at Jesus College Oxford, and held the university seat in the city council from 1945. He has a lengthier biography in ODNB.

⁴⁷ A. B. Brown was the Estates Bursar at Worcester College as well as being a member of Oxford City Council. He was Mayor of Oxford in 1953, which saw him attend the coronation of Elizabeth II. He has a biography available at https://www.oxfordhistory.org.uk/mayors/1836_1962/brown_alan_1953.html.

Frederick John Minns owned a building company in Botley, and was also one of the authors of the ‘Plan for the development of the City of Oxford’ in 1949.

⁴⁸ H. J. Thomas was a former High Sheriff of Berkshire, and lived in Long Leys, Cumnor.

Resolved that the report be approved and the recommendations therein adopted subject to the inclusion of representatives of Oxford City and Abingdon Rural District in the discussions with Oxford University to be arranged by the Berkshire County.”

APPENDIX C

“Oxford and District Joint Advisory Planning Committee

Technical Sub-Committee

12th July, 1954.

Present:- The Chairman (Mr. N. W. Robinson), Planning Officer, Oxfordshire; Mr. T. Houghton, Mr E .J. Chandler, Planning Officer, Oxford City; Mr. T.E. Upton, Surveyor Abingdon Rural District; Mr. J. W. Martin, Engineer, Ploughley Rural District and Mr. J. E. Busfield, Engineer, Bullingdon Rural District.⁴⁹

HARCOURT ESTATE, NORTH HINKSEY

With reference to the minutes of the last meeting, the Planning Officer, Berkshire, reported that the University had been approached about the suitability of the site at Harcourt Estate, North Hinksey for a proposed Methodist College or whether it would be preferable to site the college elsewhere in, or in the vicinity of, Oxford and that he had been informed by the University Registrar that there was no prospect of Westminster College becoming a college or other society within the University, but the Hebdomadal Council would be glad to make observations on the planning aspects of the proposal.

⁴⁹ It has not been possible to find out who the majority of these individuals are, other than J. E. Busfield was surveyor of Bullingdon Rural District Council.

Bullingdon Rural District Council was a district council covering part of rural Oxfordshire from 1932 until 1972. The area it covered included Culham and Thame, and a detailing of the council can be found at:

https://web.archive.org/web/20070930210343/http://www.visionofbritain.org.uk/relationships.jsp?u_id=101077
40.

He had subsequently informed the Registrar by telephone that there was no further information he could give about the proposal from the planning point of view whereupon the Registrar had said that the Hebdomadal Council would have nothing further to add. He also reported that in the event of the development taking place, it would be desirable for the Westminster College Trustees to acquire an additional area of approximately four acres to ensure that the frontage of the road facing the site proposed for the college should be preserved.

Resolved that the Joint Committee be recommended to advise the Berkshire County Council to approve in principle the site at Harcourt Estate, North Hinksey for the proposed Methodist College and to invite the College Trustees to acquire the additional area now suggested.”

APPENDIX D

“Oxford and District Joint Advisory Planning Committee

12th July, 1954

Present: - The Chairman, Mr. A. H. Cornish (Berkshire), the Vice-Chairman, Lord Macclesfield (Oxfordshire),⁵⁰ Mr. J. L. West and the Planning Officer (Berkshire); the Clerk and the Planning Officer (Oxfordshire); the Mayor, Alderman Gowers, Councillors Baker, Brown, Minns and Pickstock (Oxford City); Mr. H. J. Curtis, Miss D. I. Mathows, the Clerk and the Survey (Abingdon Rural District); Mr. A. L. Edwards and the Engineer (Ploughley Rural District) and the Engineer (Bullington Rural District).⁵¹

REPORT OF THE TECHNICAL SUB-COMMITTEE

The report of the Technical Sub-Committee held earlier this day, now appended, was submitted.

Resolved (the Berkshire representatives dissenting) that the report be not adopted, and that the Berkshire County Council be advised not to approve the application submitted by the Methodist Education Committee on behalf of the Westminster College Trustees for the proposed college at Harcourt Estate, North Hinksey, on the ground that the development would be contrary to the agreed policy that all possible steps should be taken to prevent the population for which Oxford was the natural centre from increasing.”

⁵⁰ Lord Macclesfield, a large land owner in Oxfordshire, was also Lord Lieutenant of Oxfordshire from 1954 until 1963.

⁵¹ It has not been possible to identify the majority of these council representatives.

APPENDIX E

12th July, 1954.

Dear Sir,

Oxford and District Joint Advisory Planning Committee

With reference to my letter of the 1st June, 1954, I have to inform you that the Joint Committee at its meeting this morning gave further consideration to an outline application received from the Methodist Education Committee on behalf of Westminster College Trustees for a proposed College at Harcourt Estate, North Hinksey, which would involve the development of approximately 40 acres and decided to advise the Berkshire County Council not to approve the application on the ground that the development would be contrary to the agreed policy that all possible steps should be taken to prevent the population for which Oxford is the natural centre from increasing.

Yours faithfully,

(sgd) HARRY PLOWMAN

“Overspill from Oxford”, 30 July 1954

(Westminster College Archive, A/1/c/2, Extract from the *North Berks Herald*, 30 July 1954.)

This extract from the ‘North Berks Herald’ details the positive way the proposed relocation of Westminster College to Harcourt Hill was viewed in Berkshire, as well as how these views did not align with those of the representatives on the Joint Advisory Planning Committee from Oxfordshire County Council and the City of Oxford Council.

OVERSPILL FROM OXFORD

Proposal to Build Training College.

The question of Oxford’s overspill population was raised at Monday’s meeting of the Abingdon R.D.C. in connection with a proposal to build a Training College and living accommodation for Methodist Church trainees at Harcourt Hill.⁵²

It was reported by the Plans and Town Planning Committee, that the Oxford and District Joint Advisory Committee, which consists of representatives of Berkshire, Oxfordshire and Oxford City, had recommended the Berkshire County Council to refuse the application on the ground that “the development would be contrary to the agreed policy that everything should be done to stop the population, for which Oxford is the natural centre, from increasing.” the Berkshire representatives dissenting from the decision.

At a subsequent meeting of the Berkshire County Planning Committee it had been decided to approve the application in principle. As this decision was contrary to the views of certain of the constituent authorities on the Advisory Committee, the Berkshire County Council decided that the issue of the planning consent should be deferred to allow any of those

⁵² Abingdon R.D.C. is the abbreviation most commonly used for ‘Abingdon Rural District Council’, which was the district council responsible for the area, including Harcourt Hill, in the 1950s. Today, this area is included in the ‘Vale of the White Horse Council’, and the archives for this area can be found in either the Vale of White Horse archives in Abingdon, or Oxfordshire History Centre.

authorities, if they so desired, to ask the Minister of Housing and Local Government to give a ruling on the application. Mr H. J. Curtis said that the Advisory Committee agreed that there could not be any more desirable development at Harcourt Hill than the proposed college but that certain of the representatives opposed any development at all on the grounds previously stated of restricting the population.

The Abingdon R.D.C., as the authority delegated with planning powers agreed with the recommendations of the Berkshire County Planning Committee.

Frustration of the Methodist Education Committee

(Westminster College Archive, A/1/c/2, Memorandum on Harcourt Hill, 5 August 1954.)

This memorandum, written by the Methodist Education Committee, demonstrates the frustration of the Committee once it realised that the primary reason they were unable to proceed with the purchase of a site on Harcourt Hill was the local political dispute between local councils, and not because of any legitimate planning or legislative barrier.

MEMORANDUM ON THE PLANNING POSITION OF THE SITE AT HARCOURT

HILL, OXFORD

Enclosed are copies of correspondence and minutes of meetings that have a bearing on the subject of Planning Permission. Briefly it will be seen that Oxford City are the objectors to Westminster developing the site, on the grounds that this proposed development would increase the population in the area for which Oxford is the natural centre. In his letter to the Minister of Town and Country Planning the Town Clerk refers to meetings with the then Minister of Town and Country Planning in 1946 and 1948. He does not say that the Minister, then Mr. Silkin,⁵³ stated "There will not be much dispute over wanting a better Oxford. I think there will be complete agreement that Oxford must be primarily a University Town catering for an increasing number of students. Oxford should also be a cultural and entertainment centre.

Yesterday I had interviews with the Berkshire County Officials at Reading, the Abingdon Officials at Abingdon, and Mr. Cornish, Chairman of the Oxford Joint Advisory Committee. I got the impression that both Berkshire and Abingdon are spoiling for a fight with Oxford by reason of the Bill that Oxford brought before Parliament last year, whereby they sought to include parts of Berkshire (including Abingdon) within their boundary.

⁵³ Lewis Silkin was the Member of Parliament for Peckham from 1936 until 1950, and was the Minister for Town and Country Planning from 1945 until he retired in 1950. It was while he was in post that Oxford submitted its Development Plan.

At the various interviews it was agreed that both Berkshire and Abingdon should be primarily responsible for conducting the case, but I was strongly advised, and I am in agreement, that we should brief Counsel to present our case. Berkshire recommended Mr. Eric Blain,⁵⁴ who had conducted their case before a Parliamentary Committee, and Abingdon recommended Mr. Geoffrey Lawrence,⁵⁵ whom they briefed to present their position. In the course of a discussion with (a) the Berkshire Deputy Clerk and the Planning Officer, and afterwards with (b) the Abingdon Clerk and the Planning Surveyor, all these officials strongly stressed the desirability of our producing at the forthcoming Public Inquiry a site plan showing what buildings we propose to erect, and where. I am seeing Mr. Chester Barratt* tomorrow, Friday, the 6th instant, to consult him as to procedure. It may be we shall agree to the advisability of appointing an architect forthwith.

I have arranged to see Mr. Smith, Warden of New College, who will be Vice-Chancellor at Oxford this coming September, next Monday at Oxford. I think it is highly desirable that we should remain on friendly terms with Mr. Smith. He is now objecting to proposed development because of the increased acreage of development, although he was originally highly enthusiastic about our going to Harcourt Hill.

I have been advised that we shall be wise in not asking for Tutors' houses to be erected on the additional four acres that we proposed to purchase. I am of the opinion that these houses could be catered for on the 15/17 acres on which we propose to erect the College. One must remember that the present College is on a site of less than two acres, and that to straggle the buildings too much may not be wise planning. Further, I think it would help our case

⁵⁴ Eric Blain was a lawyer who was called to the bar in 1927.; became a bencher of the middle temple in 1957; and a Q.C. in 1961. His obituary featured in *The Times* on 20 November 1969.

⁵⁵ Geoffrey Lawrence KC was a lawyer who later went on to be the chairperson of various parliamentary committees, was deputy lieutenant of Sussex, and was knighted in 1962. He has a lengthy biography in ODNB.

appreciably if we were prepared to purchase an additional eight? acres to preserve the green belt! I have already more or less confidentially agreed to this, as I have a wild hope of persuading Oxford to withdraw their objection. Steps are being taken this week-end at the highest level in an endeavour to bring this about by peaceful persuasion.

J.A. KNOWLES

Support of the Incoming Vice-Chancellor, 6 August 1954

(Westminster College Archive, A/1/c/2, Memorandum on Harcourt Hill, 6 August 1954.)

This memorandum provides an update regarding the blockages to the College receiving planning permission. Sent just one day after the previous memorandum, this document demonstrates the fast-moving nature of these negotiations, and also the power of university officials in Oxford.

MEMORANDUM ON THE PLANNING POSITION OF THE SITE AT HARCOURT HILL, OXFORD

I have had talks over the 'phone this morning with the officials at Abingdon and Lord Harcourt. The latter expressed his desire yesterday to accompany me to Oxford on Monday to interview the Warden of New College.

After due consideration we both thought it desirable for me to interview Mr. Smith alone, so that I could present to him the single issue of Westminster and the Harcourt site. I have, however, Lord Harcourt's authority to say that he would not press for any further development. As he is shortly due to leave England for the Embassy at Washington he has asked me to see him next Wednesday, the 11th, to discuss the future policy to be adopted with regard to possible eventualities.⁵⁶

Yesterday I stated I had a wild hope that Oxford might be persuaded to withdraw their objection. We can now eliminate the "wild". A private meeting has been arranged in the Town

⁵⁶ In addition to owning a large estate in Oxfordshire, Lord Harcourt was an Executive Director of the International Monetary Fund leading to him spending a good deal of time in Washington D.C. and other cities.

Hall, Oxford at 9.15 a.m. on Tuesday morning next, the 10th, at which the following will be present:

Mr. Cornish, the Chairman of the Oxford Joint Planning Committee; Alderman Gowers, the Mayor of Oxford; the Town Clerk of Oxford; and myself. The Mayor of Oxford is really the nigger (*sic.*) in the woodpile as he is the main objector to our scheme.

The type of questions that will be asked of me are: -

- a) The actual acreage to be taken up by buildings alone
- b) Possible lay-out of site
- c) Total number of residents
- d) Number travelling into Oxford daily, and means of locomotion
- e) The number of staff having cars
- f) The areas from whence we shall expect to draw daily domestics
- g) Dates of Terms
- h) The contribution that Westminster could make towards the community life of North Hinksey, etc.

I was surprised to learn of the importance that will be attached to the North Hinksey question, and to learn that the population is 4,000/5,000. It is the intention of the authorities to increase this figure to 7,000. At present there is practically no community or social life in the village, and the type of inhabitant was described to me as being “very much of a sameness”! It seems to me that given imagination and goodwill there is an opportunity here for Westminster to make an important contribution in developing the social life of this village or town of some 5,000 inhabitants.

J.A. KNOWLES

Another Update from J. A. Knowles

(Westminster College Archive, A/1/c/2, Memorandum on Harcourt Hill, 6 August 1954.)

Written following his meeting with A. H. Smith, this memorandum references the lecture which would become the basis of "The Town-Planning of Oxford" (published by Blackwell), a seminal text in the creation of green belt and environmentally focussed urban planning in Oxford over the next twenty years. It also reinforces the fact that there were two barriers to the College's relocation: the City of Oxford's desire to ensure the city, or its dependent area, did not continue to grow unimpeded; and A. H. Smith's imagined 'green belt' and his environmentally protective view on town planning.

MEMORANDUM ON THE PLANNING POSITION OF THE SITE AT HARCOURT

HILL, OXFORD

I have just come from the interview with Mr. Smith at New College. I think he has taken an unreasonable attitude to our proposals, and it has been difficult to persuade him to think otherwise. When I saw him he was just beginning to prepare an address to be given to the British Association at Oxford on the 6th September on the "Planning of Oxford". As he will be the Vice-Chancellor in October, and as he informed me during our conversation that he had the ear of the Ministry of Town and Country Planning, I presume due weight must be given to his opinions. The Berkshire officials are not of this opinion, but it would be unwise on our part to ignore his point of view.

His main objection, on which he stands firm, is that the Harcourt Estate was limited to 37 acres of development given for the purpose of allowing the Estate to recoup their costs of developing the site in the matter of roads, services, etc. incurred before the last war. He thought

that we should have taken over those 37 acres instead of only 17 of them plus an additional 20 acres for playing fields. I stressed that we appreciated his point of view, that we wished to walk in step with him, but that he was placing us in an impossible position.

Having gone to the trouble of ascertaining the names of the purchasers and the dates of purchase of the plots already sold of the 20 acres (included in the 37 acres) for which planning permission had been given, I put our case to him as follows:-

- a) That when he wrote to me in February of this year about the site, of the present 26 plots for houses all but 9 had already been sold.
- b) That the remaining nine sites would have been useless to us.
- c) That if we had taken two bites at the cherry, i.e. asked for permission to build a college on the 17 acres, and then later asked for 20 acres for playing fields, probably no objection would have been raised.
- d) That we were prepared to consider the purchase of a further 8 acres to preserve his Green Belt.
- e) That we should be more or less a self-contained community.

After a lengthy discussion he finally agreed not to raise any objections to our going to Harcourt Hill provided I could stop the development of six of the plots included in the 20 acres for which permission for development in the main had already been granted. In other words, I am to ask the Planning Authority to refuse planning permission to six of the individuals who have purchased plots in the hope of building on them! What a world we live in!

Abingdon.

Unfortunately the senior officials of the Abingdon Rural District Council were absent, but I have had the clerks search their records and I find that only 17 individuals have made

application for planning permission for sites included in the above 20 acres, so that if the number of plots sold, 26, is correct, 9 individuals have not yet applied for planning permission.

It may be that we shall be given planning permission at the expense of these Individuals.

J.A. KNOWLES

Support from A. H. Smith? 10 August 1954

(Westminster College Archive, A/1/c/2, Letter from A. H. Smith, 10 August 1954.)

This letter from A. H. Smith, sent following his meeting with J. A. Knowles, demonstrates that Smith's primary objection to the possibility of Westminster College relocating to Harcourt Hill was the possible environmental impact. Once this was overcome, it is clear he believed this to be a beneficial project.

Dear Mr. Knowles,

I was very glad to have a talk with you yesterday. Since we had our talk I have got some information which I think may help you. I am enclosing a very rough sketch plan drawn entirely from memory, which probably is not very accurate, but it may give you an idea of the situation which I am telling you about.

The two plots which I have marked "Trodd" have been purchased by Mr. Trodd*, one of the Directors of Benfield and Loxley,⁵⁷ and he is building on them a single house which will be stone and I hope well designed and well built. The plot which I have marked "Thornton" has been purchased by a friend of his, and Mr. Trodd is trying to see whether he can persuade his friend to take some additional adjoining plots, while he takes further plots, so that the whole space between him and Mr. Thornton* is left open. This would be an enormous improvement to the Scheme for having a row of houses on half-acre plots on the east side of this particular area. If something of the same sort could be done in regard to the other plots so that there would

⁵⁷ Benfield and Loxley were a local building firm.

be not the appearance of laid out streets but a few clusters of houses embowered in trees, the whole situation would be transformed.

I have asked Mr. Trodd to see if he can get in touch with Mr. Thornton who is, I believe, away on holiday. If he has any further information to give me after talking to Mr. Thornton I will let you know.

If anything turns up on your side you can write to me at New College from which letters will be forwarded.

Yours sincerely,

(signed) A. H. SMITH

Note from the Joint Advisory Planning Committee Chairman, 26 August 1954

(Oxfordshire History Centre, CC3/4/C23/2, A note from Mr A. Cornish to J. A. Knowles, 26 August 1954.)

This note, sent privately by Mr A. Cornish, demonstrates that the primary barrier to the College's relocation was from the City of Oxford rather than from Abingdon Rural District Council (who governed the area including Harcourt Hill) or Berkshire County Council (the planning authority whose remit included the site).

The present position is that a Public Inquiry is likely involving much work for Members and Officers, expense of Counsel, etc. possibly extreme views from both sides and Ministerial directive.

If after our discussion you should feel there is a case for the City to reconsider their attitude at official level it will be time well spent, if not, there has been no serious waste.

In view of the previous discussions at the Joint Advisory Committee and discussions by Joint Officials, there was apparently little doubt that the present proposals would be accepted.

At earlier meetings emphasis was placed on "planning" and "green belt" and University attitude, any objections from this angle now appear to have been met.

A Clear Way Forward? 29 September 1954

(Westminster College Archive, A/3/f/2, Letter from George Osborn to the Westminster College Oxford Sub-Committee, 29 September 1954.)

This letter served to call the members of the Westminster/Oxford sub-committee to a meeting,⁵⁸ and includes an indication that the College had been successful in receiving approval for its relocation to Harcourt Hill.

Dear Colleague,

At last the obstacles to the obtaining of planning permission for Westminster College at Oxford have been overcome. This has been largely through the hard work and skill of Mr. Knowles. We can now be thinking about choosing an architect and preparing plans for the new buildings.

A meeting of the Committee will therefore be held at Westminster College on Thursday, October 28th at 4.30 p.m. (Tea from 4 p.m.) I hope that it will be possible for you to attend.

Yours Sincerely,

George

⁵⁸ This was a "Sub-Committee appointed by the Methodist Education Committee to advise on and direct the details of moving Westminster College to Oxford."

Conditions on Relocation, 25 October 1954

(Westminster College Archive, A/3/f/2, Notice of Consent and Schedule of Conditions, 25 October 1954.)

This document was sent by the Berkshire County Council to the Methodist Education Committee for their approval, and provided permission for the College to erect its new buildings at Harcourt Hill within the conditions also provided. Notably, these conditions included provision for expansive open spaces.

OUTLINE APPLICATION NO. E. 396.

PROPOSAL Erection of a Training College for Teachers and residence for Undergraduates, at Harcourt Estate, North Hinksey

Acting as Agent on behalf of the Berkshire County Council in pursuance of their powers under the above Act, the Abingdon Rural District Council hereby PERMIT the above development to be carried out in accordance with the application and accompanying plans submitted by you and approved by the Council on the Twenty-fifth day of October, 1954, subject to compliance with the conditions set out in the attached Schedule.

The reasons for the Council's decision to grant permission for the development, subject to compliance with the conditions hereinbefore specified are:- To preserve the amenities of the area

Except as aforesaid any permission granted is subject to due compliance with the byelaws and general Statutory Provisions in force in the District.

Dated this twenty-fifth day of October, 1954.

(signed) A.C. Cope,* Clerk to the Council.

COPY

SCHEDULE OF CONDITIONS ATTACHED TO NOTICE OF CONSENT NO. 4090 and dated 25th October, 1954, granted to the Methodist Education Committee in respect of Outline Application No. E. 396

1. The submission to and approval of the Local Planning Authority of detailed plans and particulars of any buildings proposed to be erected and the siting thereof.
2. The submission to and approval of the Abingdon Rural District Council as Local Authority of a scheme of drawings and sewage disposal.
3. That all buildings appertaining to the College shall be erected on and confined to the land coloured pink on the attached plan and forming part of O.S. No. 48.
4. That the land coloured green shall be used for playing fields and as private open space (hereinafter defined) and no buildings shall be erected thereon save buildings which are auxiliary to use for playing fields and as private open space and are designed to promote the use of the land for these purposes.

NOTE: The expression "private open space" shall include land used in connection with activities of the college for sport, play, rest or recreation, or as garden, walk, pleasure ground or ornamental enclosure, or land used as woodland or for the purpose of agriculture or horticulture (except use as a market garden or allotments) but does not include a sports or recreation ground customarily open to the public on payment of a charge.

(Signed) A.C. Cope

Clerk of the Council.

Selection of Architect, 28 October 1954

(Westminster College Archive, A/1/c/2, Extract from the Minutes of the Westminster/Oxford Sub-Committee, 28 October 1954.)

At this meeting, the sub-committee discussed the possible architect firms to be shortlisted to design the new College buildings. These architectural firms each represent different architectural styles and techniques, suggesting that the College had not decided what style of buildings they desired. It is worth noting, however, that the College buildings in London, which closely represented those of an Oxford college, were not the stylistic choices of any of those shortlisted.

... Site at North Hinksey

Mr Knowles reported that a letter had been received that morning from Abingdon Rural District Council saying that the Ministry of Town and Country Planning had given consent to the withdrawal of their objections by Oxford Joint Planning Committee, and consequently that Abingdon Rural District Council could now give full permission for the College to be built.

Approval was given to the action of Mr. Knowles in agreeing that we should buy an additional three acres in order to secure the amenities of the area.

Warm appreciation was expressed by all for the arduous and inspired work done by Mr. Knowles to secure this happy result: if he had not been very much on the spot (literally and figuratively) it is probable that planning permission would not have been obtained. The Secretary was also directed to write letters of thanks to Mr. A. H. Cornish (Chairman of Oxford and District Joint Advisory Planning Committee) and Mr. A.C. Cope (Clerk to Abingdon Rural District Council) for their helpfulness and interest.

Appointment of Architect

Mr. Knowles brought forward names of 8 firms of architects, all of them reliable and well-spoken of. It was decided to invite 5 of them (see below) to send representatives for an interview; after which the appointment should be made.

Directions to be given to the Architect

It was decided that we should plan immediately for a College of 200 students taking the two-year course (at present 162 such students) plus 50 students in the one-year Divinity and the one-year post graduate Education Diploma Courses: the Architect should also have in view the possible erection in the future of another hostel for 50 students.

Right of Way

It was explained that a right of way, probably to be developed as a road, must be left to the Water Tower and adjacent plot leased by the B.B.C.⁵⁹ This could be sited to suit our requirements on the playing fields.

Oxford Memorial Scheme

The letters from the Committee of the Oxford Memorial Scheme was considered.

As the plans of the Committee are still quite inchoate, it was decided that the Architect should be informed in general terms that such a development might take place but that in the meantime nothing else could be done.

8. Next meeting to be held on Thursday, December 2nd at 11.30 a.m. to meet representatives from the 5 firms of Architects as follows: -

11.45 a.m. Messrs. Yorke, Rosenberg and Mardall;

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- 12.15.p.m. Messrs. Seely and Paget;
- 2.00 p.m. Denis Clarke Hall, Esq.;
- 2.30. p.m. Messrs. Bridgwater and Shephard;
- 3.00. p.m. Messrs. Harrison, Barnes and Hubbard.⁶⁰

⁶⁰ The architects interviewed by the Methodist Education Committee had an impressive list of projects between them. Yorke, Rosenberg and Mardall were in the process of building Gatwick Airport, and would later design the John Radcliffe Hospital. Seely and Paget were well known for their projects combining the old and the new, having refurbished Eltham Palace, repaired various war-damaged buildings, and been the surveyors of the fabric for St. Paul's Cathedral. Denis Clarke Hall designed updated buildings for Richmond Girls' High School. Bridgwater and Shephard had worked separately, with Shephard having worked for the Ministry of Town and Country Planning, and the architects firm having designed terraced housing in Poplar for the Festival of Britain. Harrison of Harrison, Barnes and Hubbard had prior experience of designing an Oxford College, having designed Nuffield College in the 1930s.

Selection of Architect, 2 December 1954

(Westminster College Archive, A/1/c/2, Agenda of the Westminster/Oxford Sub-Committee, 2 December 1954.)

This extract from the Agenda for the following meeting of the Westminster/Oxford Sub-Committee shows that the potential architects for the Oxford buildings had been further reduced following the previous meeting. It is not known why this reduction happened, but is worth noting that they were architects who created more modern buildings.

... Architects for interview:

11.45 a.m. Messrs. Yorke, Rosenberg & Mardall.

12.15 p.m. “ Seely & Paget.⁶¹

2.0 p.m. Denis Clarke Hall, Esq.,

~~2.30 p.m. Messrs. Bridgwater & Shephard~~

(Messrs. Harrison, Barnes & Hubbard have not been invited)

⁶¹ The minutes of the meeting on 2 December 1954 record that “After discussion and careful consideration of all the factors involved, it was decided to appoint as Architects for the erection of the new College at Oxford, Messrs. Seely and Paget”.

Private approval from the Censor of St. Catherine's, 12 January 1955

(Westminster College Archive, A/3/f/2, Letter from Alan Bullock to H. Trevor Hughes, 12 January 1955.)

This letter demonstrates that the refusal to submit Westminster students through St. Catherine's, and perhaps the overall refusal from the Hebdomadal Council, was due to the scale of the Westminster College proposals, and also their ambition.

Dear Hughes,

It is kind of you to write and let me know about your move, which I read in the paper yesterday. I am glad that after all your difficulties (for most of which I was involuntarily responsible) you have got the site you wanted. I wish you all success and congratulate you on what has already been achieved.

Thank you for your kind message about Asian Club and for your good wishes. I need hardly say that I reciprocate these.

Yours sincerely,

Alan Bullock

Proposed Green Belt for Oxford(shire), 4 April 1955

(Oxfordshire History Centre, PC351/A1/2, Extract from the Minute Book for North Hinksey Parish Council, 4 April 1955.)

This extract demonstrates the continued objective of Oxford councils to establish a green belt at the boundary of the city, and ensure that development did not continue to expand and place further strain on the city and its resources. Notably, Westminster College would erect its new campus in the heart of this area.

11. PROPOSED “GREEN BELT” AROUND OXFORD.

A letter from the Clerk of the District Council was received in which he stated that this matter was now under active consideration by his Council and the Berkshire County Council. In setting out the main purpose of a “Green Belt”, and its application so far as it concerned the Parish of North Hinksey, he suggested that members of the Parish Council might like an opportunity to discuss the matter with representatives of the District Council unless it was felt that, because of the “Botley Town Map”, such meeting was unnecessary. After discussion it was unanimously decided to meet Representatives of the District Council on one of the following three dates: Monday 18 April, Thursday 21 April, Monday 25 April, at Elms Farm House at 7 p.m.

Timetable for Relocation, 25 October 1954

(Westminster College Archive, A/3/f/9, Planning Timeline for the erection of new buildings at Harcourt Hill, 14 July 1955.)

This document establishes the projected timeline for the erection of new buildings on Harcourt Hill for Westminster College. Notably, this timeline sees the completion of the campus in spring 1959.

Provisional programme based on the assumption that there will be no major alterations and that the two-storied dwelling units, gymnasium, boiler house, roads, ducts and all main services will constitute Stage I and will form a separate contract.

(The Ministry of Education have said they will reluctantly agree to a separate contract, providing they have previously agreed an overall site layout and if it is imperative to do so).

1st August '55

Finalise design drawings for dwellings, gymnasium.

Prepare outline drawing for boiler house and forward to engineering services consultant.

Forward 1/16" scales to same consultant of whole scheme.

STAGE I

We to finalise working drawings and details.

The consultant to prepare his scheme for the services to our approval, and then go out to tender.

We to send our drawings for the 1st stage to Langdon & Every.⁶²

Langdon & Every start to prepare bill of quantities for 1st stage.

1 March '56

Printed bills out to tender stage I.

16th April '56

Tenders back.

1st May '56

Contract signed for stage I, possession of site.

Then Stage I completed by December '57.

1st May '56

Stage II, scholastic buildings - constructional engineers' drawings finished.

1st June '56

Commence sending drawings to Langdon & Every for-Stage II billing.

Engineering services consultant to finalise

⁶² Langdon and Every is the name of a Quantity Surveyors firm. Its foundation was recorded in the Gazette in November 1927. This entry is available at <https://www.thegazette.co.uk/London/issue/33346/page/255/data.pdf>.

his drawings and go out to competitive tender.

1st Jan. '57

Printed bills out to tender.

1st March '57

Tenders back.

1st April '57

Sign contract for Stage II, possession of site.

1st April '59

Contract finished.

Confusion over educational plans, 8 February 1956

(Westminster College Archive, A/3/f/5, Letter from M. L. Jacks to H. Trevor Hughes, 8 February 1956.)

Sent by the Director of the Oxford Institute of Education, this letter indicates the speed at which plans had changed regarding the College's relocation. It also hints at Westminster College attempting to maintain some link with the University of London after they have moved to Harcourt Hill, and displays examples of university snobbery, once again highlighting the importance the College has come to place on a university qualification.

Dear Hughes,

I am writing again about your letter of the 4th. I have been thinking about this a good deal since I got it and I am particularly sorry not to have an opportunity of discussing it with you today. I have also had a word with Spencer about it. I am not sure that I have got the thing clear. Originally, I believe that you thought that your four-year people would become members of St. Catherine's Society and work for an Oxford degree, while your one-year people would work for the University Diploma in Education.

My Delegates, as you will remember, agreed to the latter, and I believe that you had some consultation with the Censor of St. Catherine's about the former.

Is it these people you are now thinking of allowing to do a general degree of London University? I am bound to say that I don't think the University authorities would look very kindly upon that, and I suggest that it might be unwise to press it without a good deal of very careful consideration.

We don't want to prejudice any position in advance.

Wouldn't your men be really better off in the long run if they took an Oxford degree?
It seems the natural thing for them to do if they are here.

As you will gather, I feel a bit uneasy about this, and shall be glad to hear from you further.

With all good wishes,

Yours sincerely,

M. L. Jacks

A formal letter to the Director of the Oxford Institute of Education, 24 April 1956

(Westminster College Archive, A/3/f/4, Formal Letter to the Oxford Institute of Education, 24 April 1956.)

This document establishes the desire of Westminster College to retain its four-year course, even though this is in opposition to the courses offered by the University of Oxford, as well as the plans of the Ministry of Education. It also serves to illustrate the difficulty facing teacher training colleges in the 1950s regarding the ever-changing courses desired by their students and the government.

Dear Director,

When we first discussed the move of this College to Oxford, I was rather concerned about the future of our four-year course. You will remember that those following this course reside here but take their degrees through one of the Colleges of London University. In their fourth year they read here for the London University Postgraduate Certificate in Education.

In the hope of keeping this course when we moved, we approached St. Catherine's Society. The Delegates, in view of its changing status, felt unable to accept ten men a year whose first loyalty would be elsewhere. We were advised to apply for recognition as a Permanent Private Hall, but since such a small proportion of the whole College would be taking degrees, this request was refused.

Our Governors still feel that, if possible, we ought to make arrangements for the continuance of the four-year course. In the first place, there is an increasing need for graduate Science teachers. The 'bulge' will be moving in the next decade from the schools to the Universities. This means that potential Science teachers may not all obtain places; the situation will be aggravated if National Service is abolished. Already we have men qualified to work for

Science degrees who have not succeeded in gaining places at Universities and who have to take the two-year course. Secondly, such degree men since they are with us for four years not only provide a valuable element of continuity to the corporate life, but also help to maintain a high academic standard throughout the College. Westminster has a long tradition of degree work; even before the arrangements in force at present were made in 1930, some students took external degrees of London University as part of their course.

When the College moves to Oxford in 1959 we should like to be able to accept up to ten Science students each year who in their first three years would read for external degrees of London University. In their fourth year they would, we hope, take the Diploma in Education of Oxford University. The Department of Education is prepared to accept up to ten Westminster men who have degrees of Universities other than Oxford or Cambridge.⁶³ Though we should naturally prefer these men to read for Oxford degrees, this does not seem practicable; this proposal is the only possible way for the College to help to produce more graduate teachers of Science.

We should not expect to obtain teaching facilities for these men within the University of Oxford. The Ministry of Education has already agreed to the provision in our new premises of laboratories for general and advanced work. Our own tutorial staff would provide the teaching.

It is, of course, necessary to obtain the permission of the Ministry of Education to the holding of such a course. It is equally necessary to have the agreement and support of the Oxford University Institute of Education. I shall be grateful, therefore, if you would kindly bring this matter before the Delegates and ask for their views.

⁶³ This demonstrates that qualifications from the Universities of Oxford and Cambridge were still viewed as superior to qualifications from other universities.

Cost of Relocation, c1956

(Westminster College Archive, A/3/f/9, Cost of Relocating Westminster College to Harcourt Hill, c1956.)

This document outlines the cost of relocating Westminster College to Oxford, including the estimated value of their land in London; any additional money the College would need to source; and a predicted grant from the Ministry of Education.

COST OF REMOVAL TO OXFORD.

	£		£
SALE OF SITE	400,000	Less Rent for 3 years	30,000
Less	90,000	Sale of Medway Street, say	60,000+
	-----		-----
	£310,000		£90,000
ADD MEDWAY STREET	60,000		

£160,000

No provision for houses for Tutors in this figure. Architect's estimate is £850,000.

Possible further funding from the Ministry of Education, 20 January 1959

(Westminster College Archive, A/3/f/6, Extract from the Minutes of a Meeting with the Ministry of Education, 20 January 1959.)

This document fully outlines the first expansion of the new Westminster College buildings at Harcourt Hill following a request from the Ministry of Education to double the number of teacher training spaces the College was providing.

Mr. Hughes hoped to accept 30 additional students in 1960 and another 30 in 1961. This would mean that by 1962 he would have 360 students on the three-year course plus 20 Divinity and 20 post-graduates, making a total of 400. He could crowd the extra numbers into the dining room, chapel etc. in the hope of expanding into the new accommodation in 1962 but could not manage to sleep the extra numbers. Endeavours to find lodgings had resulted in a firm negative. Discussion then followed on the necessity for getting one hostel finished by September 1960. In reply to Mr. Archer's query as to whether it was intended to negotiate an extension with Marshall Andrew,⁶⁴ the present contractor, Mr. Paget considered this inadvisable... Mr. Hughes added that if they had to wait until 1961 for hostel accommodation then an alternative might be for him to accept only 90 students in 1961 and to defer the extra places for one year.

⁶⁴ Marshall Andrew were the main contractors for the building of Westminster College's new campus on Harcourt Hill. This is recorded in the Presentation Volume given to the Minister of Education at the College's Official Opening. This volume is now (uncatalogued) in the College Archive.

Approval of Site Expansion, 8 May 1959

(Westminster College Archive, A/3/f/9, Letter from the Ministry of Education to H. Trevor Hughes, 8 May 1959.)

This letter from the Ministry of Education to H. Trevor Hughes details the further expansion of the College's campus and its newly acquired sports pitches, which was one of the primary estate features missing from the buildings in London.

Dear Hughes,

1. I am writing to say that we have been considering the College's proposal to purchase a further 20 acres for the new college in Oxford. I am writing to you direct in view of our discussion last week, but I am sending a copy of this letter to Knowles.
2. We are prepared to approve the acquisition of this land but for general reasons not related to the needs of the College for playing fields. The women's group will be too small to sustain a main P.E. course and I am advised that their needs could be met by one hockey pitch, nine tennis courts and two net-ball pitches.
3. In the case of the men, although there may well be a main P.E. course (and we hope this will be so), we do not consider that such a course will make such heavy demands as to require the number of pitches suggested in the memorandum which you gave to me. Two rugger pitches, one hockey pitch (additional to the women's pitch), and two soccer pitches would allow three college rugger teams, two hockey teams, and four soccer teams to play one home match each a week and the pitches without excessive wear could still carry, in addition, one game a week for each man in the College.

4. We have not worked out the precise area that these pitches will need but it will be certainly less than 40 acres; we have no record of other college of a similar size with as much playing fields as this.
5. We accept, however, that it may be prudent in case of future but unforeseeable developments to buy the 40 acres, and we are prepared to pay 75 per cent grant on the additional 20 acres on the understanding that the land will be held by the College and that any parts of it which are not needed for playing fields and are consequently let will contribute towards College revenue for the purpose of fees. I need hardly add that if there are such developments in P.E. that additional pitches need to be prepared, we shall consider a proposal for this at the time. The preparation of pitches will come, of course, from the additional cost allowance and although we will not attempt to control in detail the precise areas which are prepared now, we shall be bound to take the overall expenditure on this into account if the additional allowance proves insufficient to cover all necessary expenditure.
6. Should we now invite the District Valuer to negotiate on the College's behalf for this land? I believe it has been offered at £200 an acre and I hope that the cost will not be more than this.

Yours sincerely,

M. Kogan

Westminster College's "Special Relationship", 18 June 1959

(Westminster College Archive, A/3/f/3, Letter from the University of Oxford Registry to H. Trevor Hughes, 18 June 1959.)

This letter, sent from the University of Oxford Registry, demonstrates the desire to work co-operatively ahead of Westminster College's relocation to Harcourt Hill in the autumn, and includes reference to the incorporation of Hughes' Cambridge MA.⁶⁵

Dear Mr. Hughes,

I have made some enquiries and, in view of the special relationship between Westminster College and the Institute of Education, I do not think that there will be any difficulty in allowing you to incorporate. As you know, it will be necessary for a college to take the initiative in putting your name forward; and if a recommendation from a college reaches me by the middle of July, I could put it to Council at its meeting on 23 July. After that there will be no opportunity until the September meeting of Council.

Yours sincerely,

F. H. Sanford*

⁶⁵ The Bodleian guide on Incorporation states that "Incorporation as MA was only granted to those pursuing a course of study or educational position (as above) or to those who had 'rendered valuable services to the university' or were 'by literary or academic distinction highly qualified for the degree'". This guide can be found at <https://www.bodleian.ox.ac.uk/universityarchives/guides/incorporation#:~:text=Incorporation%20as%20MA%20was%20only,highly%20qualified%20for%20the%20degree'>.

Open Appeal “to all who believe in Christian Education”, c1959

(Westminster College Archive, Uncatalogued, Extract from the Promotional booklet for Westminster College, c1959.)

This document is linked to the request of the Ministry of Education to double the number of students Westminster and Southlands Colleges could each take. Although this came with the offer of increased funding from the Ministry, the Colleges were also required to find further funding themselves.

WESTMINSTER COLLEGE: An appeal to all who believe in Christian Education

It is right that a College founded in 1851 by the Education Committee for the training of teachers should be sited at Oxford. Right because of Oxford's position as an academic and cultural centre; even more because it is the city which gave so much inspiration to John Wesley and for which he held so great an affection.

Such were the considerations of the Governors of Westminster College when it became clear that the present premises in London were inadequate and the College must be moved. Conscious also that, among the larger denominations, Methodism had no representation at Oxford, they accordingly purchased a 40-acre site on the Hinksey's part of the green belt outside, yet only 15 minutes from the centre of Oxford. On this site - from where, according to Matthew Arnold, a hundred years ago Her Majesty's Inspector of Westminster, the “eye travelled down to Oxford's Towers ... that sweet City with her dreaming spires” - there has risen the new Westminster College. In September it is expected to be opened - opened with excellent facilities of all kinds. The cost of the premises is £600,000 of which the College has found £450,000 and the Ministry of Education £150,000.

Absence of the Vice-Chancellor, 28 March 1960

(Westminster College Archive, Uncatalogued, Letter from J. A. Ward to H. Trevor Hughes, 28 March 1960.)

This short letter details the fact that the Vice-Chancellor was unable to attend the College's official opening, and that he requested the Pro-Vice-Chancellor attend in his place. Whilst this does not necessarily imply anything more, it is possible to infer that this lack of attendance indicates the relative lack of importance of Westminster College in Oxford.

Dear Mr. Principal,

The Vice-Chancellor is away for a few days and I am therefore writing to let you know that he approached the Rector of Exeter, who has agreed to represent the Vice-Chancellor at the Official Opening of Westminster College at 11 a.m. on May 21st. The Rector is, as you know, one of the Pro-Vice-Chancellors. His full name is Kenneth Clinton Wheare, C.M.G., F.B.A., M.A., D/Litt., Rector of Exeter College, Pro-Vice-Chancellor of the University of Oxford. He is also an Honorary Fellow of University, Oriel, and Nuffield Colleges.

Would you please write to the Rector direct, and give him details of the ceremony? There is also the question of luncheon, and in your first letter you asked the Vice-Chancellor if he would say a few words of welcome. May I leave these matters to be settled between you and the Rector?

Yours sincerely,

J.A. Ward.

Official Opening of Westminster College, 21 May 1960

(Westminster College Archive, Uncatalogued, Extract from the Order of Service for the Official Opening of Westminster College Oxford, 21 May 1960.)

Taken from the Order of Service for the official opening of the College in London, this statement on the history, and future, of the College outlines the educational nature of the College, rather than focussing on its Methodist roots and ethos.

In 1851 the Methodist Church opened this College in Westminster, London to train men and women teachers. In 1872 a separate college for women was opened which is now Southlands College, Wimbledon. For over thirty years the question of Westminster's move was discussed, for its London premises were inadequate. In 1954 this site was purchased from Lord Harcourt and the College began its first term here on September 28th, 1959. At the request of the Ministry of Education the accommodation will increase from 220 to 400 by 1962 and Westminster will revert to its original policy of training both men and women teachers.

Fundraising for Expansion, 1960

(Westminster College Archive, Uncatalogued, Extract from the Fundraising leaflet used at the Official Opening of Westminster College and on other occasions, 1960.)

Produced to encourage fundraising towards the further expansion of Westminster and Southlands Colleges buildings, this booklet outlines the historic expansion plans of the College, as well as stating how they sought to meet the future needs of the College Estate.

The College was founded by the Wesleyan Methodist Education Committee for the training of teachers. Its first site in Horseferry Road, Westminster, was the confiscated property of a felon, and was bought from the Crown for £5,000. The College buildings and adjacent practicing schools, with their equipment, cost £30,000, all of which was raised by the Wesleyan Church, apart from two £7,000 grants by the Government. When opened the College had places for 100 students, male and female, and its practicing schools had places for 1,333 pupils. The first Principal was Rev. John Scott, who at his death in 1868 was succeeded by Rev. J.H. Rigg. In 1872 the women students were transferred to a new women's training college, then at Battersea (now at Wimbledon), and Westminster became a men's training college.

When Dr Rigg retired in 1903, he was succeeded by Rev. H.B. Workman, M.A., under whose guidance the College embarked on a considerable scheme for rebuilding and extension. Parts of the practicing schools were converted into science laboratories, a gymnasium was built, and other changes made at a cost of £13,000, raised by the Methodist Church: at the same time the practicing schools were remodelled at a cost of £11,000, most of which came from the same source, though the L.C.C. made a grant towards furniture and lighting. In 1911-12 "Old Lec." was converted into a College Chapel, more lecture rooms were built, two houses on the site were pulled down and converted into study bedrooms.

During the First World War, most of the students served with the Forces; those who did not do so were moved to Richmond College, for in 1915 Westminster became the Headquarters of the Australian Forces. After the war the College was re-opened, and in 1921 a sports ground was bought at Tooting for £5,000.

During the Second World War, the College was an important N.F.S. Station; in March 1944 a canister of 300 incendiary bombs fell on the place, which burnt out the reading room and the chapel (where valuable furniture, pictures and records, worth £5,000, were destroyed) and the dining hall and Principal's house were badly damaged. During 1946-7 the war damage was made good, but the buildings as a whole were unsuitable for modern needs. The Horseferry Road site was sold and the proceeds were used to build the new College at Harcourt Hill, which today is open for your inspection. You have read how the College has helped itself for over one hundred years; if you turn to page 7 you will see it is still expanding and trying to help itself - but we need your help too.

WILL YOU LAY A BRICK FOR US? PRICE 2s. 6d.

Initial expansion finished, 15 November 1962

(Oxfordshire History Centre, NORTd/378, Cutting from the *Oxford Mail*, 15 November 1962.)

Written to record and explore the initial expansion of College buildings between 1959/60 and 1962/63, this newspaper article states the original intention for the spaces at Harcourt Hill, as well as how they were then adapted to take a further 170 students, as well as an increase in staff.

WESTMINSTER COLLEGE GROWTH

Students increased from 220 to 390

WESTMINSTER College, the Methodist teachers' training college on Hinksey Hill, has nearly doubled its numbers and become more evenly co-educational with the extensions nearly completed.

There are two L-shaped extensions to the main block which contains the chapel. Some houses have also been added.

The College now houses 390 students, instead of 220 before the extension started two years ago. Women have taken most of the extra places. Forty non-residents raise the present total to 430. An additional gymnasium, three laboratories and a reference library have been added, and the chapel extended. The chapel, which used to have a false end wall, now has a permanent one and two additional staircases.

National Policy

The dining-hall has also been extended, and there are new lecture rooms and two new common rooms.

The extensions were undertaken shortly after the original buildings were finished, in obedience to the Ministry of Education policy of raising the number of training college places. They follow Ministry specifications of equipment and comfort, including central heating.

The cost of the extensions is about £360,000, bringing the total for the college to more than £1m.

With a 75 per cent grant from the Ministry, the Methodist Church still has to raise nearly £100,000, of which it has so far collected £60,000.

Students' help

In the last three years students have raised nearly £1,000 towards the cost of the extensions.

With more meeting places and a separate reference library, the alterations will make for more spacious living, said the Principal, the Rev. H. J. Hughes.

Benfield and Loxley, Ltd. built the extensions, which were designed by Lord Mottistone, architect of the original buildings.

Appendices

Appendix I: Universities, Higher Education Colleges and Churches

Institution in 1900	(Estimated) Date of Foundation	Religious affiliation at foundation	Religious Affiliation of the Institution in 1900	Religious Affiliation of the Institution in 1963
Oxford	(1096) 1214	Catholicism	Church of England	Church of England
Cambridge	1209	Catholicism	Church of England	Church of England
St. Andrews	1413	Catholicism	Church of Scotland	Church of Scotland
Glasgow	1451	Catholicism	Church of Scotland	Church of Scotland
Aberdeen	1459	Catholicism	Church of Scotland	Church of Scotland
Edinburgh	1583	None (Secular foundation)	None	None
St. David's, Lampeter	1822	Church of England	Church of England	Church of Wales
Durham	1832	None (Secular foundation)	None	None
London	1836	None (Secular foundation)	None	None

South Wales and Monmouthshire College, Carmarthen	1848	Church of England	Church of England	Church of Wales
Royal University of Ireland	1880	None (Secular foundation)	None	N/A
Wales	1892	None (Secular foundation)	None	None
Birmingham	1900	None (Secular foundation)	None	None

Appendix II: Churches and teacher training colleges

Denomination	Church of England	Roman Catholic	British and Foreign School Society	(Wesleyan) Methodist	Other or Udenominational	Total
Date active from		1850 ¹	1814	1838		
Number of Colleges (1900) ²	32	3	6	2	2	45
Number of Colleges (1944) ³	27	9		2	16	54
Number of Colleges (1963) ⁴				2		48

Note: where no information has been provided, this is because it has been difficult to find, not because the Church was not running colleges at this time.

¹ Catholic Bishops Conference in England and Wales, 'Catholic Education in England and Wales'. Available at: <https://www.cbcew.org.uk/catholic-education/>. Accessed on 21/04/2024.

² A. Shakoor, The Training of Teachers in England and Wales, 1900-1939.(University of Leicester PhD Thesis, 1964.), p37.

³ McNair Report (London: H. M. S. O., 1944.), p14.

⁴ Robbins Report (London: H. M. S. O., 1963.), p28.

Appendix III: Number of Students trained by the Methodist Education Committee.⁵

Session of	Number of Students		Combined
	Westminster	Southlands	
1851	10	0	10
1851	21	0	21
1852	68	0	68
1853	97	0	97
1854	100	0	100
1855	101	0	101
1856	101	0	101
1857	105	0	105
1858	108	0	108
1859	124	0	124
1860	123	0	123
1861	129	0	129
1862	129	0	129
1863		0	
1864	132	0	132
1865	127	0	127

⁵ Figures derived from the Reports of the (Wesleyan) Methodist Education Committee.

Westminster College Archive, Uncatalogued, Reports of the (Wesleyan) Methodist Education Committee, 1851-1933.

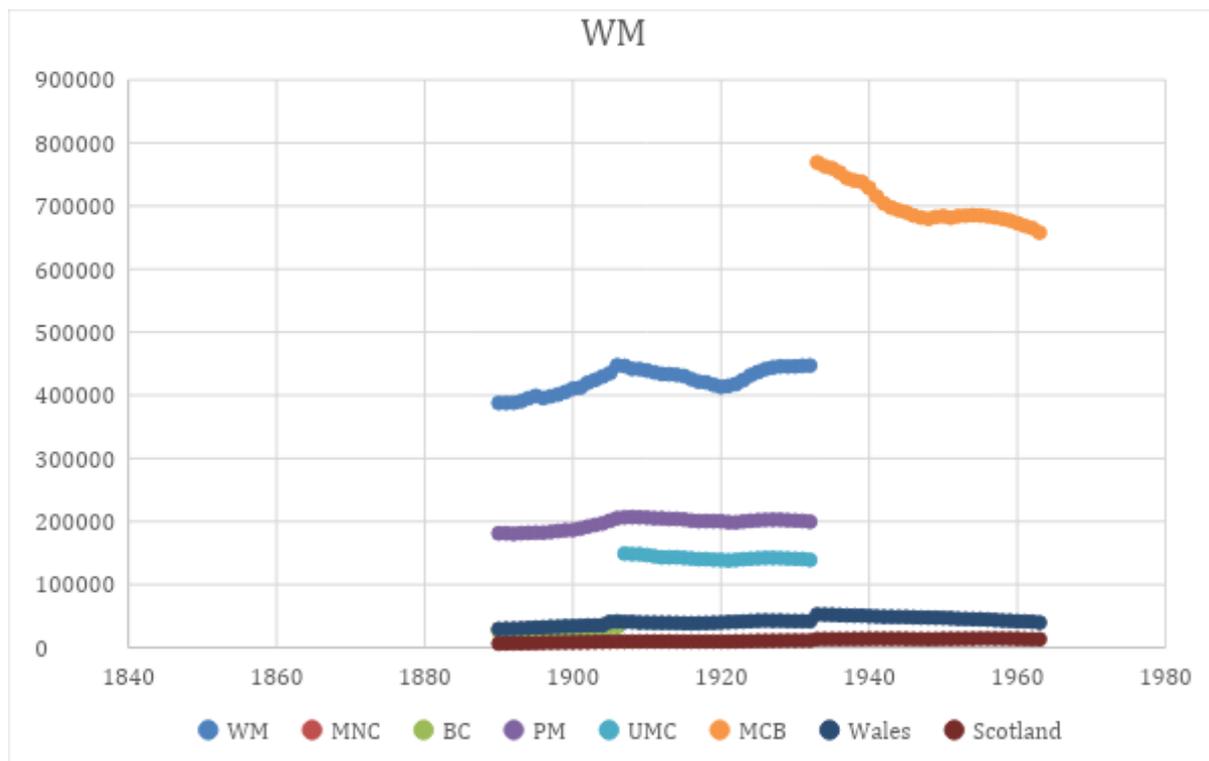
1866	128	0	128
1867	129	0	129
1868	114	0	114
1869	131	0	131
1870	132	0	132
1871		0	
1872	125	105	230
1873	129	105	234
1874	131	105	236
1875	131	105	236
1876	131	105	236
1877	131	105	236
1878	129	110	239
1879	126	108	234
1880	123	108	231
1881	118	108	226
1882	117	109	226
1883	117	109	226
1884	117	109	226
1885	117	109	226
1886	123	109	232

1887	118	109	227
1888	115	108	223
1889	117	109	228
1890	122	109	131
1891	121	190	311
1892	119	109	228
1893	123	109	132
1894	123	109	132
1895	123	109	132
1896	120	109	229
1897			
1898	123	109	232
1899	122	109	231
1900	122	110	232
1901	124	110	234
1902	124	115	239
1903	124	118	242
1904	124	143	267
1905	129	130	259
1906	132	135	267
1907	133	130	263

1908	133	142	275
1909	140	144	284
1910	142	142	284
1911	142	142	284
1912	151	138	289
1913	148	141	289
1914	No direct report given		
1915			0
1916			0
1917			‘still in being, though the number of students is reduced almost to the vanishing point’
1918	No figure given	No figure given	
1919	No figure given	No figure given	
1920	156	142	298
1921	195	148	343
1922	192	149	341
1923	No figure given	148	
1924	158	148	306
1925	159	149	308

1926	163	153	316
1927	162	151	313
1928	162	151	313
1929	160	160	320
1930	159	166	325
1931	169	166	335
1932	158	150	308
1933	No figure given	135	

Appendix IV: Number of (Wesleyan) Methodists in Britain



This information is extracted from R. Currie, A. Gilbert, L. Horsley, *Churches and Churchgoers, Patterns of Church Growth in the British Isles since 1700*. (Oxford, 1977).

Appendix V: Westminster College Timetables

John Taylor's Timetable, 1896-97

1896-7		Westeyan Training College, Westminster.				Students' Time Table.			
DAY.	YEAR.	DIV.	9 to 10.	10 to 11.	11 to 12.	12 to 1.	1 to 3.	3 to 4.	4 to 5.
MONDAY.	I.	1	Arith. Cl. Lang. B	Lang. B Euclid. K	Arith. Cl. Teaching Euclid. K	Teaching Lang. B	1 to 3. Freehand 2-3. D	3 to 4.	4 to 5.
	II.	2	Mechanics. K						
TUESDAY.	I.	3	Physiog. C. Euclid. K	Theology D. Rigg	Euclid. K algebra. K Lang. B algebra. K SP	Teaching Lang. B algebra. K SP	1 to 3. Latin. B. 2-3	3 to 4.	4 to 5.
	II.	4	Physiog. C (Synes)						
WEDNESDAY.	I.	1	Physiog. C	Criticism of Drawing C. D.	Teaching Chemistry	1 to 3. Latin. B. 2-3	3 to 4.	4 to 5.	
	II.	2	algebra. R algebra. K						
THURSDAY.	I.	1	Lang. B History. Cl	Mechanics Arith. Cl	Geog. P. Physiog. Mechanics Arith. Cl	1 to 3. Models. 3. D	3 to 4.	4 to 5.	
	II.	2	History. Cl Lang. B						
FRIDAY.	I.	3	Physiog. C algebra. R (Daylot)	Lang. B Euclid. K	Pol. Econ. B French. B algebra. K (Lawyer)	1 to 3. Interval	3 to 4.	4 to 5.	
	II.	4	Teaching Lang. B Euclid. K						
SATURDAY.	I.	1	French B	Theology D. Rigg	Teaching Lang. B French. B Lang. B French. B Lang. B Lang. B	1 to 3. Interval	3 to 4.	4 to 5.	
	II.	2	algebra. R SP						
Holiday.									

H. B. Workman's Timetable, 1905/06

Day	7:15 - 8:55	9:15 - 10:15	10:15 - 11:15	11:15 - 12:15	12:15 - 1:15
Monday	I Euclid J	Language B Physics Math. 14	Teaching C Physics Math. 11	Teaching B History B Chemistry Lab. L	History S
Tuesday	II P.S.	History S Algebra J	Music D Algebra J	Teaching B Language B	Language B
Wednesday	I Latin, Comp Art. Standard S	Biblical Literature VI	Math. (Self Year) S	Language B Intro. Chemistry Laboratory L	Phy. Expt. C
Thursday	II English B	Algebra J History S	Botany L	Euclid J	Language B
Friday	I Physics M	Teaching C History L	Chemistry L	11:15 - 1:00 * Criticism C	Final, P.S. Physics L
Saturday	II Maths J	Political Literature VI	History S	Drawing * Drawing D	
Sunday	I P.S.	Biblical Literature VI	Language B	Chemistry Lab. L	
Monday	II Greek Comp. Art. Standard S	Reading B Math. J	Teaching C	Algebra J	Drawing B
Tuesday	I P.S.	Euclid J	Teaching C	Language B	Algebra J
Wednesday	II Language B	Political Literature W	Language B	Teaching C Physics Lab. M	
Thursday	I Physics M	Algebra J Final P.S. Chem. Lab. L	Chemistry L	History S	Music D
Friday	II P.S.	Composition Reading B	Math. J	Music D	Language B

1905-1906.

Westminster June Table

3-4	4-5	6:15 - 6:30
Music D	Drawing D	Reminding of L.M. Symposium (6:30-6:20) * Finals: Maths. J 2. Div. (Sci) (Pm) Maths. J
2:30 - 3:30 Symposium	3:45 - 4:45 Symposium	P.S.
Drawing D	Algebra J (Self Term only)	7:0 - 8:30 P.S.
	Special: Teaching C Drawing D	Physics: Special Exams: S, P, M, S Examinations: 6:30, 7:0, 8:30
Woodwork. M.	M.	P.S.
Holiday		
Woodwork. M.	Woodwork. M.	P.S.
Intro. (Part Term) and special Chem. Laboratory L.		Intro. Final 10. Maths. J Intro. Exts. Chem. S Intro. Exts. Maths. J
		P.S.
		Finals: French B. Physics Laboratory M.
2:30 - 3:30 Symposium	3:45 - 4:45 Symposium	6:30 - 6:50 Symposium **
		Intro. Exts. Intro. Exts. Chem. S Intro. Exts. Maths. J
Physics. M.	Physics M.	P.S.
Holiday.		

** These classes will alternate.

† The first term will vary at 8:0
+ After the first term the Principal will select
for the Summer Holiday classes.
** These classes will alternate.

Appendix VI: Histories and Other Supporting Documents

Qualifications to be submitted by the Wesleyan Methodist Church for further training

(Westminster College archive, Uncatalogued, Extract from the Report of the Wesleyan Methodist Education Committee, 1845, p. XII)

QUALIFICATIONS OF CANDIDATES

FOR general information the following particulars, as to the qualifications required in Candidates for training, are subjoined.

It is expected of all Candidates coming before this Committee, that they be truly converted to God, and be accredited members of the Wesleyan Society.

That they possess a competent knowledge of Elementary Theology, and especially of that system of religious doctrine and discipline which is held by the Wesleyan Body, as set forth in the writings of Mr. Wesley, and in the Conference Catechisms.

That they have a correct acquaintance with the leading facts of Scripture History.

That they be familiar with the outlines of English History and Geography.

That they be accurately conversant with the principles of English Grammar and Common Arithmetic.

That they be free from bodily defect or deformity, from any known predisposition to disease, and from pecuniary embarrassment.

That they know the Theory of Music, or, at least, be able to lead the Children in singing, which is now regarded as an important instrument of moral and intellectual training.

It may, in some cases, happen, that individuals who are, upon the whole, suitable for this work, and possessed of adequate capabilities, may yet be defective in some of the above qualifications. In such cases, it is hoped, such local assistance may be given as may, in a short time, enable such persons to come with credit before the Committee.

Any further information needed will be gladly afforded on application to one of the Secretaries, - Jonathan Crowther, 3, Chester Place, Kensington Cross; John C. Pengelly, 24, City Road; and Thomas Vasey, 32, King Square, Goswell Road.

Reasons behind the Opening of a College in Westminster

(Westminster College Archives, Uncatalogued, Extract from the Report of the Wesleyan Methodist Education Committee, 1848, p.15-16.)

... TRAINING AND RECOMMENDATION OF TEACHERS

In a former Report the Committee took occasion to express their conviction of the duty of “*raising* the general character and qualifications” of persons employed as Teachers, and of the consequent “necessity of *still farther improvement* in this department of their general undertaking.” And they have now to report that, in accordance with the conviction so expressed, the Directors of the Glasgow Normal Seminary have, in the course of the last year, passed a Resolution, to the effect that no Student shall in future be admitted to the Institution except on the condition of his being engaged to continue under training for a period of at least *twelve* months; and that the regulation thus adopted, so much in harmony with the recorded views of the Wesleyan Committee, affects all the Students by that Committee since the 1st of November, 1847. The cost of training will thus be seen to have been considerably augmented; but the additional expense, it may be reasonably calculated, will be more than compensated by the additional improvement which it will secure to the general fitness and practical efficiency of the teachers; and the fruit, which will appear in due season, will amply repay, as well as justify, the previous cultivation. The Committee have already the satisfaction of reporting that, of the Students who have completed their year of training, several who were candidates for “Certificates of Merit” have been examined by the Government Inspector, and, having passed such examination with approval, have obtained their Certificates.

In the course of the last year, *one hundred and sixteen* persons, including *twenty-nine*, the consideration of whose cases had been previously deferred, have been presented to the

Committee as Candidates for training; and of this number, which will be seen to be equal to the number presented in the year preceding,

Forty-three have been accepted,

Fifty-nine have been declined,

And *Fourteen* are still under consideration.

During the same period, *fifteen* male and *eight* female Teachers have passed with credit through the Glasgow Seminary; and, with some others who have been previously trained, have obtained appointments to various Schools ...

College Prospectus, c1927

(University of Leicester Special Collections and Archives, ULA/ADM/4/1/W/WTC1-2)

OFFICERS AND STAFF OF THE COLLEGE

Chairman of the Governors- REV. F. LUKE WISEMAN, B.A. (Lond.)

Principal- REV. HERBERT B. WORKMAN, M.A., D.LIT. (Lond.), D.D. (Aberdeen), Senator of the University of London.

Vice-Principal- REV. A. W. HARRISON, M.C., D.D. (Lond.), B.Sc. (Lond.)

Biblical Literature- THE PRINCIPAL AND VICE-PRINCIPAL

Practice of Teaching- JAMES S. ROSS, M.A., B.Sc. (St. Andrews), M.A. (Lond.; Education), A.I.C. (Diploma in Pedagogy, Lond.)

WALTER R MORRIS (late Principal of Springhill Training College)

History – REV. A. W. HARRISON, M.C., D.D. (Lond.), B.Sc. (Lond.)

WALFORD D. GREEN, M.A. (Cantab.)

Classics and Philosophy- FREDERICK C.G. LANGFORD, B.A. (Oxon.)

English Literature- AUBREY TWYMAN, B.A. (Oxon.)

French Literature- MISS PHYLLIS AYKROYD, B.A., Ph.D. (Dublin)

Chemistry- PERCY C. AUSTIN, M.A. (Cantab.), D.Sc. (National University, Ireland), F.I.C.

ALFRED H. SPONG, B.Sc. (Lond), A.I.C.

Physics- LEWIS F. RICHARDSON, B.A. (Cantab.), F. INST. P., D.Sc. (Lond.), F.R.S.

RAYMOND W. CRABTREE, B.Sc. (Imperial College)

Mathematics- GEORGE CRUICKSHANK, B.A. (Cantab.), M.A., B.Sc. (Aberdeen)

REV. H. DOUGLAS ANTHONY, M.A. (Cantab.), B.Sc. (Lond.), Ph.D. (Theol. Lond.)

Music- JAMES S. ROSS

JONATHAN CHARLESWORTH, Mus. Bac. (Lond.), A.R.C.O.

Geography and Historical Geography- ALBERT WILMORE, D.Sc. (Lond.)

REV. DR WORKMAN

ALBERT N. WILMORE

Hygiene- JAMES JOHNSTONE, M>B. (Aberdeen), F.R.C.S.

Physical Training and Gymnastics- CHARLES E. BAYLISS (Diploma, Physical Training College, Sheffield)

Handwork and Drawing- N. CYRIL PATTEN

Medical Officers- H. MENZIES, M.B. (Cantab.), B.C. (Lond.)

WILFRED BLEADEN, M.B., Ch.B. (Oxon.)

Page 2: WESTMINSTER COLLEGE is situated within a short distance of Westminster Abbey, the Houses of Parliament, the National and Tate Picture Galleries, the British Museum, the Museums at South Kensington, the Royal Parks, and is conveniently placed for reaching other important buildings and places of historic interest in and around the Metropolis. Its central

position has manifest educational advantages. The College buildings are much admired for their stately proportions.

The College site covers over two acres, and the premises provide accommodation for 146 resident students. Each student occupies a separate study bedroom. A limited number of day students can be received.

The College is under the management of the Wesleyan Education Committee, and is conducted in accordance with the tenets and usages of the Wesleyan Methodist Church. Special attention, therefore, is given to systematic instruction in the Bible, and in the preparation of the students for giving Bible lessons.

During the war the premises were occupied as the Headquarters of the Australian Imperial Force, and were handed back to the Wesleyan Education Committee on the 3rd May, 1920. The reconstruction of the College involved the outlay of a large sum, and opportunity was taken to introduce certain improvements. The premises now include every requirement of a modern Training College – a Gymnasium, large Chemistry and Physics Laboratories and Theatres, Art and Music Room, a Workshop, Students' Common Rooms and Recreation Rooms, including Billiard Rooms, with four tables, a Reading Room well supplied with current Literature and Fiction, together with an excellent Library, which has received the highest commendation from H.M. Inspectors. There are also Hot and Cold Baths and Shower Baths on the premises, and Swimming Baths in the neighbourhood.

The Committee has recently purchased at the cost of £7,500 extensive playing-fields within easy reach of Westminster. The afternoon is set free for recreation. Westminster before the War had great success in the Inter-College Sports, winning the Inter-College Challenge Shield four times in seven years. That proved to be but the forerunner of higher and more lasting achievements in the Great War. Westminster College furnished no less than 915 ex-students

for the King's Forces. Of these 197 were Commissioned Officers: 327 were Non-Commissioned Officers. The distinctions won in the War included 2 V.C.s, 15 M.C.s, and 53 other military awards. Of the number that enlisted 102 laid down their lives. A beautiful Memorial in the College Chapel has been erected by Old W.'s to their memory, and a fund provided to assist the education of their children.

Organ. A beautiful organ has this year been erected by the old students in the College Chapel. This adds much to the musical service, already a great feature in the worship both on Sundays and weekdays.

1.- CONDITIONS OF ADMISSION

The Session of the College begins about the 20th September and ends about the middle of July. The vacations are about three weeks at Christmas and Easter, and eight in the Summer. During the holidays students must provide for themselves.

Candidates for admission to Westminster College must ordinarily be over 18 years of age on the 1st August of the year of admission; and their qualifying Examinations must have been passed, as a rule, within two-and-a-half years preceding the 1st August in the year of admission.

One half the vacant places are reserved for members or adherents of the Methodist Church; the other half are assigned without regard to this consideration.

Satisfactory testimonials must be furnished on Forms which will be supplied for the purpose. Each candidate must also be certified as physically eligible by a Medical Officer recognised by the Board of Education, on a Form which will be provided for the purpose.

On entering College each student is required by the Board of Education to sign a declaration in the following terms: "I hereby declare that I intend to adopt and follow the profession of teacher in an Approved School, and I acknowledge that in entering this Training College I take

advantage of the Parliamentary Grants by which it is aided in order to qualify myself for the said profession and for no other purpose.”

THE FORM OF APPLICATION sent herewith should be filled up and returned to the Secretary, Wesleyan Methodist Education Committee, 130, Horseferry Road, Westminster, S.W.1.

2.- EXAMINATIONS QUALIFYING FOR ADMISSION.

“The list of Examinations qualifying for Admission to Colleges for the Training of Teachers for Elementary Schools” is published by the Board of Education, and should be in the possession of every Candidate who has either taken or proposes to take an Examination with a view to entering a College. But the major part of these are not deemed adequate for admission to Westminster. The **minimum** qualification for entrance to Westminster is the London Matriculation or its equivalent (School Leaving Certificate, etc.), provided such examination exempts from London Matriculation.

3.- ONE-YEAR STUDENTS.

The only candidates accepted for a one-year course in professional subjects will be those who have obtained their degree or who are already Certificated.

Page 3: 4.- DIPLOMA COURSES IN EDUCATION.

Students who have already graduated at London or other University will be admitted for a One Year Course of training, for the purpose of taking the Board’s Certificate or the Diploma in Education of the London University. The date of this Diploma examination has now been changed from November to July at the conclusion of the College session, and special classes have been formed at Westminster to read for the same.

5.- COURSES OF STUDY FOR STUDENTS.

A.- DEGREE COURSES

Westminster College does not provide classes for the Board of Education's Examination in other than professional subjects.

The Senate of London University has now taken over from the Board of Education the certification of the students of all Training Colleges in the London area, and the certificate that will be issued at the close of your career will be a University certificate: the Board of Education restricting itself to the licence to teach. The various Training Colleges in London have been divided into groups associated with one or other of the university colleges in London. The College with which Westminster will be associated is University College.

By a decision of the University no students in Westminster College will in future be allowed to read for what was hitherto known as the Board of Education Certificate in non-professional subjects except those who fail in their Intermediate at the end of their first year. Students who so fail will not be allowed by the University to sit again for the Intermediate, but must content themselves with the examination which will be substituted for the Board's Certificate. Students, however, who are "referred" in the Intermediate at the end of their first year, will be allowed to sit again in that one subject in the following November examination.

All students, except the failures indicated above, must stay for a three-years' course, as the University refuses to allow any students to sit for the Intermediate or proceed to the final who will not give this pledge. This pledge must be recorded by us in writing before your acceptance can be guaranteed.

A student who has failed to pass his University Examination at the end of his College course may be recognised as a temporarily Certificated Teacher for a period of two-and-a-half years after leaving College, during which period he will be allowed to qualify for his Certificate.

If the approved Examination in which the student failed was a Final Examination for a University degree, the Board may regard him as qualified for his Certificate without further examination, provided he has satisfactorily passed in the professional subjects, and has worked to the satisfaction of the College Authorities.

I. Intermediate Examination in Arts or Science

1. LONDON INTERMEDIATE ARTS EXAMINATION. Option is given by the College in four of the following subjects:- Latin (obligatory for all students), Pure Mathematics, Applied Mathematics, English, French, History and Geography. Under special circumstances Greek may be taken.
2. LONDON INTERMEDIATE SCIENCE EXAMINATION. Option is given in four of the following subjects:- Pure Mathematics, Applied Mathematics, Chemistry, Physics and Geography.

II. Final Examination in Arts or Science

1. LONDON FINAL B.A. EXAMINATION. Option is given by the College in the following subjects:- Latin, English, Pure Mathematics, Applied Mathematics, French, Education, History and Geography.
2. LONDON FINAL B.Sc. EXAMINATION. Option is given in the following subjects:- Pure and Applied Mathematics, Chemistry, Physics, and Geography.

A few candidates of special qualifications may read for Honours in any one of the above.

B.- FINAL EXAMINATION OF THE BOARD OF EDUCATION.

All students will take the examination in professional subjects either at the end of their Second Year, or, in the case of those who have passed the Intermediate before entrance, at the end of a Third Year devoted solely to professional subjects. For these students the Diploma in Education

may be substituted, or, better, the two examinations (the Certificate and the Diploma) both attempted.

The professional examination will be in the Principles and Practice of Teaching, Music or Drawing, Handwork, Hygiene, and Physical Training.

Great importance is attached to each student being made fully acquainted with the best methods of conducting and organising a school. Students visit certain selected neighbouring well-staffed and thoroughly-equipped schools of the London County Council for practice and observation. Students who have not had adequate practical experience as teachers in schools recognised by the Board of Education are required to spend *at least* twelve weeks during their course in class teaching, of which four will be taken during the vacations. In other cases the period of practice may vary from six to twelve weeks, as may be determined by the College Authorities, but may not be reduced to less than six weeks, of which three must be done in the Second Year. Students who enter with the Intermediate will taken them in the Third Year.

The London County Council have now made the Millbank School, Westminster, a Demonstration School for the College, where the best methods of teaching will be practiced and observed.

Page 4: 6.- EXHIBITIONS

1. Sugden Exhibition, £5.
2. Mansford Exhibition, £5.

These two Exhibitions will be awarded at the close of their course to the best students of the Second Year on the results of examinations and other tests.

3. Cowham Exhibition, £5, for proficiency in the Theory and Practice of Teaching.
4. Harriet Falshaw Prize of about £15 for a Third Year either in the College or abroad.

5. William Bainbridge Prize of about £18 for a Third Year in the College for the student most suitable to be the Censor or Senior Officer.
6. Barriball and Dunstan Scholarship, £7 10s, for exceptional ability in any one subject.
7. Brook Exhibition, £5, for proficiency in the Theory and Practice of Teaching.
8. Tinker Exhibition, £5, for a third year for a Science Student.
9. John Slack Exhibition of £7 10s for a Third Year.
10. Workman Exhibition of £5.

N.B. – No Student can hold more than one Exhibition.

7.- ENTRANCE FEES, &c.

The College Fees are as follows; and are due to be paid by accepted candidates in July or August of the year of admission.

	RESIDENT STUDENTS.		DAY STUDENTS.*	
	TWO YEAR COURSE	ONE YEAR COURSE	TWO YEAR COURSE	ONE YEAR COURSE
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Entrance Fee	77 0 0	42 5 0	63 10 0	36 10 0
Sports Clubs	3 0 0	2 0 0	3 0 0	2 0 0
Caution Money**	3 0 0	3 0 0	3 0 0	3 0 0
Text Book Account***	6 0 0	6 0 0	6 0 0	6 0 0
Laundry Charges****	5 0 0	2 10 0	---	---
	£94 0 0	£55 15 0	75 10 0	£47 10 0

Third Year Students. A Tuition Fee of £35 is charged. In addition there will be Sports Fee £1 10s. Laundry Charges £2 10s., Caution Fund £1., and such sums as may be necessary for books.

* Day Students will receive a Government grant of £20 per annum in lieu of residence in the College, together with a small supplementary grant determined by the cost of living; the whole grant at present does not exceed £27. Day Students who so desire may have their meals in the College, for which a charge will be made.

** The item of £3 Caution Money will be returned on the completion of the College course, less deductions necessary for the repair of breakages and damages.

*** Any unexpended balance of the Text Book Account will be returned to the student. Any books purchased beyond the £6 will be a further charge upon the student.

**** The Laundry Charges are optional. Students may make their own arrangements. It is assumed that Day Students will have their laundry work done at home.

N.B. – Students who from financial stress are unable to find the whole of the above fees may make application, after their acceptance, for special assistance on a Form provided for the purpose. This fund being provided by private subscriptions is limited to Wesleyan Methodists.

N.B. Candidates should particularly note that the Governing Body has to observe the following Regulation (16 c): “Promises of admission in any academic year must not be given more than six months before the beginning of that year.”

Inasmuch as the “academic year” begins on 1st August, the earliest date on which the Governing Body can announce its decision in regard to the acceptance of candidates is 1st February in the year of admission. See Page 4 of Application Form.

Establishment of the Wesleyan Training College

(Westminster College archive, Uncatalogued, Extract from the Report of the Wesleyan Methodist Education Committee, 1848, p. 28-29.)

... WESLEYAN TRAINING COLLEGE.

In the Report of the last year it was observed that, in the pursuance of the directions given for that purpose by the Conference, an eligible *site* had been selected in Westminster, on which to erect premises for the Training of Teachers, and for Practicing and Normal Schools. And they have now to report that, in farther prosecution of that important object, they have purchased the said site; and, having very carefully considered the description and amount of building-accommodation which is required for the accomplishment of their design, they proceeded, previously to the late Conference, to draw up the usual "Instructions to Architects," and delivered those "Instructions" to a proper number of Architects specially selected, with a request that they would "prepare *Plans*, with *Specifications* and *Estimates*, for the 'WESLEYAN TRAINING COLLEGE', and for *Normal and Practicing School-Buildings*, to be erected on the land adjoining Horseferry Road, Westminster." Subsequently to that period, the Architects referred to having furnished the Designs &c., required, - all of them exhibiting great architectural ability, - those Designs, with their accompanying Specifications, have been most carefully examined and compared; and those which were furnished by James Wilson, Esq. F.A.S, of Bath, having been decided to be most in accordance with the views of the Committee, and the requirements of the case, have in consequence obtained the preference. The Designs so selected are to be carefully revised by a Special Sub-Committee appointed for that purpose, and will then be submitted to the Committee for final approval. That approval having been obtained, the Committee, it is hoped, will be in circumstances to carry out, in all its particulars, the following Resolution, passed at the Meeting of the Committee and friends

of Wesleyan Education (held at Hull in July last), and subsequently adopted by the Conference, namely, -

“That the Conference be respectfully and earnestly requested to sanction the adoption of such measures as may be necessary, in order to provide for the estimated deficiency in the funds likely to arise in the execution of the plans and estimates as already prepared, and now generally submitted to this meeting; and further, to instruct the Education Committee to examine with great care the estimates of income and expenditure, with a view to ascertain their accuracy, and to provide, as far as possible, before commencing the buildings, against any future and contingent embarrassment.” The Committee very gratefully acknowledge the augmented obligations under which they have been placed during the past year to the Directors of the Glasgow Normal Seminary, for the continued kindness with which they have afforded the valuable aid of that important institution for the training of their teachers. But the experience of each succeeding year has strengthened the conviction that, in addition to the greater convenience, to themselves as well as to the teachers, which will arise from the new and more appropriate arrangement now in the course of being perfected, there are many other advantages that will be happily secured, when the Students, instead of being trained on the distant banks of the Clyde, shall have their training under the immediate cognizance and oversight of the Committee, on the banks of the Thames. And, therefore, whilst they are thankful for the progress which has already been made, as above stated, towards this improvement in their means of training, they are at the same time anxious that the project which has been adopted for that purpose should now, with the least possible delay, be thoroughly completed.

History of Westminster College, by A. W. Harrison

(Westminster College Archives, A/3/d/1, History of Westminster College by A.W. Harrison, c1938.)

Westminster Training College is one of the oldest of the denominational training colleges, which were established in the middle of the nineteenth century when the Government began to give grants for these institutions. The first grants for schools date back to 1833, when all the provision that was made for elementary education was done by the Churches or voluntary societies. As the Wesleyan Methodists at that time represented the most vigorous part of the evangelical life of the nation, it was only natural that they should take an important place in the work of education, and in 1837 the Wesleyan Education Committee was appointed to promote day schools. It was, of course, necessary to train teachers which the Church had to provide. As the Committee had no training institution of its own they made use of Stowe's Seminary at Glasgow, where the best training for teachers at that time was being carried out.

In 1843 the question of erecting a Normal School for the training of teachers was considered, and the Committee looked forward to the time when "the students, instead of being trained on the distant banks of the Clyde, should receive their training under the immediate cognizance and oversight of the Committee, on the banks of the Thames." Plans were prepared in 1849 for a College for a hundred students with schools adjoining for 1,333 children. The Practising Schools and the College were opened in 1851, the College itself being the last part of the work, and it was opened on October 6th, when ten students were admitted, but in a short time the number was increased to sixty-eight, 47 being men and 21 women. The first Principal was the rev. John Scott, whose grandson, the Rev. Dr J. Scott Lidgett, is at present the Chairman of the Governing Body.

The premises were extended in 1863 and then the numbers reached 152, which is the maximum number that has been allowed by the Board of Education. By that time John Scott had passed away and had been succeeded by Rev. Dr Rigg, who was Principal from 1868 to 1903. Men and women continued to be trained at Westminster together until 1872, when the Southlands Estate in Battersea was purchased by the Committee, and after necessary alterations was opened as a College for women. Southlands College, a few years ago, was moved out of the declining area of Battersea and is now in a very pleasant situation on Wimbledon Common.

Westminster, on the other hand, has remained as a College for men in a district which was chosen at first because it was a slum, so that the evangelical and moral influence of this religious institution might have an opportunity for expression in a neighbourhood where it was badly needed. Westminster has changed very considerably since 1849, and in recent years Horseferry Road and its neighbourhood has been rebuilt. The last of the Practising Schools was given up during the War, and the present Demonstration School for the College is the Millbank Council School. The Committee recently decided, through the Trustees of the College, that the days of usefulness in Westminster were drawing to an end and that the work of the College could be better carried on in a building on the outskirts of London. It is quite likely that the sale of the College may take place in the immediate future. It is an impressive building with a pleasing quadrangle, more like that of an Oxford or Cambridge College than any other place of its kind in London. Although there has been many changes in the premises and much new equipment of recent years, nevertheless it is in many ways an unsuitable building for modern requirements, and it is hoped that a more up to date College will be built in the near future.

The courses at the College have changed considerably. It was a normal two-year men's training college until the War, when it was occupied as the headquarters of the Australian Forces. In the reconstruction after the War many ex-Service students were taken and special

courses were provided for them, while the two-year course was extended to three years in order to enable as many students as possible to take a London degree while in residence. For many years the College was running practically as a University College with Training College grants. This was not only a great strain on the finance of the College but the three-year course was also a great strain on the students. In 1930 the scheme of the College was changed to a four-year course in which the first three years were given by students to lectures in the University, at King's College, University College or the London School of Economics. At the same time, Dr H.B. Workman, who had succeeded Dr Rigg as Principal in 1903, retired and was succeeded by Dr A.W. Harrison.

In removing to the outskirts of London it will still be necessary for the students to be within easy reach of the University colleges, and it is understood that this can be arranged. The College has had a great history, with many outstanding men on its staff, and it has sent out leaders into the educational world not only in this country but in Canada, South Africa, Australia and other parts of the Empire. It has provided many Presidents for the National Union of Teachers, and it is interesting to know that at the present time the Secretary of the N.U.T., the Editor of the *Schoolmaster*, the sub-editor of the *Schoolmaster*, and the Editor of the *Teacher's World*, are all Old Westminster men.

History of Westminster College by a member of College staff

(Westminster College Archives, A/3/d/1, History of Westminster College by a member of College Staff, 1938.)

Westminster College was built about eighty years ago, about a quarter of a mile from Westminster Abbey and the Houses of Parliament. We hear Big Ben striking the quarters quite plainly and from the rooms on the fourth floor we can see the clock-face.

The site was chosen because then this area was a slum, and it was hoped that the College would be a power for good there. Even now stories are remembered of how the students who always wore top hats and frock coats could go safely through the streets, where even the police had to travel in pairs, such was the love and respect in which they were held. Since then the slums have gone, but the students still try to carry on elsewhere this Christian tradition through the medium of Local Preaching.

At first there were both women and men students at Westminster but soon the women moved to a College of their own. Till 1930 Westminster College was a Two-Year Teacher's Training College. Since then it has had a Four-Year course only and all its students are members of London University. We are very proud of our connection with overseas students, and last term we had three from West Africa as well as some from India and Burma. We have been accused of "spoiling" some because everyone gets so fond of them!

The College has a pleasant grass court in front with the Principal's and Vice-Principal's houses on one side, the Chapel on another, the main buildings on the third, and the dining hall and kitchens on the fourth. Behind this is an asphalt court with buildings on three sides, including a gymnasium and concert hall.

In sport we have Soccer, Hockey, Cricket, Tennis, Table Tennis, Badminton and Boxing, but we are perhaps keenest on our Rugger team which was this year narrowly defeated in the London University Challenge Cup, after holding it for two years. We are also keen on Swimming, but though we try hard in Athletics we seem to be rather like your Westminster House is (to judge from The Magnet) in our competitions with the other London Training Colleges!

We have 140 men here, reading for nearly every type of degree, after which they hope to go to posts in Schools and Colleges all over the world. As our College Song says:

“From the Cheviots down to Dover,

From the Wash to Milford Town,

Yea, and all the wide world over

Men are spreading thy renown.”

We hope that your Westminster House and our Westminster College may be one in spirit as well as name – that we exist to spread Christian Brotherhood and the Christian Spirit of Service all over the world.

Timeline for Westminster College

(Westminster College Archives, A/3/d/1, Notes on College history by a member of College Staff, 1938.)

1851: Oct 6: College opened with 10 students. 47 men and 21 women at end of year.

1863: Extension of Dining Hall

1867: Extension of Old Lec.;? and? added

1872: Southlands established at Battersea

1905: New Practicing School opened and former schools remodelled and added to College

1909: Staff wing and sports grounds

1912: 'Well' added. Old Lec remodelled as Chapel

Oct. 1915 to Aug. 1919: of Armed Forces. Students and Practicing Schools????

Sep. 1919: College reopens

1928: Organ presented to College

1930: College reopens as 4 year provider

The Story of Methodist Colleges: Westminster College

(Westminster College Archives, Uncatalogued, 'The Story of Methodist Colleges' by G. M. Workman, c1945.)

THE STORY OF METHODIST COLLEGES.

WESTMINSTER COLLEGE.

In 1837 the Wesleyan Conference appointed its first Education Committee to conserve and promote the interests of its Day School Education, and the present Connexional Year, therefore, marks the centenary of organised Methodist interest in such education. At that time/Churches were expected, to provide the teachers for their own schools. In 1837 the Wesleyans already had some Day Schools, but in 1843 they embarked on the ambitious programme of founding 700 new Schools in seven years, and the training of their own teachers to staff these schools soon became an urgent problem. Between 1835 and 1880 the Wesleyan Connexion was profoundly impressed by the need for training its ministers and teachers and for educating its children, and it is amazing to our State-aided age, which regards training of all kinds as A matter of course, to read the records of enterprise and generosity for education during the years between 1835 and 1880. The building of the Theological Colleges at Didsbury and Headingley was followed by the erection of a Normal Institution at Westminster.

Several hundred Methodist men teachers had already- been trained at the Glasgow Normal Seminary before the foundation stone was laid in 1849 of a Wesleyan Training College. The Committee had early decided that it was more prudent to build than to rent the requisite premises and in the search for a site had directed their attention particularly to Spitalfields and Westminster, because there "the poor were numerous and their children by no means provided

with adequate means of instruction.” The site finally purchased was bought from the Crown, being the last estate in England forfeited by a felon. The Property Itself was known as “Moody’s Gardens”, but the neighbourhood generally was extremely poor and slummy. Such a neighbourhood supplied the children for the schools attached to the College, which were planned to accommodate 1,333 children in all, an amazing number to our modern ears. With the courage and foresight typical of those times, the College opened in 1851 by Thomas Jackson, President of the Conference, was for the training of both men and women for service in the day schools of England, and it was not until 1872 that the women were established in their own Southlands College, - a step then taken not from any dislike of co-education but rather because of the urgent need for more trained teachers.

Although to-day the Methodist Day Schools number little more than 100, Westminster College is still faithful to the ideals of its founders and sends into the schools of the land a steady stream of young men who bring to their vocation a devotion based on sincere religious convictions. The College has adapted itself to the rising standards of education: early in this century it began to train its students for University examinations and since 1930 the students have taken their degrees at colleges of London University, and only their training as teachers at the College where they reside. But academic distinction has not proved to be incompatible with strong character and sound teaching ability and Westminster men are maintaining in secondary and elementary schools alike the reputation gained by the earlier students of the College. The roll of former students shows a striking number of men who have served their day and generation in the public and religious life of village and town with a quiet and selfless devotion, and who have added lustre to the teaching profession. Fourteen Westminster men’ president of the National Union of Teachers; Sir James Yoxall was its Secretary for many years, and was also a Member of Parliament at one time.

A considerable number have entered the Methodist Ministry, and the College is proud of the Principal of the N.H.C.O. and the newly elected Secretary of the Conference amongst many others.

The roll of noted headmasters is too long for individual mention, but Mr. Fred Chapple was a famous Principal of Alfred College in Australia, and Old Students have done noted service on the Mission Field and in many parts of the world. Hedley Fitton was an artist and etcher of great repute, and Ralph Dunstan, the first to gain the degree of Doctor of Music, became well known for his musical work.

The Staff have numbered many brilliant men: Dr Cowham was a noted educationist and pioneer of School Journeys; Dr Lowry became a well-known Professor at Cambridge; and at College reunions the names of Mansford and Sugden are still remembered.

The four Principals of the College have all 'been men of outstanding ability and distinction. John Scott first guided the College on its way, and it is difficult to say quite how much it owes to his sound foundations and inspiring guidance. After him Dr Rigg Noted Methodist statesman, divine and educationist, reigned long and well, until he yielded up his place to Dr Workman in 1903. Dr Workman is now the energetic minister of Education in our church.

The Westminsterian's Heritage

(Westminster College Archives, Uncatalogued, Reminiscences by R. Rolf, in The Westminsterian (1947), p.5-7.)

The Westminsterian's Heritage

THE Woods with their 18th century Crescents and Terraces at Bath; Beau Nash and his Regency Squares and Circuses in London; then James Wilson of Bath and his quadrangles at Westminster College The loose liaison between fashionable London and its favourite Spa finds fusion, perhaps, in the last architect and his plans for the Training College on a "site chosen in Westminster". He designed a building of Secular Gothic. His forerunners favoured the Classical, but education to the mid-nineteenth century mind suggested the late mediaeval buildings of the older universities. Therefore the most suitable guise for the new training college was in their eyes, as far as possible, a variation on the theme of the cloistered quadrangles and monastic cells of Oxford and Cambridge.

In 1849 the site was purchased; on October 6th, 1851 the College was opened. The triple gables, two-storeyed mullioned oriels, and drip-stoned arch of the Gatehouse (the spandrels carved with the Imperial Initials of Her Very Late Gracious Majesty) greeted the first adult student. A dozen small blank shields on the panels between the storeys of the oriels portended a proud heraldry for the future, if not the past. Rich ribbed vaulting to the entrance porch, with carved bosses at the intersections, sheltered the student from sun or rain as he looked into the entrance quadrangle. On his left, as he placed a proprietorial hand on the moulded joint of the arch, was the Chapel, for spiritual, on his right the Dining Hall for temporal sustenance. In a shaft of autumnal sunlight, as he looked across the lawn, vying with the sward of Oxford or Cambridge in greenness if not in age, the grand staircase, its parapet proudly pierced with quatrefoils,

gleamed in its new stone; the entrance porch, double-oriel and octagonal tower reared majestically above the flanking gable walls; the tall wings, projecting to meet the gables of Chapel and Refectory, showed twin clusters of tudor chimney stacks. In October, 1851...

In October, 1947, war has left its scars. Workmen "whistle while they work" on the rebuilding of the Chapel; the lawn is dust; the twin lamp-posts at the base of the staircase are lamp-less. But as the first year student retraces the invisible footsteps of his earliest predecessor, he too can place a reverent hand on the joint of the entrance arch, and feel the pride, not perhaps of the first possessor, but of a great inheritance. In four short years, its century achieved, Westminster College can claim antiquity; already its legends and traditions are not few.

James Wilson who designed a College in the late Gothic style of the 16th century, yet his fancy was by no means confined as to period. He was no pedant. The discerning eye can detect many a detail whose original lies in Gothic earlier by centuries than the 16th. Those bosses in the vaulting of the Gate House claim kinship with the exquisite and characteristic knobbly foliage of the early 14th century - the so-called Decorated Period: the grotesque creatures and gargoyles on the gutters above the buttresses of the Dining Hall, and still, fortunately, largely preserved on the Chapel, though they may bear a closer affinity to Lewis Carroll's fantastic conceptions in the *Hunting of the Snark*, yet seem to be not unworthy also of the early 14th century. If the marble fireplace of Mr. West's room is frankly tudoresque with its four-centred arch and trefoiled panels either side (and how good it is!) yet the tiny half-landing without has an arch, the capitals of which are carved in the stiff leaf foliage of the mid-thirteenth century Early English tradition; while the staircase swings the pendulum the other way with its Jacobean twisted bannisters.

But space permits no further analysis. Perhaps the Editor will allow a further use of his columns in the next edition, when I shall hope to deal rather more exclusively with the architectural appeal of the College.

Reminiscences by T. G. F. Holliday

(Westminster College Archives, Uncatalogued, Reminiscences by T.G.F. Holliday, in The Westminsterian (1947), p.3-4.)

Those who are impressed by numerical strength may well find comfort in the record number of students we have in college this term but for my part I am more cheered by the manifestations of a new vitality in our community life.

We have perhaps in past years tended to lean too heavily on pre-war traditions, regarding them as everlasting ideals which we must recapture at any price. This, I feel, is a negative attitude and I suggest we ought to look ahead and evolve a new pattern in keeping with future hopes rather than past achievements. We may cherish the best of the old order whilst rejecting such childish and futile things as inter-year ragging.

My feeling this term has been that we have a happier spirit in the college and I am tempted to believe that this is a sign that the period of transition from war to peace is ending.

We must now attempt to make the Union Society a truly effective form of self-government. I have this term continued the policy of my predecessors in this office, in delegating various routine matters to other members of the Executive Committee who have responded admirably. This will make for greater efficiency and allow me to devote more time to policy matters.

One great virtue of a small college is that it is possible for each individual member to take a part in college legislation and it is my hope that by democratic means we may evolve a form of government here which will be the envy of other colleges. At all costs let us avoid sectional rivalry within these walls. I would appeal to any man who feels he has a contribution to make on student politics to come forward and express his views. Here I would like to congratulate

the First Year on the ease with which they have adapted themselves to student life and college routine. They have played a notable part in the revival of many clubs and societies.

At the time of writing I am pleased to report that we have been spared those domestic problems within the college which have bothered us in past sessions. I hope this happy state of affairs may continue and with the continued support of the student body, the Union Society Executive feel confident of their power to improve still further the amenities available within the college.

It has been my experience that the Principal and Staff are very ready to co-operate with the Union Society and those of us who can recall college politics of the late 'thirties know that we have made considerable progress since then in our efforts to achieve autonomy.

Elsewhere in this magazine you may read of Westminster's achievement in Collegiate and University sport and of the activities of our various internal societies.

It remains for me to extend Christmas greetings to you all with my very best wishes for a pleasant and profitable session.

That Magnificent Year

(Westminster College Archives, Uncatalogued, Reminiscences by D.W. Hutchings, in The Westminsterian (1949), p.3-5.)

That Magnificent Year

A PILE of debris and a burnt-out shell greeted the first-comers. By seven o'clock in the evening about forty of us had arrived, some were war veterans but we were mainly wide-eyed youths straight from school.

My room was on Wing; the cardboard in the window-frames made poor substitute for glass but it served to hide the charred chaos below. We were summoned to dinner by the clanging of a huge fire-bell, the property of the National Fire Service - which then hung in the main corridor: a memorable occasion for it was the first introduction to Westminster fellowship and Westminster cuisine. How we talked then - and we are still hard at it - and, now I reflect, we still discuss the same limited range of topics with unabated zest. Mr. Ross conducted prayers in a kind of room which Mr. Patten had contrived to construct with the aid of a couple of tarpaulins at the end of the bomb-damaged common-room. In those days there were only two members on the College staff - the Principal and the Bursar.

The arrival of the third member was dramatic. A tired but friendly young man carrying a couple of suit-cases carefully threaded his way through the piles of rubble and the cunningly concealed man-traps which were then in the Front Quad, he cautiously mounted the front steps and with a smile of triumph landed safely in the Stone Corridor.

“Hello, new here?” said one of our number, shaking him by the hand. “What’s your name?”

“Hughes” came the reply.

“What’s your Christian name; we use Christian names here?”

“Trevor”. He grinned.

It was not long before we got him installed in a room at the end of Corridor Three and gave him the ‘gen’ about Westminster life. It was some little time later that we learned that he was the Vice-Principal; then we grinned.

A red-haired Cornishman, a war-veteran, Fred Strongman (“Good old Fred”) was nominated as our President; and, looking back, it seems as if we had a general meeting of the Union Society with appropriate choral accompaniment every evening even though attendance was reduced, of necessity, by the Dish-washing Rota.

Our numbers grew daily and by Christmas we had reached the grand total of seventy students and four members of staff. Dr Shepherd arrived one evening and entertained us for a full half-an-hour when Mr. Ross suggested that he “might like to say a few words”.

At the first meeting of the so-called “Athletic Union” it was decided unanimously that we should enter a Soccer team for the League and University Cup. The fact that only half-a-dozen men had had any real experience and that most of our number were Rugger enthusiasts anyway was regarded as unimportant. Perhaps that was why we reached the Cup Final at Motspur Park, where by a stroke of misfortune Simmaries beat us by an odd goal.

Came the day when it was suggested that a radio set would be a welcome addition to the College amenities. A protracted discussion followed as the various “experts” wrangled over the relative merits of this or that particular make of set. A decision must have been reached, for a few days later a newly purchased radio set was borne with due ceremony into the common-room, the experts fell upon it, connecting up wires and things, then the President twiddled the knob, an expectant hush, the sound of music - soon to be drowned by a deafening cheer. We had made contact with the great outside world!

Notes on the College History by a Student

(Westminster College Archives, Uncatalogued, Research on College history by a student, c1951.)

Foundation

1833 – Conference recommends establishment of week-day schools

1837 – 31 week-day schools

1839 – 101 schools, need for teachers realised

1840 – 6 men and 2 women in training at Stow's Normal Seminary in Glasgow. So that a small but steady stream who engaged in teacher training for Methodist Schools.

1844 – Boro' Road founded for B+F (British and Foreign) Schools Society.

Methodist Normal Seminary proposed by Dr John Scott

1846 – Conference authorised purchase site.

1847 – Site purchased from crown (felon's estate, £5000) in midst of slums where need was most desperate. Architect Jas. Wilson of Bath.

1849- Plans for college 100 male and female students and 5 practicing schools for 1333 – passed by the Privy Council. Model (Country style) School (1850), Wm Sugden H.Master

Foundation stone laid 27th Sept 1849.

History

1851: Year of Great Exhibition. London still mainly medieval; No Thames embankment

Houses Parliament being completed

No trams no underground railways

Dickens in David Copperfield refers to Horseferry Road as low-lying street, at the end of which a dilapidated little wooden building – old ferry house

Lambeth Bridge not built until 1862

Westminster College came quietly into being

Students & Staff arrived 6th October (Scott was ill).

Wm Sugden was Headmaster, James Smetham; E.J. West on staff

Model School (H.M. Wm Sugden) = typical village school

together with INFANTS, JUNIOR, SENIOR, INDUSTRIAL schools

John Scott, President Meth Conference for 2nd time, Chairman Education Committee was appointed to be First Principal.

Chosen as outstanding in the ministry, for his general abilities and his knowledge of the great educational question.

Education acts

1870 – W.E. Forster in close association with Dr Rigg. Most important ever as regards primary ed. Preserved denominational schools. Jump in recruitment teachers – largest w. number 143.

State wanted more teachers than could be supplied. Some 1st year students sent direct to schools (57 out of 124 leavers).

Voluntary Schools 14,600 in 1885.

Scott Memorial Chapel opened in 1872

College Mission Band

Most W. trained teachers became L. Preacher

1869 Grants not given for 10 above number allowed.

Opened Southlands (1872) when 21 were transferred from W (out of total 105) at W. New wing added (1872)

1897 Voluntary Schools Act provided grants in aid for Voluntary Elementary Schools. Dr Waller administered some 6 districts.

1898- 20th Century Fund - £10000,000 guineas - £30,000 to W + South, College in need structural alterations.

1902 Education Act – Permitted L.E.A.s to establish own Training Colleges]

1852 First Teachers ‘Certificate Exam’

1860s Era of ‘Payment by results’ under revised code. Cessation of grants for other than Queen’s scholars.

1868 James Harrison Rigg aged 46 years was appointed (unopposed) as Principal.

1870 – Forster Education Bill

1870+ N.U.T. – 3 Secretaries each knighted for their work: Sir James Yoxall (Bust) Sir Fred Mander’s (Portrait) Sir Ron Gould together with 16 (? more) Presidents elected annually. Names in book p66. all of whom loyal to W. attending Reunions and meetings for recruitment to union.

1872 (Feb) Southlands opened at Battersea (this building became Whitelands)

1872 (April) Scott Memorial Chapel opened in Horseferry Road

1886 – Westminster Club formed (first supper with 20 present 1889)

1894 – First two degrees (B.A.) Wilbur Palmer and John Hilton

1897- First two degree students

1900 – Boer War

1901 – Death of Q. Victoria (students marched out as tribute)

1902 – First reunion

Government Act (1902) permitted local authority colleges.

1903 – Dr Rigg retired (June) Rev Herbert B. Workman appointed principal.

Ref. Rigg and Staff 1895

Standing Prince

Kay

Brook, Head of Model School, was 1st Censor 1871, 32 yrs

Bavin

Dr Dunstan, Music and Art, Coll. Song during 1870s onward

Seated Langler

Dr Waller

Dr Rigg

Reatchlous, 30 years, 16 as VP

“Joey” Cowham w 1866-7, Master of Method

Barriball

H.B.W.

1903 – Alterations began with all speed

- Old Practicing Schools became part of College (Lecture Rooms D, E, F etc.)
- New Practicing School to be built
- Former Infants became Chem Theatre + Lab
- Boys became gymnasium and showers
- Bathrooms and lavatories
- 2 large lecture rooms D+E (later Art Room)
- Approached by Teak staircase
- Physics, Common room, Officers Room
- Old Reading Room was 1st year day room
- New house for VP
- Sold old library books
- Established library off main corridor
- Smoker Room – later Billiards then Craftshop (Dr Workman allowed it on premises) – until 1896 no student allowed to smoke anywhere (2 sent down for breaking rule)
- Dining Hall tables rearranged

- Old Lec gallery removed
- 1903-4 Daily prayers held there instead of Dining Hall

20th Century fund provided money £13,000

1903 – 1st public singing Coll. Song

1905 – New practicing schools opened

1906 – Back Quad asphalted + 2 tennis courts

Build-up of staff of young graduates – specialists but with wide interests.

ADG Barriball V.P. etc. Raided corridors for cooking utensils – gas jets in rooms.

Speeches after games (Weds+Sat)

‘Traditions’ built up

Welcome Concert – Pyjama Rag

“Boots Out” – Whitewashed

1906 entered inter-coll sports for 1st time with disastrous results, but thanks to Leigh Smith

3rd in 1907, 1st in 1908. Won 4 times subsequently until 1913

1908- Tutors and Maids rooms added

1906- Valedictory services inaugurated

1911-12 Rooms A B C remodelled

“Well” constructed – 17 rooms (on site of Numbers 33 and 35 Chadwick St)

1908- Stained Glass windows unveiled – D.J. Waller, 30 yrs

1909- Disciplinary troubles

HBW appointed to Senate of London Un.

1914- Things were normal until end Academic year in July

August – Dr W called together those likely to enlist in order to keep together

17 went into London Regiment (2nd City of London)

(1st Reserve Battalion of Royal fusiliers)

By December 66 had joined.

Nov. Bulletin circulated among Old Ws in forces

1915- Premises requisitioned

“College” removed to Richmond Theological C

Sept Australians entered into formal possession

Sept Lieut WT Forshaw V.C.

1916- Boro Rd also requisitioned – students joined Ws at Richmond

July 2nd Lieut Donald Bell V.C.

672 Old Ws serving 27 killed to date

1917 Mrs Workman – Canteen in Chapel (H. Road Schoolroom) for Australian YMCA

King G + Queen M inspected Coll

1920 – May Australians out. Restitution of premises.

Coll reopened 30th Sept

Tablet commemorates 330,000 ANZACs 156 students + many day students

39 Emergency trainees 'OPERS' for 18 months intensive finishing Dec 1922

Sunday services now in College Chapel

L.F. Richardson appointed

1921- July Dedication of War memorial 1914-18 Names of 102 fallen, out of 915 who served

Rev AW Harrison appointed VP

Jock in Master of Method

1921- 'Bell' Estate Tooting acquired for sports grounds, ready by 1923 (sold 1947)

1922 – Dam Society formed, 1st play Merchant of Venice in 1923

1923- Coll dances instituted to add to concerts, visits etc. Lit + Sci (memo Logie Baird T.V. demonstration Philip Morris (Latin, History 9+ Philosophy)

1924 – Winston Churchill (ind con for abbey div)

1923-4 Ws achieved more Univ London Exam successes than all other T.C.s put together

1924-5 all entrants for London degrees to stay 3 yrs

Entrants with INTER took degree exam at end of 2nd year, then Teachers' Diploma + Certificate in 3rd year. Others took INTER end of 1st year, professional subjects in 2nd year, and final degree at end of 3rd. Rivalry between years lessened.

1925-6 General Strike "The effect on the students work was not good" (HBW)

1928 – Organ presented by former students

T.C. Delegacy of Univ of London to arrange courses and conduct examinations for Teacher cert of University of London

Realised that it is not possible to run a University College (which W was becoming) on Training College grants.

? Move to Leicester mooted.

Science labs would have to be closed down, told staff dispersed 1929

1930 New 4-year course came into force known to Univ London as “The Westminster Experiment”

1930s – Broadcasts from Chapel

Sport

Soccer: 7 out of Univ XI in 1932-3

Always was top league – 1st in 1937-8

Won University Cup in 1939

Rugby: Similar results. U. Cup won 1936/7, 1937/8

Hockey: Won Univ tournament 1936/7

1939- JSR – Principal Designate after much argument

1938- Munich

Decision to move to Elmstead

1939- War, Bristol etc.

1944- Chapel etc. blitzed

JSR in VPs House, Room B only (Sept)

1945- June N.F.S. out leaving mess to clear

1947- July Reunion in back quad

1948- Front Quad restored

1949- Reading Room and new chapel used

Organ and Pulpit presented

Pavilion (Elmstead) planned

1950 – Preparation for Centenary celebrations

Recollections: John Bridge

(Westminster College Archives, Uncatalogued, Reminiscences by Lieutenant-Commander John Bridge, GC GM + Bar, 1992.)

I was at Westminster 1934-38 which was part of the period when men lived in the College for four years but attended Kings, L.S.E. or U.C. for three years to study for degrees. The fourth year was spent full-time in Horseferry Road to study for a Teacher's Certificate and a Teacher's Diploma (for those who had degrees).

What do I remember about life there over 50 years ago?

Firstly I always felt that we were remarkably fortunate in having the family life of Westminster coupled with the academic life of another college, and secondly being able to enjoy the benefits of living in the Metropolis. So, for me, Horseferry Road was more than Westminster College.

The College was of great importance:- Prinny Harrison, Jock and the services in the Chapel; games at Tooting and the successes of some of our teams in winning Inter-College finals, coupled with our indifferent performances in athletics; the ability of a college of about 160 men to field two soccer teams, two rugger teams, and two hockey teams twice a week; the broadcast from the College Chapel in March 1938; the food in the dining hall was adequate, but nothing like "as good as mother made".

I remember the gist of Prinny Harrison's sermon on "Poise and Equanimity" in which he said that irrespective of the national or international situation the first thing he turned to in the morning newspaper was Derbyshire's cricket score.

It was not until I had left College that I fully appreciated Jock. The amount of work he had got through was phenomenal. I wrote to him from time to time during the War and he always replied the day he got the letter. He could always tell you about other old W's too.

Doc Shepherd had a motto on his office wall - "Don't kill time, work it to death". It is a philosophy which has always appealed to me, but after 16 years retirement I feel it may be wise, in due course, to "stand beneath the boughs and stare as long as sheep or cows" rather more than I have to date.

In addition to the College there was London. The period 1934-38 was noteworthy for the number of important Royal events - the 1935 Jubilee celebrations, the Royal Wedding and the King's funeral. In addition each year we had the Lord Mayor's Show, the Trooping of the Colour, the Wimbledon finals and the Wembley finals. The first two cost nothing. Fortunately I could afford half a day at Wimbledon and a rugger final at Wembley.

There was a Service in the College Chapel each Sunday morning (compulsory) and each Sunday evening (voluntary). Some used to go to evening services at the Westminster Central Hall, the City Temple or Buckingham Gate.

Life was full, varied and rewarding - I enjoyed it.

After leaving College the real difficulty was obtaining a teaching post. In spite of having a General Honours Degree (1936), a Special Honours Degree (1937) and a Teacher's Diploma (1938) I applied for just over 100 posts before I obtained a "supply" post in a Senior School and that happened to be within cycling distance of home. This post lasted until Christmas and may have been extended into the Spring Term, but on 29th December 1938 I was interviewed for and accepted a temporary appointment at Leighton Park School (Quaker) Reading, teaching my specialist subject. This post was for two terms. When the post was advertised nationally the Headmaster told me he would be glad if I did not apply as I did not attend either Oxford or

Cambridge!! Luckily I obtained another temporary post - this time in a Sheffield Grammar School. I started in September 1939 and so did the War. In June 1940 I was offered and accepted a Commission in the R.N.V.R. and after no more than eight days training, found myself a fully trained officer in uniform on Bomb and Mine Disposal duties in Plymouth! [Digression - There were eight of us on this first course for the Navy and six of us were Physics teachers. All eight of us survived the War.]

[Second digression. The civilian who taught us Bomb Disposal later joined the R.A.F. and during his period of service was awarded the George Cross. One of the boys I taught at Leighton Park School was awarded an Albert Medal which was later converted to a George Cross.]

I was demobilized in January 1946 and returned to my teaching post in Sheffield.

At the end of the Summer Term 1947 I left the classroom to become Assistant Education Officer in Southport, and about eighteen months later the Deputy retired and I was successful in my application for that post. Although Southport was a small Authority it had a very able Chief Education Officer from whom I learned a great deal.

In October 1952 I became Deputy Director of Education for Sunderland and was mainly concerned with schools. It was a challenging and satisfying job. In Southport all the schools had been re-organised under the terms of the Hadow Report whereas in Sunderland the process had not really started. This task took a few years and by the time it was complete another major task had arisen - the abolition of the 11+ and the changeover from the tripartite to the comprehensive system. This changeover was still in progress when I was successful in my application for the post of Director of Education (1963). When the changeover was finally completed, I believe it had been achieved with few difficulties for the children, a minimum of difficulties for the teachers and the solution was a good one. (I suppose one really ought to check this assertion with old W's who were teachers in Sunderland at that time!). This period

of transfer was one of the most rewarding parts of my professional career, so much was achieved and the Education Committee had delegated to me considerable power - I could make all appointments in schools, except Headteachers, and out of my own staff of 200 there were only three posts to which I could not make appointments.

Another important and rewarding job (though not without its difficulties) was to make sure that Sunderland Technical College gained Polytechnic status. This involved, inter alia, absorbing the College of Art and the College of Education (A.J. was Principal) into the Technical College with new Rules of Government and a new Governing Body. In the event Sunderland Technical and Hatfield Technical College were the first two to be recognised as Polytechnics. [Third digression - the Polytechnic became the University of Sunderland earlier this year.]

During my time in Sunderland there have been two boundary extensions, and in 1974 there was the big reorganisation of Local Government and the population increased from about 170,000 to just over 300,000. Prior to this relationships were on a personal basis. I knew every Headteacher by name and quite a number of assistant teachers too. After 1974 there were over 170 Headteachers and the nature of the work changed. It also changed in another unfortunate way - political considerations became more and more important in the decision making process. Job satisfaction had gone, so I advanced the date of my retirement to July 1976 after 13 years in the post.

John Bridge, 27.7.92

Appendix VII: Photographs, Site Plans and other visual materials

Visual Depictions of Westminster College and its Buildings

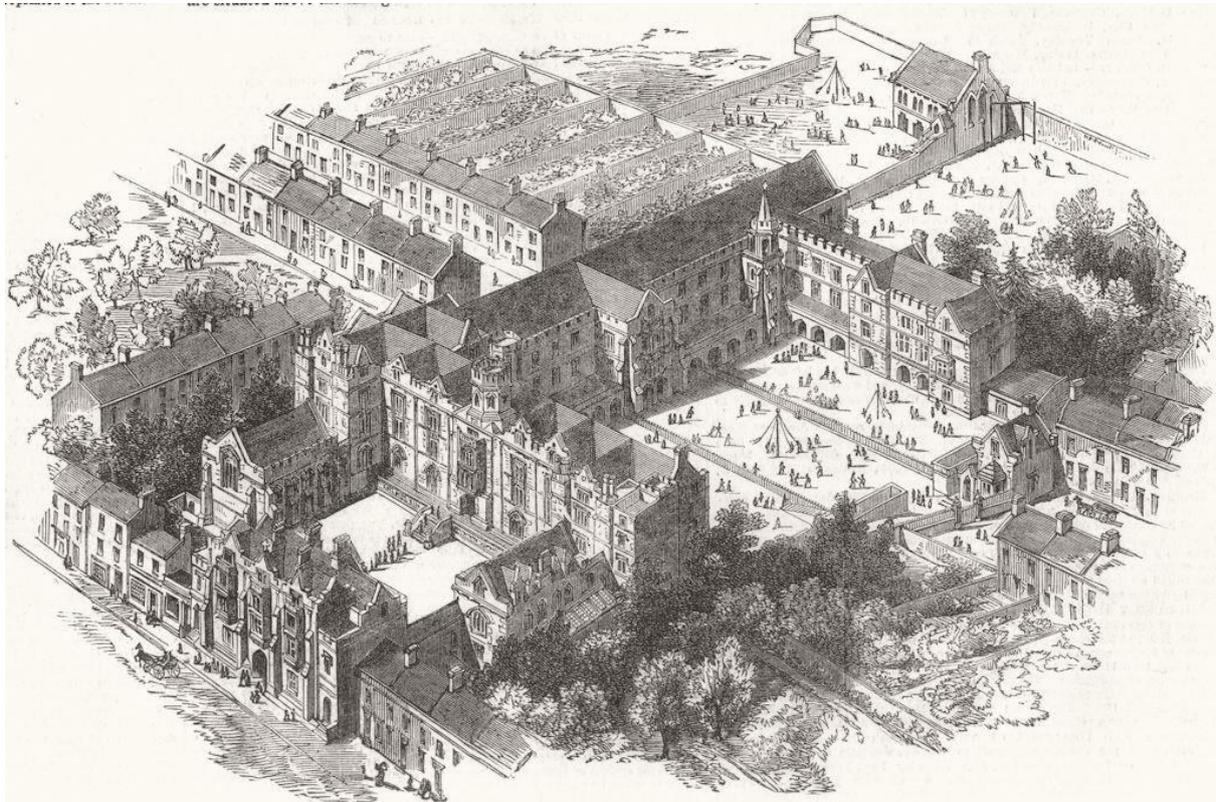


Image 1: Wesleyan Normal College, Illustrated London News (1851).

Westminster College Archive, H/1/b/1.



Image 2: Earliest Staff Photograph (1858). Taken on the College Steps.

Westminster College Archive, Ph/a/1.



Image 3: Exterior of Westminster College, facing onto Horseferry Road.

Westminster College Archive, E/2/e/1a.



Image 4: Westminster College Dining Hall.

Westminster College Archive, E/2/e/1a.



Image 5: Westminster College Principal's Quadrangle.

Westminster College Archive, E/2/e/1a.

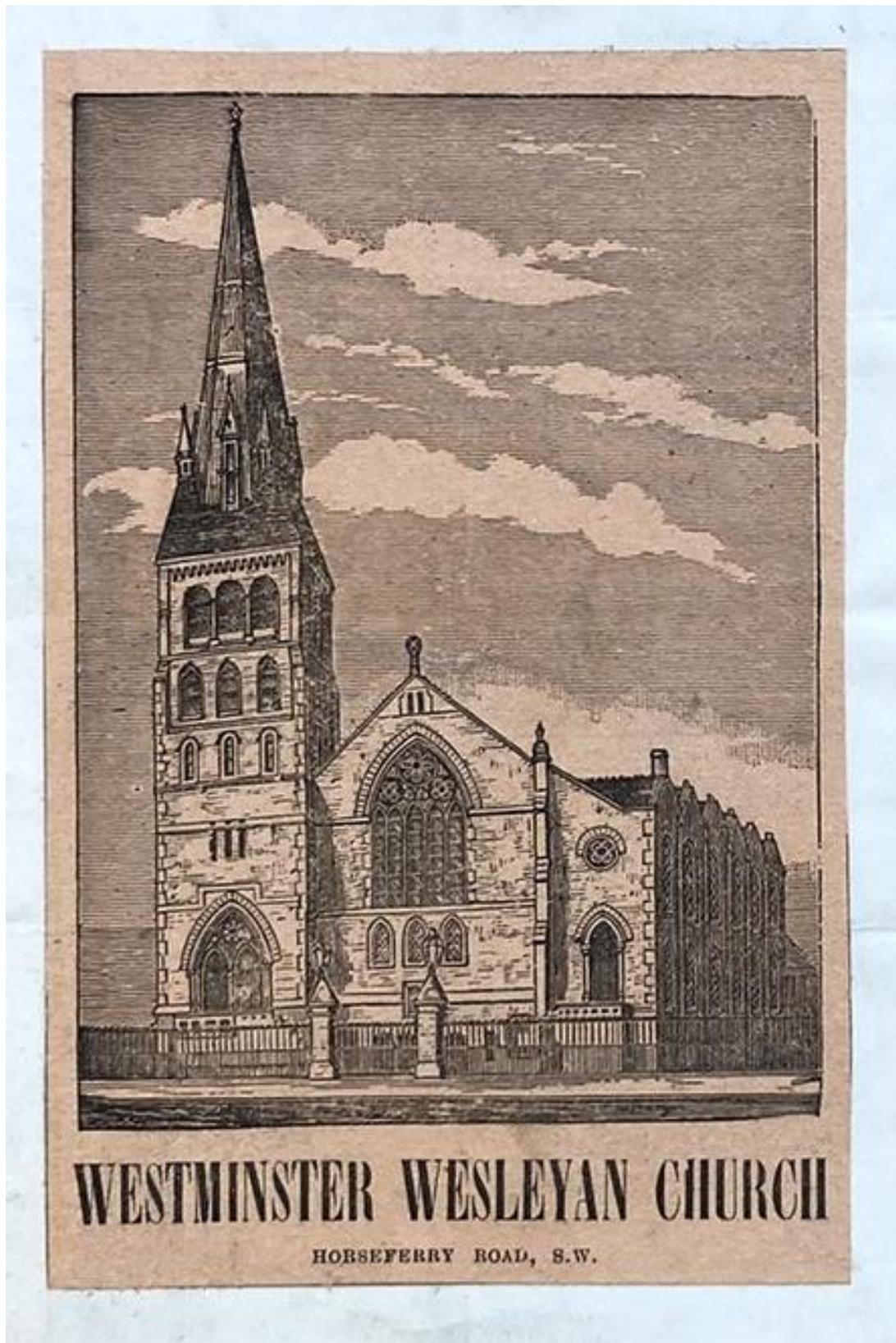


Image 6: Original College Chapel, the "Scott Memorial Chapel".

Westminster College Archive, E/2/e/1a.

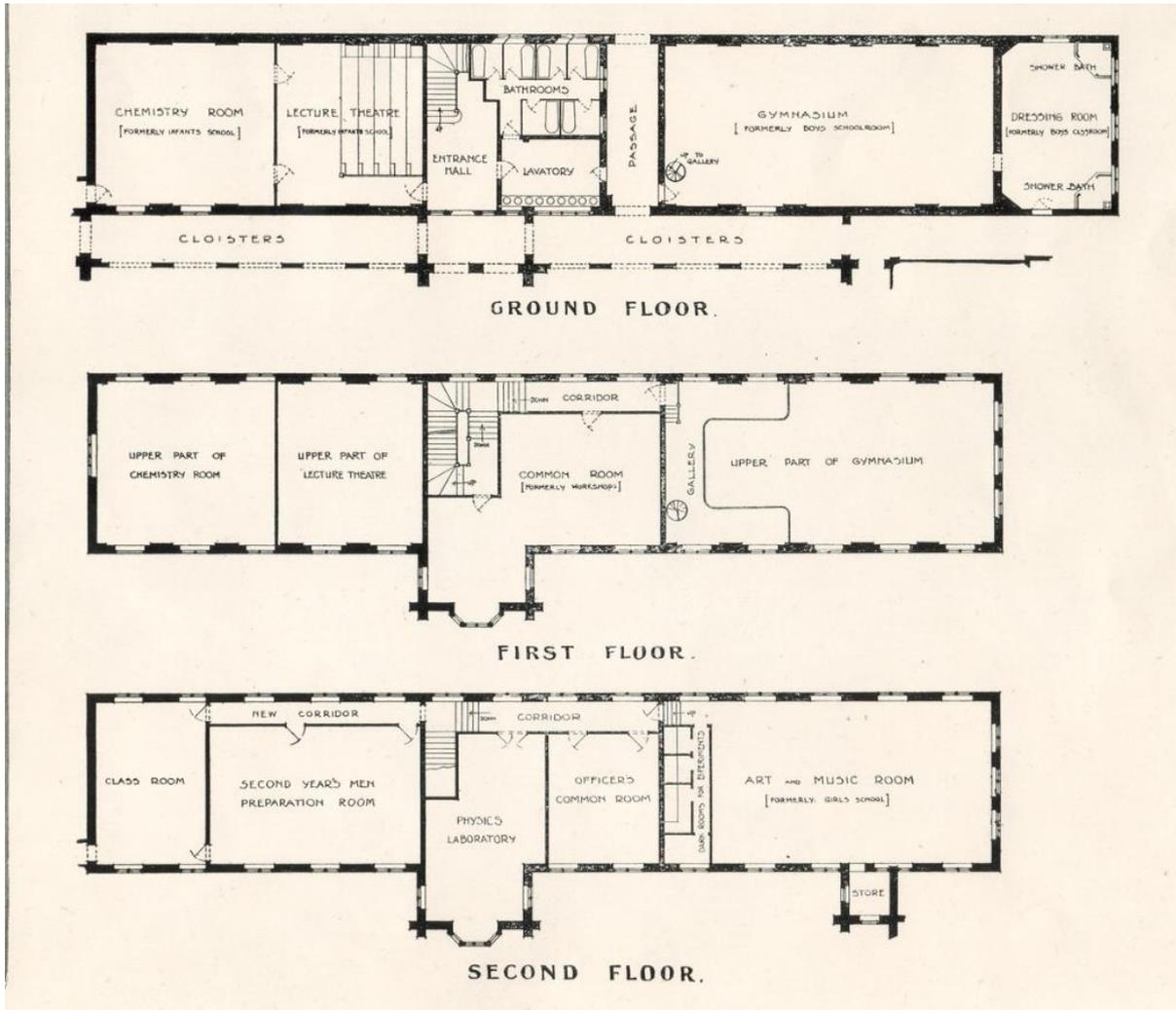


Image 7: Adapted Floor Plans, c1910.

Westminster College Archive, Uncatalogued.



Image 8: Westminster College Principal's Quad in use by the Australian Imperial Forces.

Westminster College Archives, Uncatalogued.



Image 9: Westminster College Rear Quadrangle, featuring the Houses of Parliament in the distance.

Westminster College Archive, Uncatalogued.



THE CHAPEL.
WESTMINSTER WESLEYAN COLLEGE. WESTMINSTER.

Image 10: Westminster College Chapel, c1925.

Westminster College Archive, Uncatalogued.



THE READING ROOM
WESTMINSTER WESLEYAN COLLEGE WESTMINSTER

Image 11: Westminister College Reading Room, c1925.

Westminister College Archive, Uncatalogued.



Image 12: Student Bedroom, c1925.

Westminster College Archive, Uncatalogued.



THE BILLIARD ROOM
WESTMINSTER WESLEYAN COLLEGE WESTMINSTER.

Image 13: Billiards Room, c1925.

Westminster College Archive, Uncatalogued.



THE PHYSICS LABORATORY
WESTMINSTER WESLEYAN COLLEGE. WESTMINSTER.

Image 14: Physics Laboratory, c1925.

Westminster College Archive, Uncatalogued.



Image 15: Bomb damage to the Chapel, 1944.

Westminster College Archive, Ph/L/5.



Image 16: Bomb damage to the Dining Hall, 1944.

Westminster College Archive, Ph/L/6.



Image 17: College following its return to London, c1945

Westminster College Archive, Uncatalogued.



Image 18: Bomb damage to Westminster College, 1944.

Westminster College Archive, Uncatalogued.



Image 19: 'Westminster College' by John Piper, 1948.

Westminster College Collection, WTC 3/5/2.

© The Piper Estate.



Image 20: Restored Chapel, c1950.

Westminster College Archive, E/2/g/2.



Image 21: Student Common Room, c1950

Westminster College Archive, E/2/g/2.



Image 22: Workroom, c1959.

Westminster College Archive, Uncatalogued.



Image 23: Harcourt Hill before the College, with Oxford in the background.

Westminster College Archive, Uncatalogued.



Image 24: Allotments at Harcourt Hill.

Westminster College Archive, Uncatalogued.



Image 25: Building Work for Westminster College Oxford.

Westminster College Archive, Uncatalogued.



Image 26: Erection of the College Chapel.

Westminster College Archive, Uncatalogued.



Image 27: Building Student Accommodation.

Westminster College Archive, Uncatalogued.



Image 28: Building the main Lecture Theatre.

Westminster College Archive, Ph/L/2/9.



Image 29: Chapel Quad in its first term, 1959.

“Dutch’s Pond, who knows how many fell in the trenches. Shoe polish sales soared, socks in constant demand. Night became an enemy. A situation unrivalled since the Red Sea crossing.”

Westminster College Archive, Ph/a/19.



Image 30: Oxford Chapel, 1959

Westminster College Archive, Uncatalogued.



Image 31: Oxford Dining Hall, 1959.

Westminster College Archive, Uncatalogued.



Image 32: Oxford Library, 1959.

Westminster College Archive, Uncatalogued.



Image 33: Chapel Expansion, c1961.

Westminster College Archive, Uncatalogued.

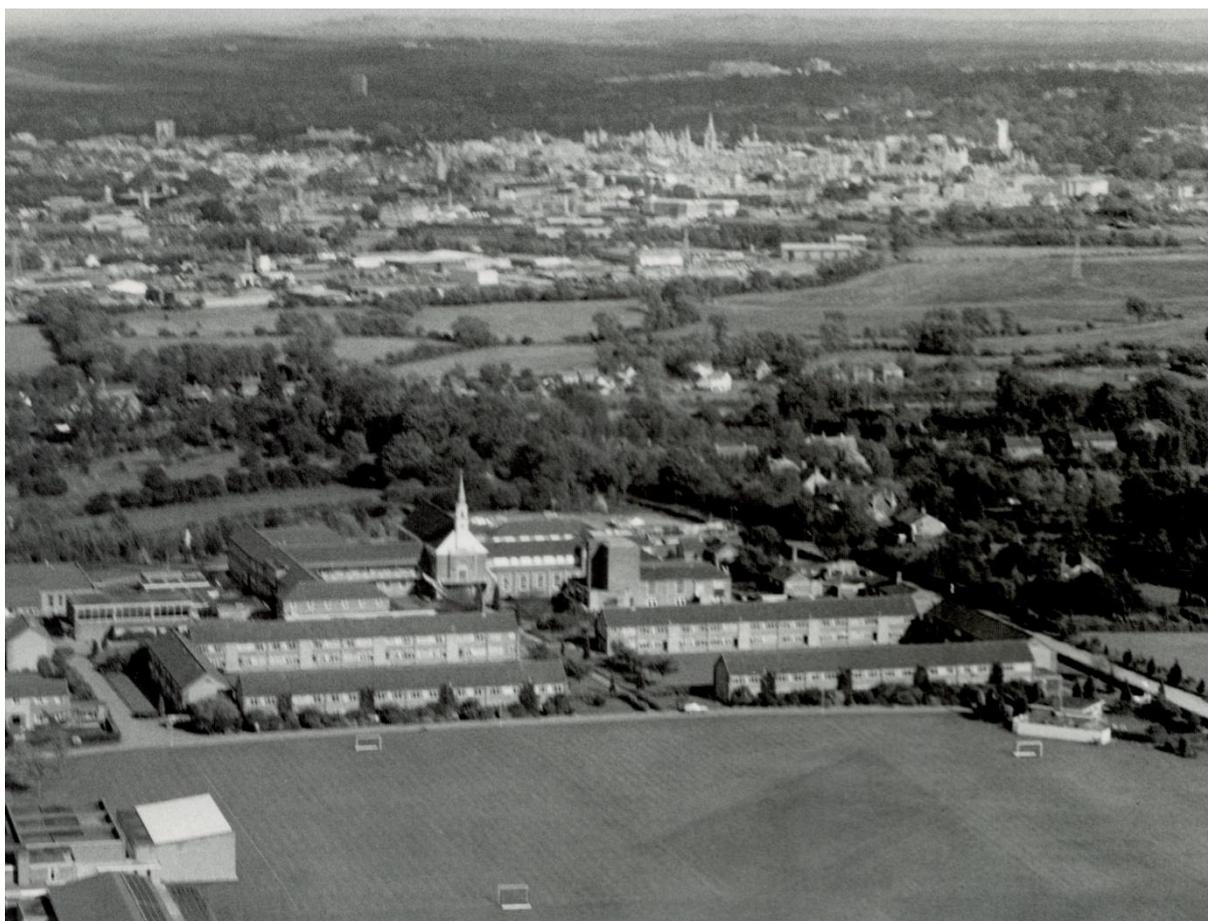


Image 34: Westminster College Oxford, with the City in the background.

Westminster College Archive, Uncatalogued.

Architectural Plans and Designs



Image 35: Land Registry outline of College Land

Westminster College Archive, A/1/a/220.

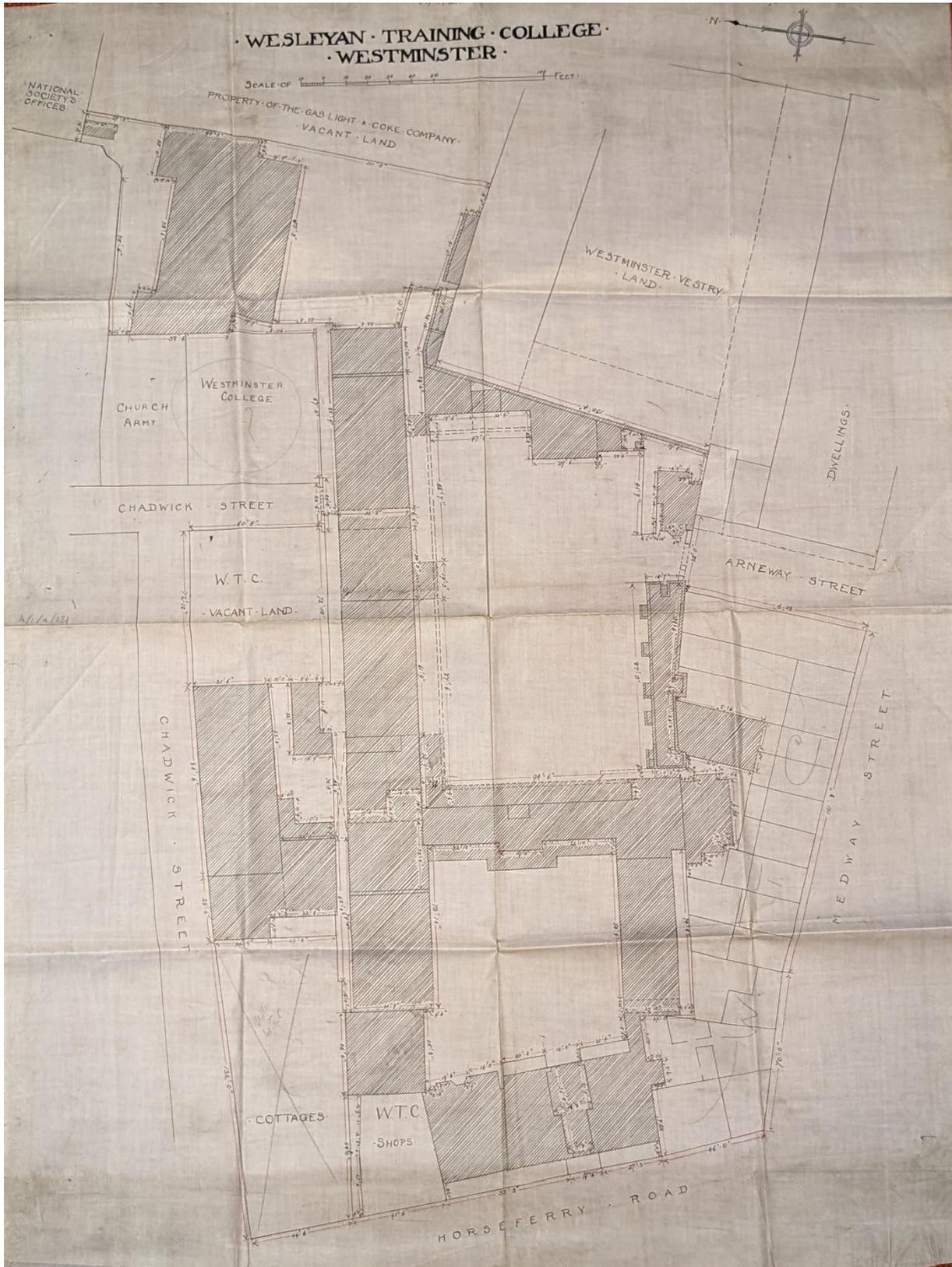


Image 36: Westminster College plan.

Westminster College Archive, A/1/a/231

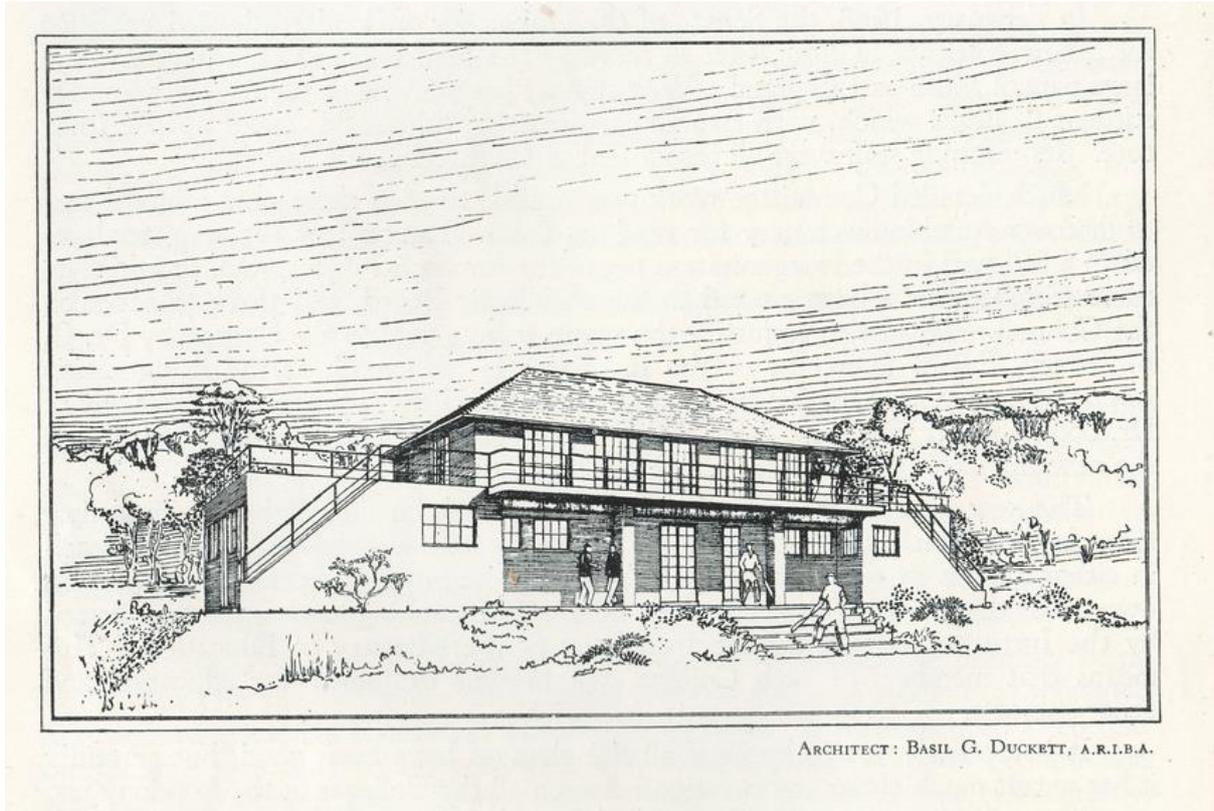


Image 37: Architect Impression, Elmstead Wood Pavilion.

Westminster College Archive, Uncatalogued.

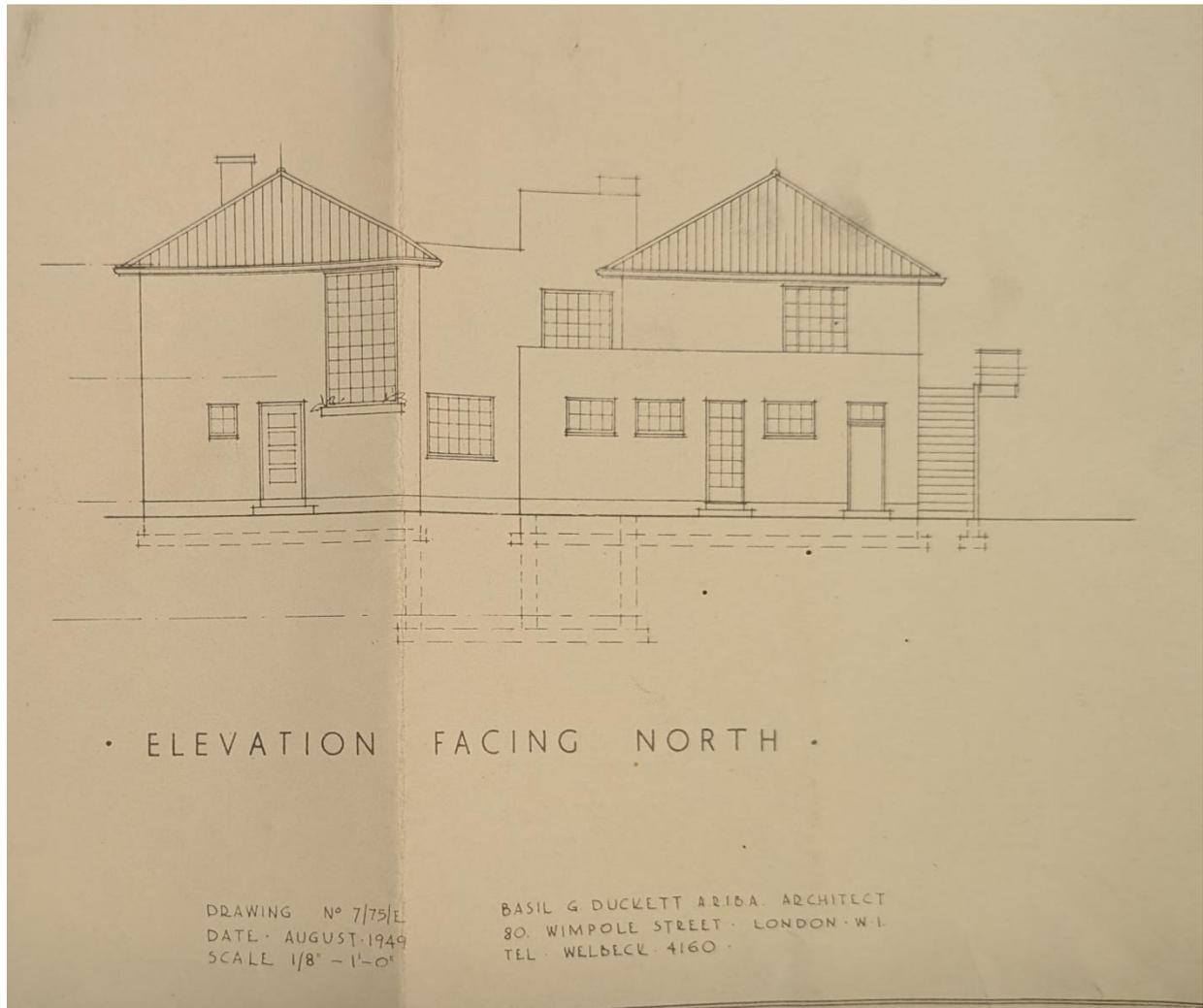


Image 38: Architect Drawing for the College Pavilion at Elmstead Wood.

Westminster College Archive, A/1/a/248.

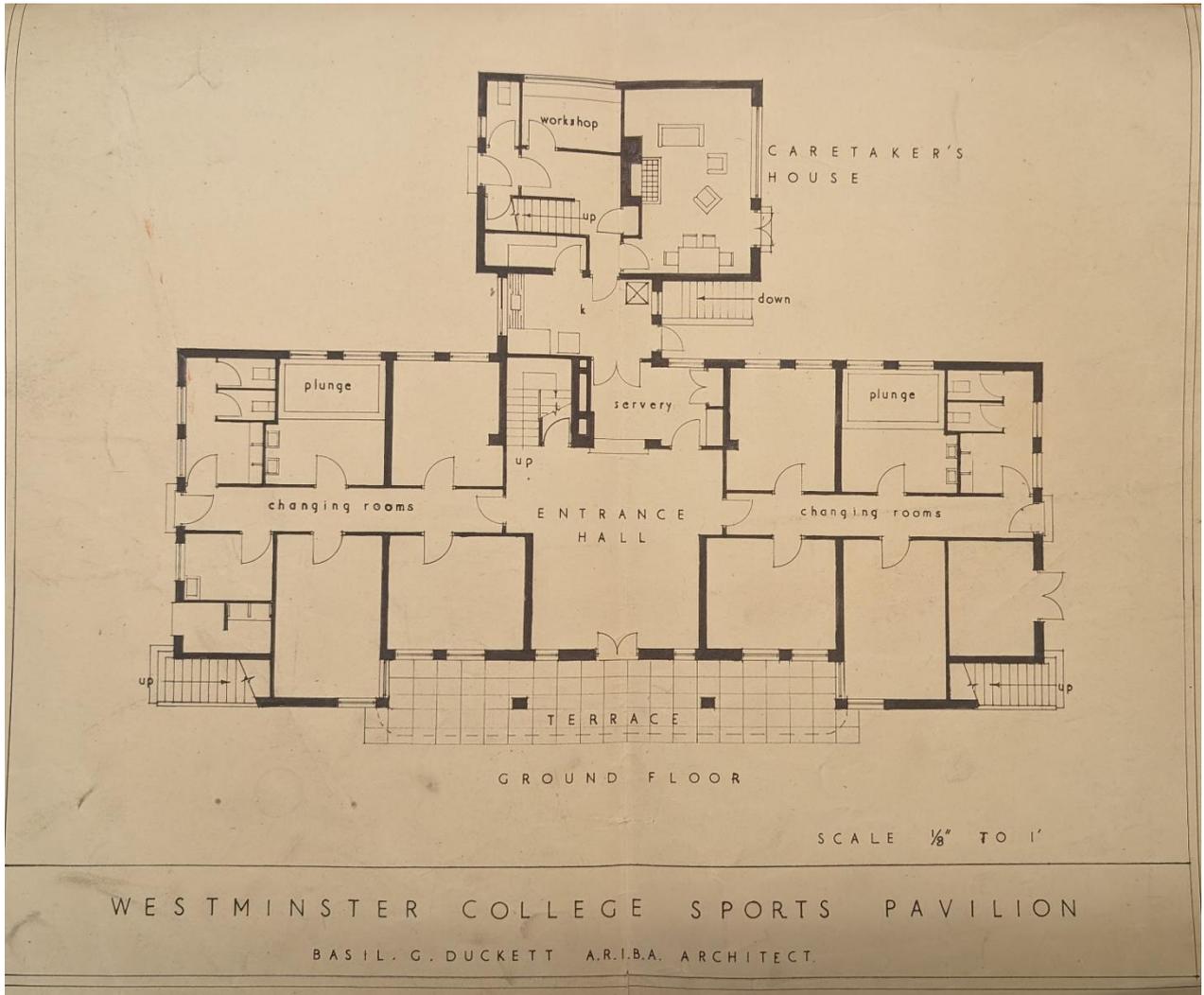


Image 39: Floor Plan for the College Pavilion at Elmstead Wood

Westminster College Archive, A/1/a/248.

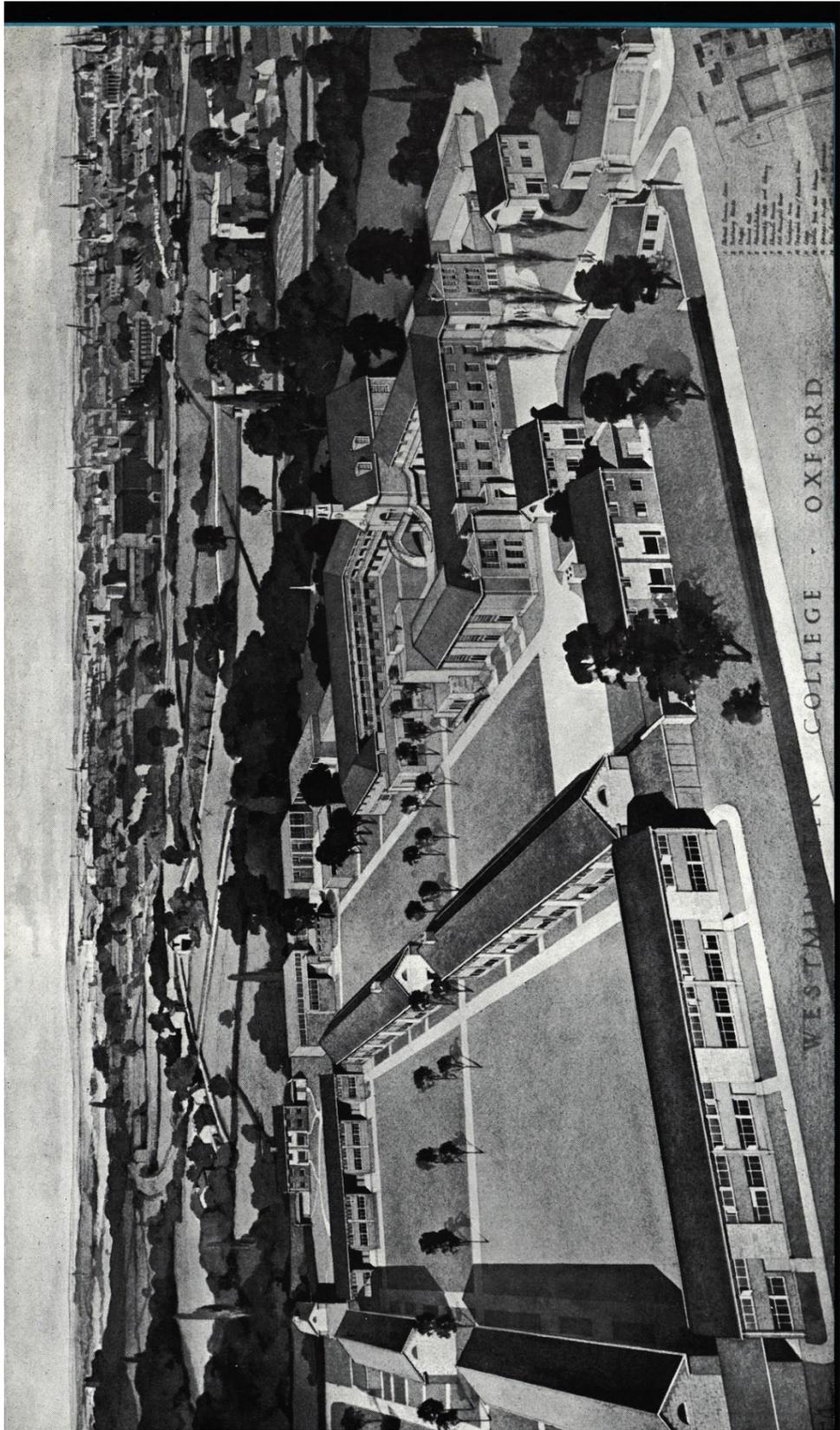


Image 40: Architect Impression, Westminster College Oxford, c1955.

Westminster College Archive, Uncatalogued.

