The Challenge of Change in Physical Education

Chelsea College of Physical Education

Chelsea School University of Brighton 1898–1998

Ida M. Webb

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Preface

The following narrative describing the history and development of Chelsea College of Physical Education, now the Chelsea School, University of Brighton, during its first 100 years is, of necessity, a selective and in no way exhaustive personal interpretation of factually based information extracted from primary and secondary sources. Nevins (1962) in *The Gateway to History* wrote, 'Most historical work, though by no means all of it, is important by virtue of its ideas; that is, its interpretations'. As far as humanly possible, an objective and critical stance has been taken, but with any living institution different interpretations of the same event are inevitably coloured by personal expectations, experience and perceptions.

No one book, and certainly not one examining a century of continuous development, can be a definitive work. There are, for example, unused student records that provide original material for a more sociological based study, or course documents, particularly from 1976, for a more detailed analysis of the curriculum and review of programmes of study currently available at the Chelsea School or material identifying the role and contribution of the Chelsea School within Brighton Polytechnic and the University of Brighton.

This Chelsea case study has been set within the wider context of the specialist women's physical education colleges. In *Women First The Female Tradition in English Physical Education 1880–1980,* Sheila Fletcher (1984) opened a new perspective when she examined the work and achievements of the women pioneers, with close reference to the history of Bedford College of Physical Education. She set her work in the wider context of educational history. Colin Crunden (1974) in *A History of Anstey College of Physical Education 1897–1972* brought to life the ever changing character of the College. He related its history to wider perspectives of social and professional change which took place in the late nineteenth and twentieth centuries. Albert Pomfret (1985) in *Dartford College 1885–1985* recorded the histoiy of the first college specializing in the training of women teachers of physical education. I C Maclean (1976) in *The History of Dunfermline College of Physical Education* conveyed the unique association of the College with Andrew Carnegie and the developing scene which influenced its progress.

I have attempted to interpret Chelsea's history through the professional lives of its eight women heads. This biographical approach has been used to reveal and, in some ways, recreate, as vividly as possible, the different personalities and traits of the leaders of the College and the School. It has also been used as a method by which their contributions to the development of Chelsea and its main foci, whether the latter be in physical training, physical education, movement

studies, dance, sports science, leisure, recreation, health, teacher training, related vocations, scholarshipor research, could be identified and located. Each incumbent can be viewed as a *force;* a force that inspired *change* appropriate to the stage of development of the institution and the subject of physical education in keeping with the educational, political and social climates and parameters of the day.

The institution is, however, more than the role and contributions of its heads, perhaps the whole is even greater than the sum of the parts. While it has not been possible to identify and include the specific impact of each member of staff and each student, nevertheless by reference to the work, achievements, aspirations and views of as many as possible, their influence on the corporate outcome has been included in the four main chapters (2–5).

The *Foundation* of the College, to provide opportunities for women to train as teachers of gymnastics and games, with access to a relatively new profession in the Victorian era, required vision, faith, focus and strength on the part of its Head Mistress with generous support and understanding from staff, students and the parent polytechnic institution.

Its *Transition,* especially during the turbulent, uncertain times of evacuation in the Second World War, both externally at national level and internally within the parent institution, demanded dedication, foresight, courage and persistence to cope with enforced changes and to resolve what must, at times, have seemed to all concerned with the College, insolvable problems.

With *Expansion* came innumerable openings and possibilities for innovation that required drive, perception, conviction and insistence for more ambitious, identified goals to be achieved. This 'purple patch' heralded the beginning of further fundamental differences in institutional allegiance and what might have been viewed by some as the demise of the Chelsea College of Physical Education.

During *Incorporation,* at first, a sense of loss of identity was experienced by staff and students in what were perceived as complex organizations of multistructures and unnecessary bureaucratic procedures. As Gillian Burke wrote, 'Occasionally, gradual evolution and steady progress give way to a major step forward and a radical reorganization'. Adaptability, ruthlessness, patience and appreciation were all required; first, to grasp and secondly, to take advantage of and profit from, the opportunities that appeared, initially on the horizon and later, within realistic reach of the Chelsea School.

So what does the *future* hold for the Chelsea School? There will be a place for teaching, for learning, for scholarship and for research. Boldness, resourcefulness, enterprise and, above all, flexibility will be required so that advantage can be taken of changed and changing circumstances. Standards, quality assurance and accountability will have to be met. Perhaps there will be a greater contribution towards a unified physical education profession, whilst not losing sight of basic vocational requirements and allied interests.

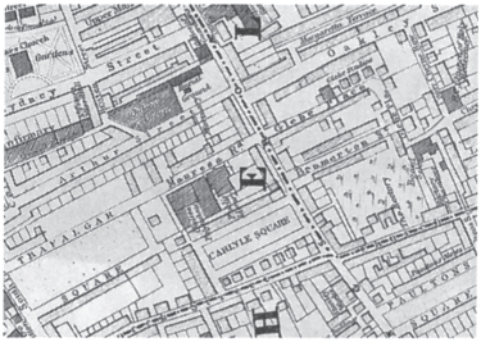
It has been a privilege to be entrusted with the preparation of this text. At times, however, it has been difficult to be totally impartial, having been an integral part of the physical education profession since 1947. Any factual errors, or any

differences of view from those of the contributors or the readers' perceived perspectives are, therefore, my personal responsibility.

Nevins (1962) indicated that a factually accurate text should reflect 'consideration to the living and truth to the dead'. I hope this book has respected those two briefs in indicating Chelsea's rightful place in higher education and recording its contribution to physical education and allied professions. I also hope that it has helped, in a small way, to celebrate 100 years of achievements and, at the same time, looked forward to the future of the Chelsea School with justified optimism.

Ida M Webb
September 1998

1 Introduction



South Western Polytechnic, Chelsea Location, 1898

'…creating new opportunities for women'.

Chelsea College of Physical Education was founded by Fräulein Dorette Wilke in 1898 at the South Western Polytechnic, Manresa Road, Chelsea, London, as a Department for the training of gymnastic and games teachers to hold posts in girls' schools, in connection with the Polytechnic's Day College for Women.

Chelsea was the third college of its kind to be founded towards the end of the nineteenth century. Collectively, these colleges and the subsequent foundations, up to a maximum of nine by 1953, were first known as the 'specialist' women's physical training colleges and later, 1958, as the 'specialist' women's colleges of physical education. No one date can be ascribed to the use, or change of usage, of 'training' and 'education' either in the names of the colleges or in the theory and practice of their primary focus. At times the two words have been interchanged and at other times a clear distinction has been attributed to their meaning.

The original six colleges were founded between 1885 and 1905 and the last three between 1938 and 1953. The first college, initially named the Hampstead Gymnasium, was founded by Martina Bergman, a graduate from the Royal Central Gymnastic Institute, Stockholm in 1881. Miss Bergman based the training of her students on Ling's Swedish gymnastics. Against financial advice, she purchased 1 Reremonde, Broadhurst Gardens, Hampstead in 1885. In her own words,

> …to train a teacher who will give her whole time and interest to a school, a leader in the games field as in the gymnasium, one who will guard the children's development, prevent deformities and keep an eye on the whole hygiene of the school.

In 1886, she married Dr Edvin Per Wilhem österberg and, from that time, she was known as Madame Bergman österberg. Conditions at Hampstead soon became restricted and restrictive. She moved the, by then, renamed Hampstead Physical Training College to Kingsfield, Dartford in 1895 and called it the Bergman österberg Physical Training College. It was not until 1939 when the College was evacuated to Newquay, Cornwall, that it was called Dartford College of Physical Education.

The second college was founded by Rhoda Anstey, who had been trained by Madam Bergman österberg at Hampstead from 1893 to 1895, at The Leasowes, Halesowen in 1897. Here, although the College stood in 16 acres of grounds, opportunities for teaching practice were limited in and around Halesowen. In 1907, she moved her college to Yew Tree House, Chester Road, Erdington with easy access to a greater number of schools in Birmingham, but with limited grounds for the development of facilities at later stages of the College's history. Anstey Physical Training College was renamed Anstey College of Physical Education in 1947, coinciding with the Golden Jubilee celebrations.

The fourth, Liverpool Gymnasium Training College, was privately founded by Irene Mabel Marsh in 1900. She had attended the Southport Physical Training College and Gymnasium, 1893 to 1895, run jointly by Mr and Mrs Alec Alexander, who were eminent members of the National Physical Recreation Society. In 1895, Miss Marsh qualified as a teacher and after a few years she became the Director of Women's Classes at the Liverpool YMCA Gymnasium; a post she retained until her death in 1938. With the sum of £100 as her capital, she rented 110 Bedford Street, Liverpool and trained one of her sisters, Salome, together with Pearl Taverner and Muriel Pert. Although she had purchased additional houses by 1919, student numbers had so increased that a new building with grounds for further expansion was essential. Therefore, in 1920, she moved the Liverpool Physical Training College to Barkhill House, Liverpool. In 1939, when it was run by Trustees, it was retitled the I M Marsh College of Physical Education by the new Principal, Miss Marie Crabbe, to honour the founder.

The fifth was founded by Margaret Stansfeld who had attended classes in London, held by Martina Bergman, in 1881. Between 1885 and 1888 she was an instructor at the Hampstead College and also continued her gymnastics teaching at several of the Girls' Public Day School Company Schools, including the High School for Girls, Bedford. In 1903 she bought a house, The Wylams, 37 Lansdowne Road, Bedford, and started Bedford Physical Training College. It became Bedford College of Physical Education in 1952, when the Bedfordshire Education Authority took it over.

The sixth college, the Carnegie Dunfermline Trust College of Hygiene, was inaugurated in 1905 at Dunfermline and was known as the Dunfermline College of Hygiene and Physical Training, with Flora Ogston (Chelsea, 1901–1903) as its first Principal. It was retitled Dunfermline College of Hygiene and Physical Education in 1946 and Dunfermline College of Physical Education, Aberdeen in 1951. Aberdeen was dropped from the title when the College moved to purpose built accommodation at Cramond, Edinburgh in 1966.

In the early days, with the foundation of 'rival' colleges, the need was felt by old students of the Bergman österberg Physical Training College for a national association for teachers trained in the Swedish gymnastic system. On 9 January 1899, Mary Hankinson, trained at the Bergman österberg Physical Training College from 1896 to 1898, met together with 30 of Madame Bergman österberg's old students at the Hampstead Gymnasium and formed 'The Association of Swedish Physical Educationists'. Madame Bergman österberg was invited to be the President, an honour she declined because of 'the ridiculous title' chosen for the Association. Even after the name was changed to the Ling Association in April 1899, she again refused the honour. Initially, the Association admitted all women who held a certificate from Madame Bergman österberg or anyone trained at the Royal Central Gymnastic Institute, Stockholm.

The objects of the Association were to:

(a) band together teachers of Swedish Gymnastics in the British Isles;
(b) ultimately obtain a registered list of those duly qualified to teach Swedish Gymnastics and give Massage scientifically;
(c) arrange meetings and holiday courses at different times; and
(d) publish a list of vacant posts.

Chelsea College was inspected by the Ling Association on 27 November 1912 and the following resolution was passed at the Fourteenth Annual General Meeting of the Association in January 1913.

> That CPTC be recognised by the Ling Association, and all future graduates be eligible for membership.

Although three of the first colleges were privately founded and funded, the position of women principals of women's colleges had been strengthened in 1908, when,

> An important step has been taken by the Board of Education in relation to the Headship of Women's Colleges. They are convinced that a large number of questions that have to be determined by the principal of such institutions are such as are best treated by a woman; and experience has clearly shown that there is no lack of capable women who can most effectively undertake the responsibilities of the Headship of a Residential College, both on its administrative and its instructional sides. The Board will accordingly require that, as vacancies occur, they will be filled by the appointment of women.

The main elements of Chelsea's history have been identified in this *'Introduction'* and these will be developed in the main text.

The foundation stone of the South Western Polytechnic was laid by HRH the Prince of Wales on Thursday 23 July 1891 and the Polytechnic opened, without ceremony, in 1895. From its inception the Polytechnic had programmed gymnastic classes for women in keeping with object 5 of the institution 'to provide

instruction and practice in gymnastics, drill, swimming and other bodily exercises'. These took place on two evenings per week, originally taken by Miss Stuart Snell of Queen Alexandra's Gymnasium.

Fulfilment of object 5 was also achieved through the provision of gymnastic classes for boys and men.

The College was established 'to give a sound education in Physical Training' for it was Dorette Wilke's belief that '…to educate the mind without educating the body could only end in failure, for what was knowledge at the mercy of a weak, undisciplined body?'. The first course was broadly based with a sound theoretical foundation complemented by educational visits and external lectures to support the core of practical studies. Students were to understand scientific and physiological principles which underpinned the systems of gymnastics in vogue in different mainland European countries at the end of the nineteenth century. Dorette Wilke also believed that the scientific approach was essential '…for all whose task in after life will be to teach others and to design and to adapt exercises and games for children and adults under different conditions of physique and environment'. It was significant that, from the inception of the first course, the knowledge acquired during study was always meant to be adapted and used according to prevailing conditions.

In the early days, the College was very aware of the 'poor' physique of many pupils, particularly those in city elementary schools, whose boys and girls were lucky if they had one hour of physical exercise or drill each week, often taken by untrained teachers. The College was also aware of the general lack of facilities for physical training. As one Old Student commented, 'A happy, healthy physical development of children was our aim, with relaxed and correct deportment and a watchful eye for those who needed special physical correction'. Dorette Wilke believed, '…prevention was better than cure' and advocated dancing, games and gymnastics for every pupil every week with, if possible, 'good educational gymnastics' daily.

The work of both the early pioneer physical educationists and their successors was assisted through the permissive legislation or statutory obligations approved by the government of the day. The 1870 Education Act had laid the groundwork for the establishment of a national system of elementary education in England and new opportunities had been created for physical education. For girls, separate secondary education was available only to a minority of fee paying pupils at endowed grammar and independent schools for girls. The number of professions open to women at the end of the nineteenth century was limited, but, with the opening of Chelsea, professional opportunities for trained women physical educationists had been increased. It is of interest to note that the average starting salary for trained teachers was £100 per annum. The Gymnastic Teachers' Course had to be selffinancing from tuition fees, which led to a paucity of specialist facilities, although Chelsea was fortunate to have access to the facilities of other departments in the Polytechnic, which were in receipt of generous equipment grants from the London County Council.

The 1918 Education Act enabled local authorities to provide school and holiday camps, centres and equipment for physical training, playing fields, swimming baths and other facilities for social and physical training in the day or evening.

Although no formal educational qualifications were demanded of the first entrants, prospective students, nevertheless, had to satisfy the Head Mistress that they were capable of completing the course and suitable for training as prospective teachers. Emphasis was placed on qualities such as 'suitable', 'personality', 'calibre of the individual', 'professional integrity', 'total commitment to teaching' and 'dedication'. Those who were 'not gifted for the profession', 'unsuitable for the profession', 'not strong enough for the work' or just 'not accepted' often left at the end of the first term, the 'trial' term. This decision was reached after the Head Mistress had decided the advisability of the students continuing their course. If progress or conduct was not satisfactory, students were asked and required, at any time, to withdraw.

By 1902–03 entrants to the College were expected to hold matriculation of the London University, the Oxford or Cambridge Senior or Higher Local Examination or the Oxford and Cambridge Joint Board. Later, in 1913, Matriculation Examination of any University in the United Kingdom, or an examination accepted by such a university in lieu of matriculation, became the entry qualification.

Subsequently, as changes were made in school examinations, the requirement became first, a School Certificate Examination of a recognized examining body, secondly, by 1951, the General Certificate of Education and, thirdly, by 1988, the General Certificate of Secondary Education. Specific levels also changed from first, a pass in five subjects to, secondly, a minimum of five 'O' level passes provided that there was evidence that other courses had been studied beyond the age of 16 and, thirdly, to two 'A' level grades, normally at least a B and a C. By the 1990s, 'A' level grades were scored and a minimum of 18 points was the required entrance qualification. All candidates for the teacher training courses were interviewed by the Head of the College (later the School) and were required to demonstrate physical aptitude for the course, except during the Second World War if they were interviewed in London.

By 1930, the College was in the process of moving from principally internal to both internal and external validation, although some examinations of external bodies had always been taken. For example, students at the turn of the nineteenth century sat examinations set by the St John's Ambulance Association in First Aid to the Injured and in Home Nursing and the Board of Education South Kensington Examinations in Physiology, Hygiene and Elementary Science of Common Life. This practice continued throughout the 100 years, with changes in awards appropriate to professional demands, and the development of umpiring, coaching and officiating awards in games and sports from the national governing bodies of sport.

Between 1929 and 1958, there were major changes in the structure of courses at Chelsea, with a corresponding development of subject content. Students, whilst being trained to teach, were also given an '…opportunity for research work…', together with experience in, and appraisal of, new methods in physical education. These processes continued, indeed at times they were accelerated, particularly with programmes for diversified courses, throughout the remainder of the century.

As the physical training profession expanded and the subject developed, the heads of five of the six women's physical training colleges felt the need to meet regularly, to share views, ideas and concerns and to examine policies. On Thursday 21 November 1935, the Association of Principals of Physical Training Colleges was formed when,

> A meeting of Principals of Physical Training Colleges, whose Diplomas are recognised for membership of the Ling Association of Teachers of Swedish Gymnastics was convened by Miss May Fountain (Chelsea) at the Cowdray Club at 3.00 pm by invitation of Miss Margaret Stansfeld (Bedford). Miss R Hope Greenall (Bergman österberg) and Miss Marion Squire (Anstey) also attended. Apologies were received from Miss Helen Drummond (Dunfermline).
>
> The business of the meeting was to discuss the formation of an Association of Principals of Physical Training Colleges. Its objects:
> 1 To further the common aims and requirements of the Physical Training Colleges.
> 2 To establish a representative body to whom reference can be made on all matters concerning the training of students.

Miss Greenall had trained from 1909 to 1911 at the Bergman österberg Physical Training College, Miss Squire at Bedford Physical Training College from 1913 to 1915 and Miss Drummond at the Bergman österberg Physical Training College from 1913 to 1915; she had also gained an MA (Cantab). Miss Marsh was not invited to the meeting; the Diploma of her College had not been recognized as qualifying her students for membership of the Ling Association.

An exclusive, but authoritative, Association had been established. It was consulted and its collective opinions were respected on numerous occasions by many recognized national and international bodies such as: the Chartered Society of Massage and Medical Gymnastics (later the Chartered Society of Physiotherapy); the Society of Medical Officers of Health (School Health Group); the Ling Physical Education Association (later the Physical Education Association of Great Britain and Northern Ireland); the Association of Teachers of Colleges and Departments of Education; the Association of Head Mistresses of Recognised Independent Schools and the International Association of Physical Education and Sport for Girls and Women.

Nonington College of Physical Education, the seventh 'specialist' college to be founded, had been opened officially by the Archbishop of Canterbury, at St Albans Court, Nonington on 23 July 1938. Its founder and first Principal was Miss Gladys Wright who had trained at the Silkeborg Physical Training College, Denmark and the Royal Central Gymnastic Institute, Stockholm, Sweden.

The Principal of Liverpool, Miss Marie Crabbe, who had trained at the Bergman österberg Physical Training College from 1922 to 1925 and Miss Wright, were invited to become members of the Association of Principals of Physical Training Colleges in 1942.

The eighth college to be founded was the Lady Mabel College of Physical Education, named after Lady Mabel Smith, County Councillor, daughter of Viscount Milton, eldest son of the sixth Earl Fitzwilliam. It was the first college of

physical education to be opened by a local education authority, the West Riding of Yorkshire. The College started in October 1949 in a hotel in Harrogate, and moved to its permanent site in the magnificent mansion of the Fitzwilliam family at Wentworth Woodhouse in January 1950. Miss Nancy Moller, MA, was appointed Principal and attended her first meeting as a member of the Association of Principals of Physical Training Colleges on 4 November 1949.

The ninth college, the Ulster College of Physical Education, was established by the Northern Ireland Ministry of Education in Dalriada House, Belfast, whose purchase had been negotiated by the Belfast Corporation, in September 1953. Miss Oonah Pim, who had trained at the Bergman österberg Physical Training College from 1931 to 1934, had been appointed Principal in the spring of 1953. She was invited to join the Association of Principals of Physical Training Colleges on 16 November 1953 and attended her first meeting on 29 December 1953.

The Association changed its name to the Association of Principals of Wo-men's Colleges of Physical Education on 11 October 1958. It formally ceased on 29 April 1976. By this time, seven of the women's colleges of physical education had either been incorporated into larger institutions or discussions about proposed mergers were at an advanced stage. Anstey was incorporated into Birmingham Polytechnic (1975); Bedford into Bedford College of Higher Education (1976); Chelsea into East Sussex College of Higher Education (1976); Dartford into Thames Polytechnic (1978); I M Marsh into Liverpool Polytechnic (1981); Lady Mabel into Sheffield Polytechnic (1977) and Ulster into Ulster Polytechnic (1972). Dunfermline and Nonington remained as free-standing institutions at this stage.

During the 1930s, the promotion of social and physical welfare were matters of national concern. They were partially addressed by the government through the Physical Training and Recreation Act 1937, which was welcomed by the physical education profession as it marked a milestone in the national development of recreation in meeting the physical needs of post-school youth. Under the Education Act 1944, it became the duty of every local education authority to provide adequate facilities for recreation, social and physical training for primary, secondary and further education.

An increase in the number of teachers and leaders qualified in physical training, education and recreation had been signalled. Initially, a formal teacher training in physical education was open only to those students whose parents could afford to pay the fees of the newly-established institutions, including Chelsea. With financial support from grants made by various trusts to individuals in 1913 and the introduction of County Scholarships in 1920, the opportunity to train became available to an increased number of girls. It was not until the 1940s, with the recognition of colleges by the Ministry of Education, under the Further Education and Training Scheme, that students were eligible to receive free tuition and maintenance grants based on assessment of parental income. Students in receipt of this grant were, however, required to teach in state schools on completion of their initial course of training. 'The Ministry of Labour and National Service require a declaration that you intend to teach at the end of your training; I should be glad to have this andyour National Registration Identity Number'. This requirement was

later withdrawn. In the meantime, however, the Ministry of Education, '…will follow with great interest the careers of men and women who have held awards under the above scheme and, for the purpose of the record, you will be asked in about three years' time if you will be good enough to give some particulars of your career subsequent to the expiry of your award under the Scheme'. The *Declaration* that students signed read,

> I…hereby declare that I intend to complete the course of training for which I have been admitted to the…College and, thereafter, to adopt and follow the profession of teacher in a grant aided school or other institution approved for the purpose by the Minister and I acknowledge that, in entering on this course, I take advantage of the public funds by which it is aided, in order to qualify myself for the said profession and for no other purpose.

Such a student was referred to as a 'recognized' student, as compared with the 'private' student who paid full fees for tuition and residence and did not sign, on entry, a 'Declaration of Intention to Teach'.

Chelsea was recognized on 1 April 1945, when it was administered by the London County Council; it was the first of the Specialist Women's Colleges of Physical Education to attain this status. Anstey was grant-aided in 1955 when the Staffordshire Education Authority took responsibility for the administration of the College, Bedford in 1952 under the Bedfordshire Education Authority, Dartford was recognized for grant aid as a Voluntary College in 1951 and it came under the Inner London Education Authority in 1961, I M Marsh in 1947 under Lancashire Education Authority and Nonington in 1951 under the Kent Education Authority.

Between 1958 and 1976 the Chelsea curriculum had two complementary aims: first, a liberal education to enable the student to realize her full potential as an individual and as an educator and, secondly, a professional preparation based on an understanding of the educational needs of children, together with an appreciation of the vital part which movement plays in their growth and development.

The 'new' emphasis on 'movement' had been inspired by the perceptions of Rudolf Laban who 'created a new myth of movement for our century'. Movement was accepted as 'an aspect of man's individuality' and the study of human movement was aimed beyond 'the development of the individual's potential for movement towards his deeper understanding of himself and others'. From 1942, Lisa Ullmann and Rudolf Laban worked together in Manchester where, in 1946, Lisa Ullmann founded the Art of Movement Studio. She had been a pupil of Laban in Berlin and said that under his guidance,

> I learned how to use my body in turning, jumping and leaping, how bendings and stretches created beautiful lines and patterns in space, and how strong, gentle, sudden, slow, large or small movements can produce the most exciting rhythms in the flow of movement.

The Laban Art of Movement Guild was formed in 1946 to safeguard the teaching qualifications of those taking modern educational dance in the Manchester schools.

By September 1948, the first one-year course for women teachers who had received a two-year or emergency training was approved by the Ministry of Education. Subsequently, as the number and range of courses expanded, the Studio, as the Laban Art of Movement Centre, moved to Addlestone, Surrey, in 1953 and as the Laban Centre to Goldsmith's College, New Cross, London, in 1974.

At the beginning of the twentieth century the elementary school physical education curriculum could best be described as drill and physical exercises. With the training of women as specialist teachers of games and gymnastics the gradual introduction of a more comprehensive programme of physical training took place in the girls' high and public schools.

By the middle of the twentieth century physical education, including dancing, games, gymnastics, athletics and swimming, was an integral part of the school curriculum for primary and secondary pupils. Whilst allocation on the timetable varied between schools, the majority of pupils received at least three hours per week with many receiving more than five hours a week.

At the end of the twentieth century the National Curriculum, controlled by the School Curriculum and Assessment Authority, was in place and, contrary to the recommendations of the Physical Education Working Group under the chairmanship of Ian Beer, pupils at Key Stage I (5–7 years) received 36 hours per year, Key Stage II (7–11 years) received 45 hours per year, Key Stage III (11–14 years) received 45 hours per year and at Key Stage IV (14–16 years) only 5 per cent of the timetable was allocated for physical education activities. The original recommendations had been: Key Stages I–III five of the six areas of activity selected from athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming and, at Key Stage IV, for those not taking physical education as a General Certificate of Secondary Education subject, at least two activities per week.

The Education Reform Act 1988 provided for the establishment of a National Curriculum of core subjects (English, mathematics, science) and foundation subjects (art, geography, history, music, physical education, technology, modern foreign language) for pupils of compulsory school age in England and Wales. Welsh was designated a core subject in Wales and religious education throughout the school and sex education at Key Stages III and IV were statutory requirements.

In 1997 the English Sports Council published *England, The Sporting Nation: A Strategy,* in which one of its targets was, 'to increase curriculum time for Physical Education' to at least two hours per week for all pupils.

From September 1998 the government proposes to relax the National Curriculum Physical Education Order for Key Stages I and II. In the future, schools will be asked to give '…due regard to physical education'.

By the end of the century, the Chelsea School aimed to create a good learning and working environment for students pursuing courses with vocational relevance in either education, sport, recreation or leisure.

Importance has often been placed on institutional and course titles and the meaning(s) they convey. During the first 100 years, the College has been known as the Gymnastic Teachers' Training Department (1898–1902), the Gymnastic