

# Bretton Hall

BRETTON HALL  
TRAINING COLLEGE FOR TEACHERS



COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE  
EDUCATION DEPARTMENT

# BRETTON HALL

TRAINING COLLEGE FOR TEACHERS

*West Bretton, Near Wakefield*

*Telephone Bretton 261*

## MAIN COURSES

Music    Art and Craft    Needlework and Dress    Drama

English    Mathematics    Science

PRINCIPAL : **JOHN F. FRIEND**, M.A., M.A. (Ed.), B.Sc.

*Chairman of Governors*

County Alderman EZRA TAYLOR, M.B.E.

*Education Officer*

A. B. CLEGG, M.A.

## FOREWORD

IN THE PAST THIRTY YEARS educational aims and methods in this country have undergone a revolution. Attempts in many fields of developing in children mental independence and confidence, which are the main springs of an active mind, have shown that a child is an active participant, even the leading spirit, in his own education, and not a passive receiver of a pre-formulated scheme of training. It is recognised that education is not simply the transfer of information from adult to child, from generation to generation, backed by a moral training largely consisting of imposed disciplines.

A child needs to be able to understand his own capabilities if he is to develop them to the full. He can learn to do this through the education of all his senses in experiences which are personal to him through his own experiments and explorations and not through the development of his intellect and memory alone.

The teacher who will guide him on his voyage of discovery must once have made such a voyage himself, but if he is to be able to appreciate in retrospect the child's needs and responses, he must also have re-learned the meaning of discovery. The teacher in training can do this in part through observation of and work with children, in part through his own experiment and exploration in his chosen field of study. He needs opportunities to find out what means children of different ages use to teach themselves and what uses they make of their learning. He needs to study the means by which he himself learns. He needs above all to obtain an understanding of the true meaning of education which only the knowledge of his own work and achievement can give him.

The courses of study offered by Bretton Hall have been designed to develop each student's abilities both as a prospective teacher and as a balanced personality. Individual experience in his own special study, experience shared with other students in many aspects of the arts and sciences, and participation in the corporate life of the College, will give the student varied opportunities to discover himself as an individual and as a member of a community.

## BRETTON HALL

THE COLLEGE of Bretton Hall was founded as a Training College for Teachers by the West Riding Education Authority in 1949 at the suggestion of the Ministry of Education.

Bretton Hall, bought by the Authority for use as a College, was built between 1700 and 1750, and was formerly one of the country homes of Lord Allendale. Standing in Bretton Park, one of the most beautiful estates in South Yorkshire, it has been skilfully adapted for use as a college.

In its first ten years the College concentrated on training teachers of Music, Art and Drama, and many additions to the mansion were made to meet its special needs, including a Music School with soundproof practice rooms and a new Hall especially designed for work in Movement, Dance and Drama.

The College opened in 1949 with sixty students in training. This number has now increased to over 300. Consequent upon this expansion of numbers there has been an expansion of the curriculum to include Mathematics, Science and English as main subjects. An extensive building programme to provide the necessary additional residential accommodation including a large number of study bedrooms and educational facilities was commissioned. The new buildings have been specially designed to preserve, as far as possible, the beauty and character of the house and grounds.

The estate contains extensive parkland, gardens and lakes giving opportunities for walking and swimming, boating and canoeing. Grounds for football, hockey and cricket, and courts for tennis and netball have been developed.

### POSITION

The College lies in open country about seven miles from Wakefield, seven from Barnsley and ten from Huddersfield.

### RECRUITMENT

Students come from all parts of the British Isles – a few from the Commonwealth.

## UNIVERSITY OF LEEDS INSTITUTE OF EDUCATION

The College is a constituent member of the Leeds University Institute of Education, and the University and Institute are represented on the Governing Body.

From time to time students visit the University for public lectures and other functions, and some lectures are given in the College by members of the staff of the University and Institute. It is hoped to extend such arrangements as the three year course of training develops.

### QUALIFICATIONS AWARDED

The Institute conducts an examination for the award of the Certificate of Education and recommends students to the Ministry of Education for recognition as qualified teachers.

### THE PURPOSE OF THE COLLEGE

The College provides a training for students wishing to qualify as teachers who, whilst playing a full part in the life of a school, will make their particular contribution through the teaching of one of the following which the College offers as main subjects of study:

Music	Mathematics	English	Science (especially
Art and Craft	Needlework and Dress	Drama	Biology)

### THREE YEAR COURSE

#### ADMISSION OF STUDENTS

The College will admit students of both sexes who, at school or elsewhere, have shown special interest and ability during their career in one or more of the Arts or in English or in Mathematics or in Science, and who wish to train as teachers in secondary and junior schools.

#### NATURE OF COURSES AVAILABLE

The work of students in teaching will be finally guided towards one of the following courses:

- A. A preparation for teaching in Secondary Schools only. This course is especially open to students offering Music or Drama or Needlecraft as main subjects.
- B. A preparation for teaching in Junior Schools only.
- C. A combined preparation for teaching in Secondary and Junior Schools.

All students, whatever the course, require one main subject for individual study. Teaching subjects are indicated under each course.

Course A. The main subject, English, and one subsidiary subject.

Course B. The main subject and the subjects of the Junior School Curriculum. The curriculum will be studied *as a whole* but will fit the student to teach Religious Knowledge, English, Movement and Drama, Mathematics, Science and Environmental Studies and Games, as well as Art and Crafts, including Needlecraft. Students may offer music according to their interest and ability. (Students taking this course cannot offer Drama or Needlecraft as a main subject.)

Course C. The main subject, English, and a suitable range of subsidiary subjects.

In all courses it is possible for selected students to follow their main subject to an advanced stage and for such further work to be examined.

Courses are arranged which enable a selection of all the subjects of main studies, together with Religious Knowledge and Games to be offered as subsidiary subjects.

## GENERAL STUDIES (All courses)

### EDUCATION—CHILD STUDY

*Child Study.* A fundamental aspect of the professional training is the direct observation of children, related to a study of their development and the conditions necessary for a healthy mental and physical growth.

The life and organisation of varying types of schools are included in these studies and some weeks are spent teaching in schools.

This practical training is the basis for studies in the Principles and Practice of Education.

### PHYSICAL EDUCATION

*Movement Education.* The course in Movement Education is practical. It aims to extend and develop the student's own performance in, and understanding of, the various aspects of Movement Education, Dance and Drama, and Games. Some agility work, with or without apparatus, is included. It also includes a study of movement and its significance in the growth and development of children.

*Games.* Time during the week is allowed for recreational activities of the student's own choice.

An additional course in Games is available to enable students to participate actively in the teaching and coaching of games in secondary schools. The course, which is essentially practical in character, includes association football, rugby football, hockey and cricket for men students; netball, hockey and rounders for women, and a variety of minor games suitable for school halls or playgrounds.



## ENGLISH

The work of the College in English aims at extending and deepening the student's knowledge of literature and his own language.

Opportunity is given to the student to follow his especial interests, and encouragement is given to pursue such interests in an extended piece of work.

Opportunity is also offered for experimental work and original writing, whilst, throughout the course, there will be exercises in expression, both written and oral.

The work in oral expression through dramatic activities, story-telling and imaginative descriptions, will also help to develop clear and fluent speech.

There is a course of lecture discussions on the teaching of English to junior and secondary school children.

## RELIGIOUS EDUCATION

The significance of those clauses of the 1944 Education Act concerned with religious education and the place of religion and worship in schools are essential parts of the Education Course.

All first year students attend a series of lectures designed to clarify the basis of Christian belief, to set the Bible and Christianity against a background of other beliefs and outlooks and to consider the place of religion in modern life. This is followed in the second and third years by opportunities for discussion and for voluntary study in small groups.

Students who wish to offer Religious Knowledge as a teaching subject follow a course which covers some detailed study of the Old and New Testaments and correlation with other subjects, especially the Arts. It also includes a study of the place of religious education in the life of the school community.

## MAIN STUDIES

The following paragraphs give in outline the scope of the studies which can be selected for the main course and their relationship to the work of the student in the field of education. Detailed syllabuses of main courses of study and of opportunities for taking main courses to advanced level are published in the handbook of the Leeds University Institute of Education. Further advice concerning selection of studies will be given to students on entering college.

## MUSIC

The Music course helps the student through varied musical experience to increase his knowledge and enjoyment of music; every encouragement is given in interpretative and creative work.





Solo instruction is given in an orchestral instrument and the piano, and class instruction in the recorder and singing. Throughout the course emphasis is laid on ensemble work of all kinds (chamber music, madrigal groups, chorus and orchestra); there is a library of music for this purpose, and soundproof practice rooms.

Aural training and harmony at the keyboard are studied in small groups; help in written harmony, composition and orchestral arrangement is given individually. Musical history and literature are studied through lectures, practical music making and listening; for this purpose facilities include radiograms and an extensive record library.

Throughout the course the student's growing skill and understanding are related to his skill in musical education. Techniques such as conducting, accompanying, voice production and the teaching of music reading and appreciation are developed while practice in creative work with children and the development of instrumental work in schools are studied and discussed.

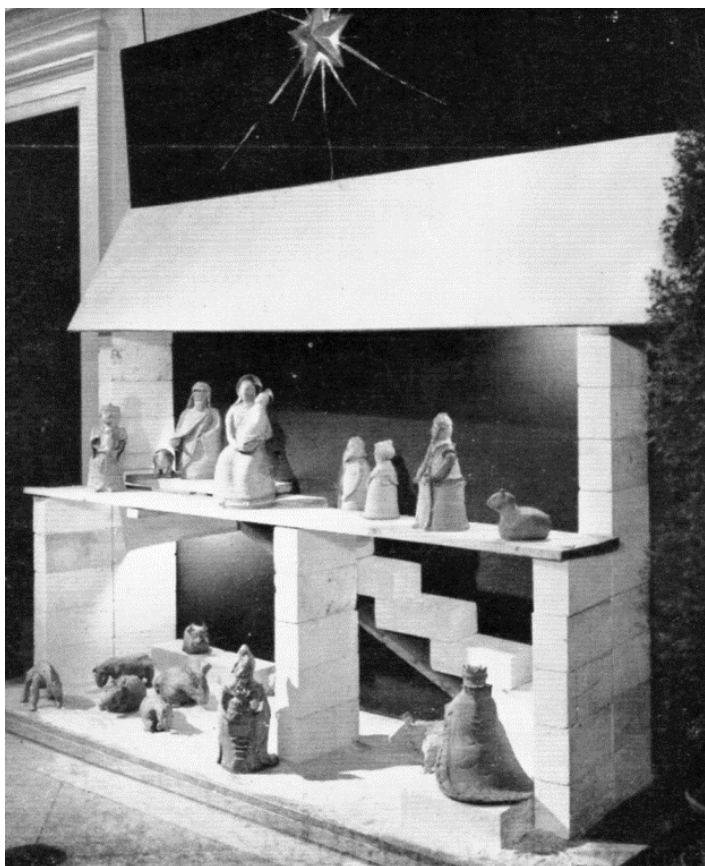
There are two orchestras in the College. Students who have reached the required standard of proficiency on orchestral instruments are admitted to the first orchestra, whilst players of a less advanced standard can gain experience by playing in the second orchestra.

There are opportunities for practice on a two-manual organ which has been installed in the Estate Chapel.

## ART AND CRAFT

The Art course aims at enriching the student's experience of the visual arts, through practical participation and critical discussion. This experience is related wherever possible to the future teacher's work with children.

During the first year all students will share experiences in a course exploring the possibilities of Design through the media of carving, modelling, pottery and the use of threads and fabrics. They will also have the opportunity of drawing and painting or working on a craft which they hope later to make their main study.



*Crib for Christmas 1961, made in the Pottery Department*

## NEEDLECRAFT AND DRESS

Students who wish to specialise in Needlecraft will make a practical study of the basic craft required for teaching creative embroidery and simple dressmaking. The course is closely related to the work in Art and Craft with particular emphasis on the experimental use of fabrics, their design and decoration.

In their first year all Needlecraft students will take part with Art and Craft students in the preliminary course on Design. Later those students who show the necessary ability and variety of interests will have opportunities of studying other skills allied with Needlecraft such as Fabric Printing and the making of dress accessories.

## DRAMA

The work of this department is directed to the training of teachers of English who will be specially equipped in Movement, Speech and Drama. It is primarily concerned with Drama as a creative activity.

The course includes a study of Movement and Dance through practical work and observation. Students learn to recognise the different qualities of movement which characterise individuals, groups of people or give expression to mood and feeling. They are encouraged to develop in themselves and in children skill, fluency and imaginative response in movement to the expression of ideas. These activities lead into improvisation and play making.

A wide range of dramatic literature is explored and certain plays selected for detailed study and performance to illustrate the development of dramatic writing and presentation. These performances give opportunity for experience in acting, production, stage and costume design as well as the technical aspects of lighting, make-up and stage management.

Study of other aspects of Literature—verse, prose, myth and legend for example—helps the student to deepen his own understanding and to make effective use in his teaching of the great richness of our language.

*A scene from "Noah" performed by a tutorial group for the production of the Wakefield Cycle of Mystery Plays in 1958*



## ENGLISH

Students pursuing English as a main study will cover the general course as outlined earlier. As well as widening their personal approach to the subject they will be encouraged to develop a special interest in one of the following—dramatic literature, lyrical and narrative poetry, the English novel and the essay, to as great a ‘depth’ as possible.

## MATHEMATICS

The main course in Mathematics has several objectives. Attention is paid to the need for proficiency, precision of statement and a desire to pursue Mathematics for its own sake. The scope of the work and the standard to be attained is the same whatever the age range of children the student is preparing to teach.

Modern computation and statistics are important items, and selections are made from such modern topics as theory of sets, symbolic logic and relativity.



*Individual  
work in  
Mathematics*

The syllabus in mechanics is both theoretical and practical.

The course includes certain aspects of the history and philosophy of mathematics and science.

Whilst Mathematics is pursued for its own sake, the studies undertaken, together with the course outlined for junior teachers, are an adequate basis for teaching in secondary and junior schools and include a critical study of teaching methods for various ages.

All students taking the Main course undertake an investigation or special exercise relating to an agreed topic.

A main course to Advanced Level is provided for students of the appropriate ability.

## SCIENCE

The main Science course is designed to give students a wide knowledge in chemistry, physics and particularly biology; the inter-relationships of these subjects with each other and with Mathematics is stressed. The practical application of science to agriculture, medicine, meteorology, land utilisation and industry will be stressed, so that, when teaching, students will be able to draw upon material in the child's environment rather than upon textbooks. A high academic standard will be expected throughout the course in both written and practical work. The grounds of the College include lakes and woodland and provide good facilities for field-work; specialisation in this sphere will be encouraged.

*Science students  
carrying out  
fieldwork*



The Subsidiary Science course will provide a general background of the principles of scientific method, the application of science to everyday life and a broad knowledge of plants and animals suitable for the teaching of Natural History.

## SUBJECTS FOR THE EXAMINATION ARE:

### THREE YEAR COURSE

- |   |                            |
|---|----------------------------|
| (a) Principles and Practice of Education. | (c) Subject of Main Course |
| (b) English Language and Literature.      | (d) Subsidiary subject(s). |

The examination is partly by written papers and partly by assessment which includes the course work in all subjects done by the student during the time spent in College. Students' work in schools, especially practical teaching, is also examined.

In addition to the qualification following a satisfactory completion of the main course in their chosen subject, students showing special ability will be given the opportunity of further study in this field at a special level. Success in the examination will be entered upon the certificate awarded.

# QUALIFICATIONS FOR ENTRY

## THREE YEAR COURSE

As minimum qualifications candidates must possess either:

(a) A School Certificate, i.e. a certificate of having passed in 1950 or earlier, an examination approved by the Ministry of Education as a First Examination for Secondary School Purposes,

or

(b) A General Certificate of Education denoting passes in:

(i) five subjects at the ordinary level;

or

(ii) three subjects at the ordinary level and one subject at the advanced level;

or

(iii) two subjects at the ordinary level and two other subjects at the advanced level;

or

(iv) three subjects at the advanced level, provided that there is evidence that other courses have been studied beyond the minimum age for entry to the examination,

or

(c) Some other approved examination of at least equivalent standard.

It is expected that English Language at 'O' level will be one of the requisite passes.

Normally, applicants who have not obtained a pass in Mathematics in the General Certificate of Education, must show evidence of having followed a satisfactory course in this subject at a secondary school.

It is emphasised that the qualifications stated are minimum requirements. Most candidates admitted have additional qualifications, particularly passes in subjects at "A" level. Of the greatest importance is a good background of English and general reading. Again, in all studies, as much attention should be paid to the development of a good general background as of a high standard of personal performance.

## AGE

The eighteenth anniversary of the birth of all students must fall on or before 1<sup>st</sup> October of the year of entry.

## EXCEPTIONAL CASES

Candidates wishing to be considered but who, for various reasons, have not fulfilled these examination requirements, should write to the Principal stating clearly the merits of their case.

## SHORTENED COURSES

Shortened courses of two years' duration or, in very special cases, one year, are available to a small number of older students who have already obtained some qualification or adequate experience in the subject which they hope to make their main study. The position of each student applying for this course is reviewed individually by the Institute of Education. (Those wishing for information on the course should write to the college giving full details of their previous training and qualifications.)

## EXTERNAL EXAMINATIONS

The College does not prepare students to take external examinations for degrees or diplomas. Students, who are following their course of study satisfactorily may, however, be allowed to enter for such examinations if entry does not in any way interrupt their studies in College. This is relevant particularly to the case of students following Main Courses at Advanced Level.

The College Authorities are following with great interest the present negotiations with regard to the relationship of courses in Training Colleges to those in Universities which lead to a degree.

## ONE YEAR COURSE (MUSIC)

### ADMISSION OF STUDENTS

The College will admit students of both sexes who have successfully completed full-time courses in Universities or Colleges of Music, or who have received other extensive training in music and who wish to undertake further training to enable them to teach in secondary schools with the status of a trained qualified teacher.

Such students, who will already have an appropriate qualification and training in Music, will concentrate on work with children in and out of school together with studies in Education.

Their training will normally prepare them to become specialist teachers in secondary schools.

One of the following subjects may be offered at subsidiary level: English, Religious Education or Games or certain other subjects according to the ability and previous training of the student.

The College offers exceptional opportunities for the continuance of group and individual musical activities and during the course the student will learn to play a second instrument.

All students, whatever course of training and study they are pursuing, are expected to take a full part in the general training offered by the residential life of the College and its special curriculum.



## QUALIFICATIONS FOR ENTRY

*Age*—The twentieth anniversary of the birth of all students must fall on or before 1<sup>st</sup> October of the year of entry.

Candidates must normally qualify under the general educational regulations previously stated, and in addition possess one of the following qualifications:

(1) A degree of a British University containing Music as an essential element, or F.R.C.O.

(2) A Diploma awarded after the successful completion of a course of training such as—

L.R.A.M.

L.L.C.M.

A.R.M.C.M.

L.G.S.M., etc.

L.T.C.L.

A.R.C.M.

F.T.C.L.

They must also have successfully studied full time for two or more years at a recognised institution.

Holders of diplomas gained after part-time study might be considered exceptionally.

## EXAMINATIONS

Subjects of the examination for one year students are as follows:

- (a) Principles and Practice of Education.
- (b) English Language.
- (c) Music in Education.

The examination is partly by written papers and partly by assessment which includes the course work in all subjects done by the student during the time spent in College. Students' work in schools, especially practical teaching is also examined.

Under certain conditions, graduate students in the one year course can qualify for the graduate Certificate of Education of Leeds University.

## GENERAL INFORMATION

Candidates for admission to the College must show by interview and audition (where applicable) evidence of ability and interest either in English or Music or Art and Craft or Needlework and Dress or Drama or Mathematics or Science. In addition they must show evidence of a good general education including the reading of English Literature.

*Interview.* Selected applicants will be interviewed, and where necessary given an audition, either at the College or some other suitable centre. The College cannot accept responsibility for travelling expenses incurred by an applicant attending such an interview.

*Medical Certificate.* A medical certificate satisfactory to the College Medical Officer is essential. The method of procedure and forms required will be sent to candidates.

*Undertaking.* Whilst 'recognised' students are not now required to sign a formal declaration, it is expected that on the successful completion of the course, they will follow the profession of a teacher in a grant-aided school or other institution approved for the purpose by the Minister.

## APPLICATIONS

Inquiries concerning admission to all courses should be addressed to the Principal, Bretton Hall, West Bretton, near Wakefield (Telephone Bretton 261). Application forms may be obtained in the September and should be between 1<sup>st</sup> and 8<sup>th</sup> October or as soon after as possible, of the year prior to the one for which application is sought.

All applications must pass through the Training Colleges Clearing House, the registration fee for which is £1. Further information will be given at the time of application.

## WITHDRAWALS

The progress of all students is reviewed from time to time, and a student not making adequate progress may be asked to withdraw. The Governors reserve to themselves the right at all times, without stating a reason, to ask any student to withdraw.

## ACCOMMODATION

All students in the new houses occupy individual rooms; the nature of the Hall prevents each student having a separate study-bedroom. However, specially designed furniture has been fitted to give students as much privacy as possible.

*A study-bedroom*



All students may be asked to live for part of their course in approved lodgings normally in the village of Bretton.

Arrangements are also made to accept a limited number of day students.

## COLLEGE CHARGES AND GRANTS

Under the regulations of the Ministry of Education for the training of teachers, certain grants are available to 'recognised' students. In some cases a charge is made towards the cost of boarding and tuition according to income scale. Full details can be obtained from the student's home Local Education Authority.

The College will give advice concerning grants but it is the responsibility of the student to obtain full particulars and make the necessary application.

When a student is accepted for admission, either the student's parents, or the individual student (if judged independent) will be required by the home Local Authority to submit a statement of income.

A student's grant includes the cost of three return fares from the home of the student to the College.

## COLLEGE DUTIES

Students are expected to make their beds, keep their rooms tidy, and each morning, leave them easy to clean. Some household duties are required in the evenings and at weekends, according to a rota, and occasionally at other times.

## SOCIETIES

### STUDENTS' SOCIETY

There is a vigorous Students' Society in the College which all students are encouraged to join. It has its own clubroom and recreation room and a number of other societies have been formed under its ægis.

### CENTRAL SPORTS COMMITTEE

The Central Sports Committee is composed of the Secretaries of the various sports committees. These include: association football, rugby football, cricket, tennis, hockey, netball, mountaineering, sailing, canoeing, swimming. The function of this committee is to control and correlate the activities of the different sports clubs and to ensure that they are run on a sound financial basis.



## RECREATIONAL FACILITIES

Within the College grounds there are hard tennis courts, facilities for netball, cricket, hockey and football. Equipment is available for archery, fencing and athletics, and the lakes provide unique opportunities for swimming, sailing and canoeing. In winter, ice-skating and skiing are popular pastimes.

Many beautiful walks and picnic sites are to be found in the woods and parkland.

## RELIGIOUS SERVICES

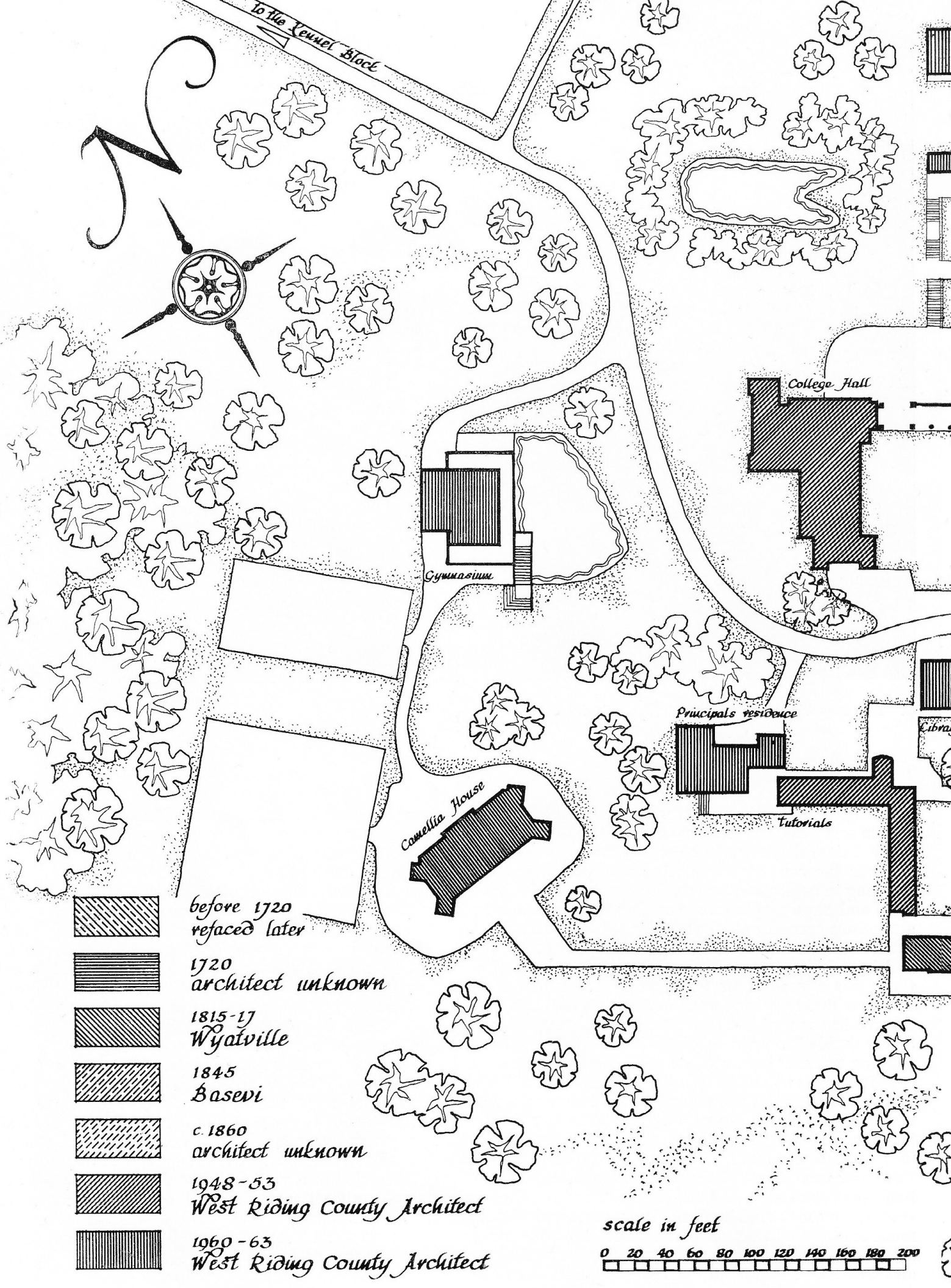
There is a Quiet Room in the College where arrangements are made for daily prayers.




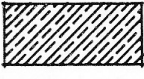
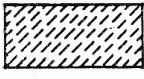


The original Bretton Estate Chapel standing close to the College has recently been repaired and renovated and is used on Sundays and at other times for some College services.

Students are also encouraged to attend services in churches and chapels of their own denomination in the Village of Bretton, Wakefield and neighbourhood. Transport for such journeys is from time to time provided by the College.

College Societies include an active branch of the Student Christian Movement administered by the students. Visits by outside speakers, conferences and communal activities are some features of this Society.

To the Kennel block



-  before 1720  
refaced later
-  1720  
architect unknown
-  1815-17  
Wyatville
-  1845  
Basevi
-  c. 1860  
architect unknown
-  1948-53  
West Riding County Architect
-  1960-63  
West Riding County Architect

before 1720  
refaced later

1720  
architect unknown

1815-17  
Wyatville

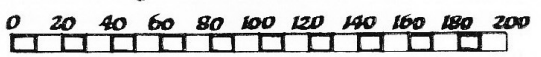
1845  
Basevi

c. 1860  
architect unknown

1948-53  
West Riding County Architect

1960-63  
West Riding County Architect

scale in feet



College Hall

Gymnasium

Camelia House

Principals residence

Tutorials

Library