Celebrating 40 years of learning

James Hagerty
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1966 Cont
1) Bishop’s foreword 4
2) Principal’s foreword 5
3) Acknowledgments 7
4) The Principals 8
5) The Sisters of the Cross and Passion 10
6) The Chaplains 12
7) The Chapel of Trinity & All Saints 17
8) The Campus 24
9) The 1960’s 32
10) The 1970’s 58
11) The 1980’s 76
12) The 1990’s 98
13) The 2000’s 118
14) Trinity & All Saints in 2006 130
When one of my predecessors, Bishop George Patrick Dwyer, agreed over forty years ago to the opening of a Catholic teacher training college in this Diocese, he did so in a period of extra-ordinary growth for the Catholic community. It was a confident decision, made when there was an urgent need for Catholic teachers, government support for Church colleges and relatively generous funding. Thus, in a unique partnership between the Diocese of Leeds, the Catholic Education Council and the Sisters of the Cross and Passion, Trinity & All Saints Colleges were opened in 1966.

From the outset, the joint Colleges were a remarkable venture and under the inspirational leadership of Andrew Kean and Sister Augusta Maria, there emerged an innovative and lively Catholic educational community whose attraction lay in a novel approach to the education and training of Catholic teachers, the provision of other academic and professional courses, and dynamic relationships with schools and employers.

A continuous stream of political and social developments since then has affected Trinity & All Saints' original purpose and character. Whilst some of these initiatives and influences have presented great opportunities, others have threatened the College's Catholic identity and even its very survival. It is a testimony to the foresight, diligence and determination of those who have directed the College that it remains viable and successful today.

Our contemporary Catholic colleges and schools are very different from those of the 1960s and each succeeding decade has brought with it fresh challenges. The world of higher education continues to change and that process, directed by government policies, modified by new technology and responding to the aspirations of young people, shows no sign of abating. In such circumstances, the Church's educative mission must continue to inform our discussions and guide our decisions. Trinity & All Saints, like all Catholic schools and colleges, derives its existence from the commitment of the Catholic Church to a continuing presence in education and the fulfilment of its mission.

This book traces the history of a Catholic College that has always been proud of its distinctive ethos, and commemorates the dedication and efforts of so many people connected with its growth and development. It illustrates the College's determination to maintain high academic standards, provide studies in professional formation and facilitate personal development. Its students are thereby equipped with the spiritual foundation and intellectual and practical skills that will enable them to contribute to society through their chosen professions and throughout their lives.

I thank all those connected with the production of this commemorative book and I extend my gratitude and congratulations to all those who have contributed so much to the life of the College during its first forty years.

Right Reverend Arthur Roche STB STL
Bishop of Leeds
As this history reveals, it was the exception rather than the rule for church colleges of higher education to survive over the past four decades. That Trinity & All Saints did so, and continues to flourish, is owed to so many: to its founders, the Bishops’ Conference of England and Wales and the Congregation of the Cross and Passion, to the University of Leeds, succeeding generations of trustees and governors, public funding agencies, and also, of course, to its staff and students, sponsors, school partners and other collaborators and supporters of innumerable kinds.

This work will serve as a tribute to all of them and I am delighted that we have been able to collate it within the living memory of so many of those who were there at the outset. I hope that it will also serve as a fitting memorial to those who have passed away and to whom the College will be forever indebted.

Compiling the history would not have been possible without the contributions of so many who offered memories, recollections, pictures, facts and figures, who read and appraised draft text, contributed to proof-reading, etc. All such contributions are immensely appreciated. The highest accolade must be reserved for James Hagerty, who so kindly volunteered his skills, expertise and time in researching, compiling, writing and editing the text and leading the whole project through to completion.

The value of Trinity & All Saints is to be measured primarily by how it has enhanced the lives of those who have come into contact with the College and its work. Amongst these, above all, we must count the graduates of the last four decades, now scattered literally world-wide, serving in professions from education, public and caring services to management, media, sport and many other walks of life. The testimony they offer and the fondness with which they remember their days here is the greatest reassurance we can have that it has all been worthwhile.

It has been a privilege to have been given the opportunity to lead Trinity & All Saints to the completion of forty years of service to the community, building on the legacies of previous generations. I trust that those charged with taking it forward will do so with a firm conviction that life begins at forty!

Mike Coughlan
Trinity & All Saints College is very fortunate in having a substantial and well-organised documentary and photographic archive. It is also fortunate that it has had many long-serving and faithful staff who have good memories. These assets have made it relatively easy for me to trace the past forty years.

As an outsider, however, it is impossible for me fully to appreciate the College’s spirit, its personalities and its changing nature since 1966 and so the basic narrative has been supplemented by personal reminiscences of staff and students and by photographs and extracts from college magazines and student newspapers. I hope that this presents a fairly accurate picture of what life has been like in the College for those who experienced it.

I am very grateful to all those who shared with me their memories of Trinity & All Saints – their names are listed in the acknowledgements. I also wish to thank the staff of the Andrew Kean Learning Centre for allowing me access to the College archives; Nicky Osmotherley for her photographic skills; John Smith for his information on the College estate and campus; and Phil Steel and his colleagues for their advice on printing and publishing. Val Coulson has been a source of cheerful enthusiasm and kind assistance. I am especially grateful to her and also to Malcolm Redding and Kevin Delaney who proof-read the manuscript.

Bishop Arthur Roche and Bishop David Konstant have been particularly helpful and have encouraged the project from its outset.

Finally, my thanks to Dr Mike Coughlan, Chief Executive and Principal of Trinity & Saints, for his support and guidance.

James Hagerty
Acknowledgements

Rt Rev Bishop Arthur Roche, Bishop of Leeds
Rt Rev Bishop David Konstant, Bishop Emeritus of Leeds

John Alban Metcalfe
Frances Blow
Frank Bottomley
Paul Bottomley
Fr Peter Clarke
Mike Coughlan
Val Coulson
Sr Fidelis Daly CP
Michael Dawney
Kevin Delaney
John Dixon
Mark Dolby
Sr Marie de Carmel Finn CP
Paul Forbes
Frank Foster
Christine Foster (nee Wilkins)
Peter Fusco
Anthony Garrett
John Grassi
Roger Goulden
Ted Grinham
Mary Hallaway
Sr Dominic Savio Hamer CP
Gill Harries (nee Holloway)
Tommy Holgate
Winifred Kean
James Keegan
Tim Leadbeater
Canon Peter Maguire
Sr Annie McCambridge CP
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Damian McHugh
Michael McNally
Tony Merritt
Tony O’Donnell
Nicki Osmotherley
Martin Owen
Helen Priest
Paul Priest
Helen Priest
Malcolm Redding
Sr Anna Maria Reynolds CP
Fr Peter Rosser
Elizabeth Rymer
David Samuel
Nik Sheehan

John Short
Joyce Simpson
John Smith
Phil Steel
John Sullivan
Shelagh Tomkinson (nee Brennan)
Bill Tomkiss
Monica Tomkiss
Gerard Turnbull
Fr Paul Varey
Verona Fathers
Tony Whittaker
Mgr Michael Williams
Richard Woodcock
Andrew Kean

Andrew Kean was born near Glasgow in 1914. He was educated at St Mungo’s Academy and at Glasgow University where he graduated with a double first in English and European History and in English Language and Literature. After teacher training at Jordanhill College he then took up a teaching post in Stirling. During the Second World War he was with British Intelligence and was posted to the West Indies and later to Allied occupied Germany. After the war he returned to Stirling where he became headteacher of St Modan’s High School. In 1948 he became a tutor at the University College of Leicester and Organising Secretary of the newly-established Institute of Education. In 1956, he was appointed Deputy Director of the Institute of Education at Leeds University. In 1964 he became Joint Principal of Trinity & All Saints Colleges. Kean remained at the Colleges until 1980 when he retired. He was created a Knight Commander of St Gregory on his retirement. Kean died on 12 May 1991.

Sister Augusta Maria

Sister Augusta Maria Lane was born near Cork, Ireland, in 1920. She was drawn to medical studies but her religious calling proved the stronger and she joined the Congregation of the Cross and Passion. She gained an honours degree in Physics from Manchester University and a second degree in Mathematics from London University. She then returned to Manchester where she was awarded an MSc. for her work on Polymer Physics. Her teaching career began at St Joseph’s College, Bradford, where she eventually became Deputy Head. When the Order agreed to co-found Trinity an& All Saints, Sr Augusta Maria was appointed Joint Principal. She remained at the Colleges until her retirement in 1980 when she was awarded the Papal honour Pro Ecclesia et Pontefice. Ill-health forced Sr Augusta Maria to retire in 1991. She died on 5 February 1992 at the age of 71.

Dr Mary Hallaway

Dr Mary Hallaway was born at Rickerby near Carlisle in 1932. After secondary education at the Convent of the Sacred Heart, Woldingham, Surrey, Hallaway went up to St Anne’s, Oxford, to read Biochemistry and on the completion of her doctorate in 1958 became an assistant lecturer at St Anne’s and a departmental demonstrator. In 1962 Dr Hallaway took up a post as lecturer in Biochemistry at Liverpool University but in 1969 was appointed to Ahmadu Bello University in Zaria, northern Nigeria.

There, as Reader, she established the department of Biochemistry and subsequently became its first professor. Dr Hallaway was appointed Principal of the combined Colleges when Andrew Kean and Sr Augusta Maria retired in 1980. In March 1989 Professor Hallaway resigned as Principal of Trinity & All Saints and returned to Africa, first to Makerere University in Uganda and then, in 1994, to the College of Medicine at the University of Malawi in Blantyre.
Dr Gerald Turnbull

Dr Gerard Turnbull was born in 1938 at Altrincham in Cheshire. He was educated at Ushaw College, Durham, and at Manchester University from where he graduated in 1964 with a degree in History. Following a year studying for a Diploma in Education at Cambridge University, Turnbull went on to lecture at Glasgow University. In 1971 he was appointed to a lectureship at Leeds University and two years later was awarded his PhD from Glasgow. At Leeds Dr Turnbull became Senior Lecturer in Economic History and Chairman of the Board of Arts, Economic and Social Studies, and Law. In 1989 Dr Turnbull succeeded Mary Hallaway as Principal of Trinity & All Saints. From 1980 until 1990 Dr Turnbull was the editor of The Journal Of Transport History. His PhD was published in 1979 as Traffic and Transport: an Economic History of Pickfords. He has contributed several articles to many learned journals on the effects of water and road transport on the economic development of 18th and 19th century Britain. Dr Turnbull retired in 1998.

Dr Michael Coughlan

Dr Michael Coughlan was born in County Tipperary, Ireland, on 11 June 1945. He attended Tipperary Central Technical School and then in 1960 he entered the Royal Air Force as an instrumentation apprentice. In 1963 he progressed to Royal Air Force College, Cranwell, as an officer cadet in electronic engineering. Following a period with the Franciscan Community from 1967 to 1972, he completed undergraduate studies in Philosophy at the University of Kent at Canterbury in 1973 and then a Master of Philosophy research degree at the University of Reading. From 1976 until 1991 he was a lecturer in Philosophy at St David’s University, Lampeter, where he lectured on Aristotle, Aquinas and Wittgenstein and in Ethics and Philosophy of Religion. In 1978-1979 he was Visiting Lecturer at the University of College of Wales at Aberystwyth. In 1986 Dr Coughlan was elected Dean of the Faculty of Arts at Lampeter and was re-elected to this position in 1989. During this period he also served the University of Wales Court, Council, Finance and General Purposes Committee and Academic Board. He was also a member of the Welsh Joint Education Committee. In 1989 he was awarded the degree of Doctor of Philosophy by the University of Wales. Dr Coughlan was appointed Assistant Principal and Dean of Planning and Development at Trinity & All Saints’ College in 1991. He became Principal and Chief Executive in 1998. Dr Coughlan retired in 2006.

Introduction

The Sisters of the Cross and Passion played a notable and important role in the founding and early development of the Colleges. For the first generations of students, the presence and ministry of the Sisters was an integral part of the academic, administrative and pastoral life of the Colleges.

History of the Congregation

The Sisters of the Cross and Passion were founded in Manchester in 1851 by Elizabeth Prout (1820-1864) who was born in Stone, Staffordshire, and was converted to Catholicism by the Passionist Dominic Barberi. Forced out of her home because of her conversion, Elizabeth moved to Manchester where she taught at St Chad’s school. There she also worked among the poor and destitute and soon gathered companions around her. This led to her establishing an active and contemplative institute dedicated to work among the poor and, in 1854, Elizabeth and her followers made their religious vows before Bishop Turner of Salford who had supported their efforts.

By the end of the nineteenth century the Sisters of the Cross and Passion, as they were known, had established themselves not only in Manchester but also in Bolton, Halifax, Leeds, Keighley, Ilkley, Dewsbury, Batley, Huddersfield and Bradford. In particular, they became well known for their work in parish primary schools, girls’ secondary schools and in the provision of homes for working girls. They had opened and staffed St Joseph’s College, Bradford, in 1908 and St Margaret Clitherow girls’ grammar school, also in Bradford, in the early 1960s. The founding of Trinity College was, therefore, a natural extension of their educational work.

The Cross and Passion Convent

When Sr Augusta Maria and Sr Anna Maria were appointed as Principal and Vice-Principal, respectively, they travelled by train to Leeds and then later to Horforth from their convent in Bradford. The new convent, built on the site at Troy, was an integral part of the campus. There the Sisters maintained their conventual routine in accordance with their vows and congregational regulations.

The convent had three wings comprising fifty-three rooms. Accommodation included rooms for the Sisters, the twenty or so scholastics and also those professed Sisters who were studying at the Colleges.

There was a chapel and there were also administrative offices. The Sisters became wardens for the female hostels.

The Sisters at the Colleges

Sister Mary Borgia was born in Ireland and joined the Congregation of the Cross and Passion in 1953. Sr Mary came to Trinity & All Saints in 1972 as College matron. She occupied this post until 1975 when she left to undertake training as a hospice nurse. From 1978 until 1997 Sr Mary was on the nursing staff at St Gemma’s Hospice, Leeds.

Sister Fidelis Daly was a graduate of Manchester University. Following her graduation she spent some time in Maryfield, Dublin, before joining the staff of St Joseph’s College in Bradford. Sister Fidelis became headteacher of St Francis’ Girls’ Secondary Modern School in Leeds before joining the staff of the Colleges where she became a member of the Professional Studies department and was warden of several of the halls on campus.

Sister Marie de Carmel Finn joined the staff at Trinity & All Saints in 1967 and was the last of the Congregation to leave in 1986. Sr Marie was one of the first ten students to take advantage of the courses offered by the Open University at its inception. She was the Warden of the females’ residence at Crag Wood, Rawdon, in addition to being a lecturer in Home Economics and Sociology. Before being appointed to the Colleges, Sr Marie de Carmel had taught Domestic Science at St Margaret Clitherow Grammar School and at Ilkley College. On leaving the College, Sr Marie took on duties for the Congregation and spent time in the USA, the West Indies, Africa and South America before becoming a clinical pastor at the Christie Hospital, Manchester. She retains a link with the College as a member of the Board of Governors.

Sister Augusta Maria Lane was the first Principal of Trinity College and, with Andrew Kean, the Joint Principal of Trinity & All Saints Colleges.

Sister Augusta Maria, the youngest of six children, was born near Cork, Ireland, in 1920. Her schooldays were spent at a boarding school in the West of Ireland where all her lessons were in Gaelic. Two of her brothers became priests, two of her sisters became nuns, whilst her other brother became a surgeon.
Sr Augusta Maria was also drawn to medical studies but her religious vocation proved the stronger and she joined the Cross and Passion Sisters.

She gained an honours degree in Physics from Manchester University and a second degree in Mathematics from London University. She then returned to Manchester where she was awarded an MSc for her work on Polymer Physics.

Her teaching career began at St Joseph’s College, Bradford, where she eventually became Deputy Head. When the Congregation agreed to co-found Trinity & All Saints, Sr Augusta Maria was appointed co-Principal. She remained at the Colleges until her retirement in 1980 when she was awarded the Papal honour Pro Ecclesia et Pontifice. She became a Provincial Councillor of her Order and later Assistant Provincial. In this role she visited the Order’s communities in Africa, the Americas and Europe. Her first post-retirement work was at the Congregation’s Retreat House at Larne, Northern Ireland, which often accommodated the victims of the conflict and civil unrest in the Province. From there she went to Botswana as a pastor helping prisoners, and then, in 1987, she began pastoral work in Glasgow.

Ill-health forced Sr Augusta Maria to retire in 1991 and she entered the Order’s nursing home at Lytham St Anne’s. She died on 5 February 1992 at the age of 71. A memorial Mass was celebrated at the College on 14 February.

Sister Anna Maria Reynolds had been headteacher of St Margaret Clitherow Girls’ Grammar School in Bradford for only a short time when she was appointed as Vice-Principal of the newly-established Colleges in 1965. Sr Anna Maria took her first degree from Manchester University and then went to teach at St Joseph’s College in Bradford. She took a Master’s degree at Leeds University and was later awarded a doctorate for her research into the life of Julian of Norwich. In addition to being Vice-Principal and Dean of Student Services, Sr Anna Maria also taught English. She remained at the Colleges until 1975 and then joined the Congregation’s General Council before going to teach in Botswana from 1977 until 1984. Then she went to Northern Ireland with Sr Augusta Maria, and later to Newton Aycliffe in County Durham. Sr Anna Maria retired to the Cross and Passion Convent at Drumcondra in Dublin. In addition to her writings on Julian of Norwich, Sr Anna Maria has also written on the history of the Congregation.

Continuing Involvement

The Congregation continues to be involved with the College as one of the two Providing Bodies (the Catholic Education Service being the other). The Providing Bodies each appoint two of the four trustees who have responsibility for ensuring that the College complies with the terms of the Trust Deed.

Additionally, the Articles of Government require that the Superior of the Congregation be deputy chairperson of the Board of Governors and the Congregation has the right to appoint six members of the Board.
The Chaplains

Fr Gerard Spelman was born on 15 June 1930 at Kilcolman, County Roscommon. He was educated at St Nathy’s College, Ballaghadeen and All Hallows College, Dublin, where he was ordained for the Leeds Diocese on 12 June 1955. His first thirteen years in the diocese were spent in large urban parishes: St Augustine’s Leeds; St Marie’s Sheffield; and Our Lady of Lourdes, Leeds. In October 1968 he was appointed Chaplain to Trinity & All Saints where his pastoral care for young men and women is remembered with gratitude and affection. After nine years at the Colleges, he was asked to undertake the difficult task of Warden at Wood Hall when the Diocesan pastoral centre was engaged in the care of Vietnamese refugees. He was created a Domestic Prelate in 1977 and assumed the title of Monsignor.

It was typical of Mgr Spelman that he undertook his work at Wood Hall with tact, patience and understanding. In 1981 he returned to St Augustine’s, Leeds, where once again he endeared himself to the people of one of the largest parishes in the diocese.

In October 1989 he was appointed to St Paul’s, Alwoodley, where he died suddenly on 18 March 1990. The presence of over one hundred priests and a thousand mourners at his funeral Masses at St Paul’s and St Augustine’s was a mark of the respect in which he was held.

Fr Peter Maguire was born in Ireland in 1939. He trained for the priesthood at All Hallows College, Dublin, and was ordained in 1963. He was appointed curate at St Joseph’s, Hunslet, Leeds, and then in 1966 left for St Joseph’s, Huddersfield. From 1972 he served at St Joseph’s, Bradford, until he was appointed Chaplain to Trinity & All Saints in 1977. Whilst at the College he was also editor of the Diocesan newspaper, The Catholic Voice. In 1982 Fr Maguire left the College and became Director of the Leeds Diocesan Catholic Welfare Society. Fr Maguire became Honorary Canon of the Diocese in 1985 and was elected to the Cathedral Chapter in 1989. In 1990 he returned to St Joseph’s, Bradford, as parish priest. In 2004 Canon Maguire became parish priest of St John’s, Normanton. He has also served as Episcopal Vicar for Social and Pastoral Action and Episcopal Vicar for Christian Responsibility.

Fr David Smith was born at Otley in 1936. After studying at St Bede’s Grammar School, Bradford, and at St Mary’s College, Strawberry Hill, he went on to Ushaw College to prepare for the priesthood. He was ordained by Bishop George Patrick Dwyer on 23 May 1964. For two years Fr Smith was a curate at St Malachy’s, Halifax, before returning to teach at Ushaw. From there he went to teach for a while in Ethiopia. When the seminaries were reorganised in 1973 he moved to St Joseph’s Seminary, Upholland.

In September 1982 he was appointed Chaplain to Trinity & All Saints College in succession to Fr Peter Maguire and at the same time became Vocations Director for the diocese. Fr Smith was a very active chaplain. He continued the development of support groups for staff and students, established liturgical, music, Justice and Peace and SVP groups,

In addition to the Catholic chaplains, Rev Paul Tudge and Rev Chris Puckrin have acted as Anglican Chaplains.
supervised the televising of Lenten services from the chapel in 1985 and acted as the chairman of the Former Students Association.

In 1991 Fr Smith left the College to become the Director of the National Vocations Centre located in Leeds. In July 1994 Fr Smith went on a working holiday in New York and collapsed after saying Mass on 8 July. He never recovered consciousness and was brought back to England where he died in Otley Hospital on 20 May 1995.

At his funeral Mass on 26 May, Bishop David Konstant spoke of Fr David’s infectious enthusiasm for the priesthood, how this made him such a good man to have in a seminary and such a natural choice to work for vocations and how there were many people who had cause to be grateful to him for his friendship and kindness and for the vision of the priesthood and the Church that he gave.
Bishop Wheeler appointed me as Chaplain to Trinity & All Saints in September 1977. It was new territory for me, after fourteen years as a curate in three different parishes. There was a structure to parish work: baptisms, weddings, funerals, ministry to the sick, plus involvement in schools, parish visiting … There was no such structure in College Chaplaincy. When people asked me “What do you do there?” the closest I could come to an answer was: “I provide a presence”. Gradually, by my just being around, talking to students and getting to know them, that “presence”, I hope, became more real. I am still in contact with some of the now middle-aged people first encountered as teenagers. It was an interesting experience.

I was not aware of the developments that had taken place in the College some time previously. In my mind, it was still a Teacher Training College: every student coming with a reference from the Parish Priest and destined to teach in the Catholic sector on graduation. It was something of a surprise to realise that there were two other professional areas for which students could opt: Planning and Administration and Communication. It was also a surprise to discover that perhaps half of the students were not Catholic. The majority of the non-Catholics were not of any religious persuasion. Many would never have met a priest before. Obviously it took some time for them to see the relevance of a Chaplain.

One of the duties expected of the Chaplain was to provide week-day and Sunday Mass, and other relevant Liturgical Services. The College community was so diverse that it was not feasible to get everyone together at any one time. Students living out in Headingley and such places got attached to their local churches (if they practised their faith). Many of course, whether living in or out, went home for weekends. Consequently the Liturgy did not play as significant a part as I had anticipated. There was always a hard core of students and some staff who got involved in the Liturgy and planned Masses and other services. They were a shining example to the rest of the community.

As Chaplain, I was automatically a member of the Senior Common Room. That was an interesting place. The members were all very bright people: a gifted gathering. Many of them were committed Catholics with a deep understanding of their faith. Some belonged to other churches and were active members. Some were lapsed, some were agnostics, some atheists. They were all friendly and welcomed newcomers. There were many heated discussions about the basic questions that life poses to us. There was also a big supporting staff for a College of more than a thousand students. It seemed to me to be part of my remit to get to know them and be of support when necessary.

The College facilities were in demand for all sorts of purposes: conferences, meetings of teachers, priests, the Diocesan Pastoral Council, Catholic associations like SVP, etc. It afforded me the opportunity to get to know many active Catholics around the Diocese. This was an advantage when Bishop Wheeler asked me to found and become editor of Catholic Voice. TAS was a good base from which to launch such a project.

There was (and probably still is) an association of Chaplains in Higher Education. The Bishops’ adviser to that body then was Rt Rev David Konstant, Auxiliary Bishop in Westminster. He attended our December 1977 meeting. I asked him if he had ever been to TAS. He said “No”. Would he like to visit? “Yes”. By arrangement with Bishop Wheeler, he was invited to be Principal Concelebrant and Preacher at our All Saints’ Day Mass in November 1978. Bishop Wheeler kindly invited us to dinner at Eltofts the previous evening. At the table was Father Arthur Roche, Bishop’s Secretary. This was Bishop David’s introduction, though he was not to know it at the time, to his future home, to one of his major projects for nineteen years (he was Chair of Governors at TAS), and to his successor.

I had five memorable and enjoyable years there. I had wonderful support from many people and still cherish the memories. Sadly, my predecessor, Gerry Spelman, and my successor, David Smith, died prematurely: may they rest in peace. They would have much to contribute to this book to mark the Ruby Jubilee of this esteemed establishment.
There are some predecessors who are very difficult to follow. Fr David Smith was one of them.

He was, as they say, ‘a hard act to follow’. Strangely my first sense of feeling daunted was when I entered the chapel and saw the many plants that adorned the Blessed Sacrament Area. One of my first prayers was ‘Lord please keep these plants alive and well during my tenure’. My fingers are whatever colour is opposite to green. Every living plant I touch turns brown and dies. I am pleased to say that God honoured my cry for assistance and somehow, with the kindness of a few students, the plants were still there and alive when I moved on seven years later. I am of course happy to say that most of my attentions were directed towards students and not plants.

After a difficult first year in which I struggled to find my feet I came to thoroughly enjoy the role. It reminded me of the business of my years as a chaplain at St James’ Hospital. I was occupied from early morning till late at night every day except the welcome Monday off. I was very blessed to have a post-graduate student as an assistant every year. They, together with Sylvia Myers, the secretary (and mother!) to the Students Union, enabled me to reach so many students, not just the ones who came to chapel. I cannot thank them enough for their support.

I enjoyed being part of many of the student endeavours, when time permitted, but perhaps what I enjoyed most, and may best be remembered for, was my interest in the TAS Ladies Football team. I held the proud distinction, one year, of being nominated their number one supporter. The year I began to watch them they had a particularly good team. I travelled as far as Leeds United’s training Facility at Thorpe Arch and Coventry with them. I still have the jersey they presented me with for my Silver Jubilee.

It was a great privilege for the College, and indeed for me, when the BBC decided to do a Lenten series of live Sunday morning services from the College Chapel in 1997. The series was entitled ‘Thy Kingdom Come’. It was one of the highlights of my seven years as chaplain. It was soon after that that I developed quite serious heart problems and had to have three months off. I came back for a further year, at Bishop Konstant’s request, but realised that I could not continue with the relentless pressure. I decided to move on because to have worked at a lesser pace would have meant that I could not have been as available to the students as I felt they deserved.

“I still miss aspects of the work, especially mixing and moving in the world of the fun loving students”
Fr Peter Rosser was born in 1945 and studied for the priesthood at Ushaw College and Durham University. He was ordained at St Patrick’s, Birstall, on 27 February 1972 and was appointed as a curate to St Mary’s, Batley Carr, where he remained until 1975. Fr Rosser was subsequently curate at St Paul’s, Cantley (1975-1976), St Patrick’s, Leeds (1976-1982), and St Mary’s, Halifax (1982-1984). For the next six years Fr Rosser worked in Peru and then undertook further studies at the Richmond Fellowship in London during the year 1990-1991. Fr Rosser was Chaplain at Trinity & All Saints College from 1991 until 1998. He then became parish priest of St Aidan’s, Mirfield. For a number of years Fr Rosser was Episcopal Vicar for Social Responsibility; he is now Episcopal Vicar for Christian Life.

Fr Paul Varey was born in Selby, West Yorkshire, in 1962 and was educated at Holy Family, Carlton. In 1979 went to St Joseph’s Seminary, Upholland, to begin studies for the priesthood. He spent seven years at St Cuthbert’s College, Ushaw, and two in Campion House, Osterley, and was ordained in 1991 at St Mary’s, Selby, by Bishop David Konstant. Fr Varey’s first appointment was at St Augustine’s, Leeds. From 1992 until 1996 he was assistant priest at St Anthony’s, Beeston, Leeds. In 1997 he studied Pastoral Liturgy at the National Centre for Liturgy, Maynooth in Ireland. In 1998 Fr Varey was appointed as Chaplain to Trinity & All Saints. In 2005 he became parish priest of the Sacred Heart Parish comprising Ackworth, Kinsley and Hemsworth and surrounding villages.

Fr Peter Clarke was born in 1948 and was educated at St Bede’s Grammar School, Bradford, and St Aidan’s, Sunderland. He studied for the priesthood at St Cuthbert’s College, Ushaw, and was awarded a BA and a Master of Theology degree from Durham University. He was ordained in 1973 by Bishop James Cunningham for the Diocese of Hexham and Newcastle. After taking a PGCE at Christ’s College, Liverpool, Fr Clarke held teaching posts at Underley Hall, Kirby Lonsdale, and then from 1975 to 1981 at Upholland College. After three years at St Benedict’s, Ealing, Fr Clarke became assistant priest at St Teresa’s, Cross Gates, Leeds, before going to work as Press Officer for the Catholic Media Office. In 1988 he became curate at Our Lady of Lourdes in Leeds and a member of the Diocesan Religious Education Team. In 1992 Fr Clarke was appointed Chaplain to the University of Leeds and remained there until 2003 when he joined the staff at Leeds Cathedral. He was appointed Chaplain to Trinity & All Saints in 2005.
Introduction

Dr Frank Bottomley, one of the first Vice-Principals, wrote a short guide and description to the chapel shortly after its completion but before its furnishing and adornment. This enlarged version incorporates Dr Bottomley’s earlier work and also comments submitted by Sr Fidelis Daly CP, Canon Peter Maguire, Fr Peter Rosser and Fr Paul Varey.

The chapel, with its pointing spire surmounted by a simple cross, is a dominant external feature of the College. Internally, it lies to the right of the main entrance, immediately accessible yet providing a place of quiet and withdrawal. It is a visible mark of the College’s status as independent and Catholic and is intended to function as a differentiating element which gives meaning and life to this particular community. Its prime function is to provide a location for daily Mass and especially the College’s Sunday principal act of worship. It is also the scene of corporate celebration, fellowship and sharing of both joy and sorrow. It witnesses to Feast Days, to rejoicing in music and song and to loving memory of departed staff and students as well as occasionally providing a location for weddings and baptism of members of the community. Nevertheless, it is a private chapel and not a parish church. It is a College facility for the expression and renewal of its corporate life.

It has permanent seating for 473 but can accommodate up to 550.

The architects deliberately handed over the chapel in such a state as to allow it to be adorned and enriched at a later stage in accordance with the wishes of the Colleges. Subsequently, a working party under the chairmanship of Fr Michael Williams was established to consider furnishing the Chapel and a budget of £9,600 was allocated to the project.

Dennis Selby attested to the huge importance of the two Principals in the design of the new chapel. Items of the chapel furniture and fittings were to be designed and made by members of the Colleges. This emphasis was rooted in the wish to make the chapel a suitable setting for the worship of God in the spirit of the liturgical movement in the years preceding the Second Vatican Council. The first official document emanating from the Council, the Constitution on the Sacred Liturgy, seemed to mark the culmination of that movement. The chapter on Sacred Art and Sacred Furnishings encouraged artists to share in God’s creativity by using their talents to help the faithful in the worship of God. The commitment of Dennis Selby and those others involved in the design and furnishing of the chapel was an act of homage, illustrating in practice what had been traditional in church art and architecture. The artistic process was seen as a service aimed at celebrating the glory of God, a service in which the purpose of the artist is dedicated to the revelation of the Divine Mysteries in building up the community of the Colleges as part of the universal Church of Christ.

The chapel was opened and dedicated on 13 July 1968 when Archbishop Dwyer of Birmingham was Principal Celebrant at the concelebrated Solemn Votive Mass of the Most Holy Trinity. The anthem ‘The Lord Created Man’ was performed to a setting by John Ward, a first year Music student. The setting of the Ordinary of the Mass was by Paul Shepherd, Director of Music, and the setting of the Proper of the Mass was by Michael Dawney, Lecturer in Music.
The Chapel of Trinity & All Saints

The Entrance

Though there are a number of direct entries from outside, the main entrance to the chapel is through a corridor which connects the main academic block and the College foyer and reception lounge. The corridor provides exhibition space and a meeting area. The chapel is separated from this approach corridor by a vestibule or narthex, a modern atrium or forecourt which functions as a transitional area and repository.

Mater Admirabilis

Immediately to the left of the entrance to the narthex is the painting of Mater Admirabilis. The painting, originally at St Mary’s College, Fenham, was donated to Trinity & All Saints in 1985 by the Sisters of the Sacred Heart to commemorate the closure of St Mary’s after eighty years of training Catholic teachers. The Mater Admirabilis was located originally to the right of the altar where weekday Mass is now celebrated.

The original fresco of Mater Admirabilis was painted on the cloister walls of the old monastery of Trinità dei Monti which was at the top of the Spanish Steps in Rome. In 1828 the Sisters of the Sacred Heart took possession of the convent and opened a girls school. In 1884 it was suggested that a picture of Our Lady be painted on the walls of the cloister where the nuns took their recreation. A postulant, Pauline Perdrau, was commissioned to undertake the work and produced the Mater Admirabilis.

The painting depicts Our Lady as a young girl. She is sitting in the Courts of the temple. Her spinning, her Book of Scriptures and the lily at her side speak of her life of labour and prayer and of her purity of heart. The painting was first called ‘Our Lady of the Lily’ but, as those who prayed before it were increasingly granted favours, it acquired the title of Mater Admirabilis. On 20 October 1846 Pope Pius IX visited the shrine, blessed the painting and confirmed its present title. Today the painting is honoured in all convents of the Sacred Heart.
The Sisters of the Cross and Passion Commemorative Plaque

To the right of the narthex is a plaque or shield to commemorate the 150th anniversary of the founding of the Congregation of the Cross and Passion and the Congregation’s association with the College. It was installed in 2004.

The plaque was produced, at the request of the Cross and Passion Congregation, by Denis Selby, a former lecturer in Art at the College and the sculptor of the candlesticks in the chapel. The material from which the plaque is made links it with the candlesticks and the mosaic of the sanctuary floor.

The shield carries the Cross and Passion sign in the top left-hand quarter. The Trinity & All Saints logo is in the bottom right-hand quarter. In the bottom left-hand quarter is a cornfield with flowers of the field. This speaks its own message. In the top right-hand quarter is a gist of a fifteenth century source referring to the world-cum-universe as a spinning disc. On the disc is caught the sun, source of light and energy and universal life, accompanied by its sister moon, beneath a loose version of comet and stars moving to the supporting surround, itself a cross section of leaves and berries protecting and making a secret world of creatures.

On the left side of the shield, partly hidden, is a version of the Ram in the Thicket – Temple to the Moon God. Its strange beauty sums up, in its proud defiance, a sort of oxymoronic proud humility of the human state. On the base are partial forms of damsel/dragonfly. On the right-hand side at the base, whereas the ship of Trinity & All Saints sits in its sea, there is a seal connecting from its errant position.

The reddish stones are cornelians ground and polished, used to represent the human element in this work. So wherever there is ‘a certainty of uncertainty’ there are cornelians. They make a trace across the piece of all those in quest of faith. Slight though they may be, they form cross-like tracks noting the passing of that quest. Some cornelians are gathered together in a sort of limbo-crown of hope at the central top of the shield and in the undergrowth. All the creatures and the cornelians are living together in the vegetation supported within the shield, bearing its message.

The Fonts

On either side of the doors into the chapel proper are holy water stoops. Blessing oneself with holy water before entry into church symbolises the consecration of the whole person in thought, word and deed, in mind, body and spirit. A symbolic washing before entering the church as a sign of ‘the purity of soul with which the Throne of Majesty should be approached’ is as old as the Christian Church. The free-standing font just inside the door of the chapel is the work of a student.

Plan of the Chapel

Internally, the chapel is hexagonal, though some have recognised a heart-like shape in the overall plan. Around the chapel are sacristies, meeting rooms, chapels, vestries and other amenities. Behind the main altar and on the sides of the chapel (in front of the Lady Chapel and Trinity Chapel) are what appear to be perforated wall features. These originally gave the impression that the chapel was incomplete and leading elsewhere. They were designed to ensure that the spirit and light from the main chapel entered into the adjoining chapels so that all were at one. These perforations have since been blocked in.

The hexagonal shape has allowed some to see it as a miniaturised version of Liverpool Cathedral and there are some structural affinities. The hexagon is one of the many geometrical shapes to which the Church has given symbolic significance as indicating creation and completion. This is why it is one of the commonest shapes for fonts. The six sides represent the six days of creation. We are the final act of God’s creation and occupy the middle ground between God and His earlier work.

The chapel focuses on a virtually central altar which allows the congregation almost to surround it. This is in line with modern liturgical principles and allows the maximum number to have an uninterrupted view of and easy access to this central point.

On entering the chapel shortly after its construction, one’s first impression would have been of bareness and lack of colour. This was partly due to deliberate austerity and partly for reasons mentioned in the Introduction. Since its opening, however, a number of steps have been made towards the completion of the design through contributions of members and friends of the College.
The Roof

The insulating roof panels, like the floor, are tessellations—coherent shapes—in this case, triangles. The triangle is, of course, an ancient symbol of the Holy Trinity and the roof tiles serve to emphasize the Trinitarian motif within the chapel. The roof reminds us of the Trinity, the altar of Christ’s sacrifice, the floor of the saints, and all three of the dedication of the chapel to the Holy Trinity and the communion of saints.

The Floor

The chapel floor consists of hexagonal stone blocks and their shape is meant to represent the six days of creation. Under the Trinitarian roof God watches over all of creation. The hexagon is one of the few regular geometrical shapes that will fit together in an overall pattern without any spaces between. It is the shape of a honeycomb and may remind us of corporate creative work, of industry, or of coherence and unity.

The Altar

There is only one altar, in accordance with the insights of the Second Vatican Council. The altar symbolizes Christ, Mediator, the New Adam. It reminds us of sacrifice, atonement and communion. It stands separate and as a centre, four-square and focal point. The cube is a symbol of perfection and has reminiscences of the New Jerusalem (Revelation, xxi, 16) and associations with all the saints. Its base is made of York stone and rests on a number of old stones. These come from Yorkshire abbeys and remind us that we have earthly loyalties, geography, history and culture as well as heavenly aspirations. The names of the halls of residence pick up these links and indicate that we are continuous with our past and with other institutions which led a common life of dedicated work. They might also remind us that some of the greatest earthly monuments (even those dedicated to God) decay, crumble and fall.

The altar, in accordance with tradition, is hewn out of a single stone to symbolize the integrity of the Church and that Christ is its cornerstone (Ephesians, ii, 20).

On its upper surface are incised five crosses symbolizing His sacred wounds, the cost of our reconciliation. These are the nodal points of the ceremony by which the altar is consecrated for its sacred use. The surface of the altar is clothed in white linen, a reminder of the Resurrection. Occasionally, the front of the altar is covered with a richly-embroidered frontal.

The hexagonal floor immediately beneath the altar is paved with ‘pebbles’ of aluminium cast by the students. The floor indicates that it takes ‘all sorts’ to make the Church of God and reminds us of the Sea of Galilee. This floor is itself based upon another hexagonal floor of smooth stone.

Between the central cross and the front edge of the altar a small rectangular cavity has been cut, called the Altar Sepulchre or Confessio, in which relics and authenticating documents were deposited before the cavity was sealed by a thin stone slab flush with the surface. This feature not only links us historically with the Church of the catacombs and reminds us that the blood of the martyrs is the seed of the Church, but also symbolizes the reality of the Communion of the Saints which is affected by Christ’s Death and Resurrection.

“We, being many, are one body” whether in life or death, whether in Horsforth now or the universal Church which extends through space and time (Revelation, vi, 9).

There are no screens, communion rails or other barriers between the altar and the congregation, only a slight step to separate the sanctuary from the nave.

The Ambo

From here the scriptures are read and this is, therefore, the second most important focal point of the chapel. In keeping with original chapel design, the wooden ambo is flexible. The ambo was donated by Margaret Kay, Senior Lecturer in Theology (1967-1981), on her retirement.
The Presidential Chair

The presidential chair was donated to the chapel by the parents of Patricia Jean Gent of Darlington, a third-year Drama student who died suddenly on 5 April 1978 aged 21 years.

The Crucifix

The great rood or cross behind the main altar is a modern, realistic representation in bronze and fibre glass of the moment of Christ’s death – the end of the great work of Redemption wrought by the Master Carpenter of Nazareth: the act which potentially unified God and man, man with man, and sanctified all our work.

The figure of Christ was made by and modelled on Charles I’Anson, who was Senior Lecturer in Sculpture at the Colleges. The crucifix, which weighs 2 cwt, took I’Anson eighteen months to complete and was placed in the Chapel in October 1971.

The Candlesticks

Four standard candlesticks, two larger than the others, represent primarily the Light of Christ but their stems are decorated with appropriate Creation themes – the wheat and vine for the Eucharistic Bread and Wine, and human heads, of all sorts and conditions, which represent the Church ‘called to be the saints’. Originally, there were to be seven candlesticks. The candlesticks were designed by Denis Selby, the first Head of the Art Department, and made by him and students.

The Blessed Sacrament Chapel

There are no side chapels in the strict sense since none of the peripheral enclosures possesses an altar but we will use this term for convenience.

To the left of the altar (as you face it) is the Blessed Sacrament Chapel where Christ is sacramentally present in the tabernacle (a domed safe containing consecrated Hosts), a reminder of His living bodily presence in His Church. The tabernacle is veiled out of reverence and a reminder that Christ’s presence is veiled under the forms of the Eucharist. The tabernacle is supported on part of a millstone resting on a pedestal. The millstone was chosen because Millstone Grit is the typical Pennine stone of this area and Christianity is bound to the earthly and material. There is more obscure symbolism in the Mystic Mill – the Mill of God which not only ‘grinds exceeding small’ but also represents the suffering involved in the transformation from the earthly to the heavenly state. Further, wheat is ground into flour which becomes the body of Christ in the Eucharist. This sense goes back to the first century in the writings of St Ignatius of Antioch who desired to be ground into God’s fine flour by the teeth of the lions in the Roman amphitheatre. The mill has also been used in Christian iconography to illustrate the shedding of the husks of the Old Law to form the Gospel of Christ.

The presence of Christ in the Blessed Sacrament is indicated by a light. It is required by Canon Law that this light should be white and consist of a wick floating in olive oil. Light is an ancient symbol of Christ who described Himself as the Light of the World. White is natural, true and unmediated light which contains all colours of the spectrum. (Blue lights are sometimes used before images of Our Lady and red before other saints). The light, to the right of the tabernacle, is supported by a ship (navis) – the ancient symbol of the Church – each Christian is a Christ-bearer, carrying His light to others. (The ship also forms part of the College badge). It was designed and made by Denis Selby.

The Lady Chapel

The Lady Chapel is furnished in traditional blue and contains a statue of the Madonna (Our Lady of Hope) sculpted by the Spanish artist (Dr José Garcia-Maria) Moro whose wife was the model for the statue. In 1969 Moro had visited the Colleges as a member of group of lecturers from Spain. Andrew Kean asked him to undertake the work on the Lady Chapel.

The stained glass window to the left of the Madonna was installed on 4 June 1979 and dedicated on Trinity Sunday of the same year. It was designed by George Faczynski and made by J.O’Neill, Son and Partners of Liverpool. It is a now a memorial to Sr Augusta Maria. The subject of the window is the Annunciation. Mary aligns her will with the will of God and her acceptance initiates the Redemption: ‘Behold the handmaid of the Lord, be it done unto me according to Thy word.’ The moment portrayed is the moment of acceptance – the humble obedience which made a woman higher than the angels. Therefore the representative of the mighty spiritual powers kneels before a young girl. It is a moment of mystery and glory, of God’s condescension and human exaltation; ‘The Holy Spirit shall come upon thee and the Power of the Most High will overshadow thee.’ The lily is the usual attribute of the Blessed Virgin Mary – it is more than a symbol of purity and integrity and usually carried references to other virtues such as holiness, meekness, discipline and steadfastness.

The striking relief on the wall directly facing the door, to the left of the window, is by the same artist. This relief combines the Trinity, Ascension and Pentecost and also incorporates Mary and the Apostles and the four Evangelists. At the top of the sculpture we can see Christ being carried to God the Father by angels. Below this we see the Holy Spirit. Below this is perhaps the most intriguing feature of this relief for it is claimed that the faces of Mary and the twelve apostles bear striking resemblances to early members of staff. These are known to include Sr Augusta Maria and Andrew Kean (carrying the cross of Andrew), and are thought to include John Sullivan, Adrian Runswick, Denis Selby, Fr Michael Williams, Sid Cross, Charles I’Anson, John Alban Metcalfe and Ronald Cueto. It is thought that Moro, his assistant and a student made up the other male figures.

Within the Lady Chapel is the Book of Remembrance containing the names of those staff, students and their families who have died during the College’s existence. The first entry is for Jane Elizabeth Palmer, the daughter of Frances Palmer of the Colleges’ administrative staff, who died on 3 January 1969.

21
Other lives commemorated in the Book of Remembrance are Andrew Kean, Sr Augusta Maria, Lord Boyle of Handsworth, the former Vice-Chancellor of Leeds University and Fr David Smith, the College Chaplain from 1982 to 1991.

On the wall to the left of the Lady Chapel entrance is another relief by Moro representing scenes in the life of Our Lady – the Annunciation, her betrothal, the birth of Jesus and Joseph’s dream. This was done at the request of Bishop Wheeler but is a scaled-down version of what was originally to have been a bigger project. On the wall to the right of the Lady Chapel entrance is a plaque to commemorate the life of Candy Fagan of the Class of 1982, who died on 20 December 1986.

The Chapel of the Most Holy Trinity

The stained glass window depicting The Most Holy Trinity was installed as a tribute to Andrew Kean and Sr Augusta Maria, the founding Principals of Trinity & All Saints Colleges. It was dedicated on Trinity Sunday 1980 on the occasion of their joint retirement. It was designed by George Faczynski and made by J.O'Neill, Son and Partners of Liverpool. The window contains not only depictions of the Trinity but also a shamrock and three fishes, enduring Christian symbols.

The glass doors, featuring Our Lady and the Trinity, were commissioned by Fr Rosser and the etchings undertaken by a North Yorkshire artist. They were installed in 1994. At the same time the open brickwork between the Trinity Chapel and the main chapel was filled in to provide for solitude and prayer in the smaller chapel, and to also facilitate small group meetings.

The plaque to the right of the Trinity Chapel door commemorates the life of Caroline Wilkes of the Class of 1988. Caroline, from Bridgnorth in Staffordshire, was a student of Theology and Primary education and died on 10 June 1992. Also to the right of Trinity Chapel is a Madonna and Child relief (artist and other details unknown).

The huge CAFOD tapestry outside the Trinity Chapel commemorates the College’s close involvement with the charity and its work. Banners of art work are also hung here to complement the liturgical seasons.

The Stations of the Cross

The original stations placed on the outside of the column are made of aluminium, following a material theme and reminding us that all materials are sacred.

The pottery stations on the inside of the columns are of pottery and contain the canonical minimum – a cross and a number. The numbers are Roman and the Cross is Chad’s, the apostle of this area of England (hence Shadwell, St Chad’s well). They were solemnly blessed and dedicated by the well-known Catholic broadcaster, Fr Agnellus Andrew O.F.M. (Andrew Kean’s cousin), on 28 February 1979. They were commissioned by Colonel G. Beswick, the College Bursar and Clerk to the Governors, and were designed and made by Colette Cullen of Hambleton near Selby.

The Organ

The organ was built by Rushworth and Dreaper to the specifications of Paul Shepherd, the Colleges’ Director of Music, in order to meet the architectural restrictions imposed by the design of the Chapel, particularly at the west end, and also to conform with liturgical and recital requirements.

The pipe-work is mounted in a chamber behind the High Altar and is separated from it by a brick screen, perforated in front of the swell box. The organ, which possesses over 800 pipes, has a rotatable console which permits a recital soloist to be seen by the congregation and for the organist to face the congregation for normal accompaniment. In this way the congregation can be led from the front and the choir may be seen as part of the congregation.

Work began on the organ in March 1967 and the installation in the Chapel commenced in May 1968.

Toning and final tuning were completed only days before the official opening of the Colleges in July 1968.

The inaugural recital was given on 10 October 1968 by Francis Jackson, Master of the Music at York Minster, who sensitively planned his programme to display the potential of this fine instrument.

Conclusion

The work of building, maintaining and edifying a Christian community is a continuous activity and it is the same with the building that symbolises this communal enterprise. The College chapel has been enriched and adorned over the past forty years with dedication, care and affection.
The College Logo

The College logo, the ship guided by the three stars, tells us that the College is part of the Church of Christ, and that its staff, students and associates, aboard the barque of Peter, are members of the communion of saints. They are guided by Catholic doctrine and principle, the foundation of which is the Holy Trinity represented by the three stars.
The Campus

Educational developments, student needs, and administrative and technical requirements have inevitably led to alterations and extensions to the College's original buildings. However, the basic plan of the campus remains.

The architects for Trinity & All Saints Colleges, Weightman and Bullen of Liverpool and York, were first appointed in October 1962 but the decision to build on the site at Horsforth was not taken until 1963 after four other sites had been considered. Various plots of land were purchased by the Sisters of the Cross and Passion. This occupied two acres and had over fifty study bedrooms, offices and chapel. When the Sisters eventually withdrew from the College, the convent was sold to the College Trustees in 1987 and provided an extra thirty bedrooms, fourteen tutorial rooms and 1,000 square metres of teaching space. This became the Secondary Base (later renamed the Bede Centre) and another female hall of residence named Jervaulx after one of the great twelfth-century Cistercian abbeys of Yorkshire.

Initially, temporary accommodation was provided for the female students at a former Baptist Training College at Crag Wood, Rawdon, which had opened in 1859 and closed in 1963. After its closure it was purchased by the Sisters of the Cross and Passion. Following refurbishment, ninety-one single rooms became available in the Victorian Gothic edifice. From there the students were bussed to and from the Colleges. The building was sold in 1973.

To begin with, the architects were asked to provide accommodation for 450 men and 300 women with separate dining rooms, common rooms and study bedrooms. To avoid wasteful duplication and to benefit from the wider range of possibilities with increased numbers, however, the sharing of specialist rooms was envisaged, including the library, auditorium, science laboratories, art and design studios, music rooms and gymnasium, and of course the College Chapel which required a prominent position at the heart of the scheme.

The central academic block with its upper floors faced with powerfully-modelled concrete panels finished in white spar above a brick base was planned around a courtyard containing stepped terraces and a circular fountain and pool. When students discovered the effect of washing powder on the fountain it was turned on only for patronal feasts. In the original layout common rooms extended round three sides of the ground floor so that two halves of the campus met in the central area with a bar, coffee bar and a shop which also acted as a foyer to the auditorium. On the upper floors lecture and tutorial rooms on each side were linked across the axis by science laboratories and the library on three levels above the entrance with the senior common room on the far side of the court, while the administrative offices occupied an intermediate mezzanine level on the east side, taking advantage of the considerable change in level across the site. In the central area were a television suite adjoining the auditorium and with a control room linked to lecture rooms. Art and design workshops and studios were also in this area.

Additionally, there were Music teaching and practice rooms. The Physical Education wing comprised two gymnasias, separated by roller shutters which could be raised to provide one large area, two squash courts, extensive changing facilities and a climbing wall. There were twelve tennis courts, playing fields, an all-weather pitch, a running track and ample provision for athletics.

Trinity College was composed of three residential halls to accommodate female students and was located on the north side of the campus. The names of the halls were of all great significance. Shrewsbury commemorated the birthplace of Elizabeth Prout, founder of the Cross and Passion Order. Whitby recalled the remarkable Anglo-Saxon Saint Hilda, abbess of Whitby Abbey. Norwich was named after the remarkable Julian of Norwich, a fourteenth century mystic and one of the most influential English female writers of the Middle Ages.

Located near the halls for female students was the convent occupied by the Sisters of the Cross and Passion. This occupied two acres and had over fifty study bedrooms, offices and chapel. When the Sisters eventually withdrew from the College, the convent was sold to the College Trustees in 1987 and provided an extra thirty bedrooms, fourteen tutorial rooms and 1,000 square metres of teaching space. This became the Secondary Base (later renamed the Bede Centre) and another female hall of residence named Jervaulx after one of the great twelfth-century Cistercian abbeys of Yorkshire.

All Saints College was located on the south side of the campus and consisted of four halls to accommodate male students. Fountains and Rievaulx were named after two of the greatest Cistercian abbeys of Yorkshire.
The Campus

Celebrating 40 years of learning 1966-2006

Left: The College under construction, 1965
Below: The College 2006
Yorkshire. St Albans was named after Alban, the first known British martyr saint, whilst Ripon was named in honour of Wilfrid, the great seventh-century Anglo-Saxon saint, a contemporary of St Hilda and Bishop of Ripon.

Emphasising this link with the county’s religious history, the floor of the High Altar in the chapel contains stones taken from the abbeys of Fountains, Rievaulx, St Mary’s York, Kirkstall, Meaux (near Beverley) and Roche (near Maltby).

Walsingham, originally the Colleges’ infirmary and now the hospitality office, was named in honour of the great medieval English centre of pilgrimage and devotion to the Blessed Virgin Mary.

In 1993 Kirkstall, another hall of residence, was added at a cost of £1.2 million and was named after the famous Cistercian abbey in Leeds. In a sign of changing student expectations and requirements, Kirkstall had 100 en suite rooms. The Trinity Building (1995) was named in honour of the College’s major patron and provided additional teaching facilities. Financed by the PCFC, Trinity accommodated Primary Education which moved from the ‘Primary Base’ in the main building. Trinity contained specialist science and IT areas. The availability of PCFC and later HEFCE funds allowed the College to submit bids for new projects.

Further development and considerable remodelling took place in the late 1980s and through the 1990s. When Drama was phased out of the College curriculum in 1985, the drama block was converted into a students’ union building with offices and social facilities. An Early Years Centre was built but it later became a franchised nursery taken over by Cliffe House Nurseries. In 1989 a new lecture theatre was built with DES grants and was named after the recently-retired Principal, Mary Hallaway. In 1996 the College reception area was redesigned and the Library was refurbished. The sports facilities were upgraded and new changing rooms were provided in 1999.

Andrew Kean had drawn the attention of the Academic Board to the need for a central resources centre where all the educational materials required by staff and students could be housed. Although he did manage to create a Unified Resource Service (URS) bringing together all the media at the disposal of students at that time, there was never sufficient funding during his time as Joint Principal to effect his ideas and build a completely new centre. Later, an estate strategy also identified the building of a central resource area as being critical for the continued development of the College. At the beginning of the new century Kean’s vision became a reality, for in 2001 the College was successful in its second bid to the HEFCE for funding a new library and computer centre. Work began on the excavation of the site on 19 November 2001 and on 20 March 2002 in the presence of Bishop David Konstant and Dr Mike Coughlan, Margaret Hodge, Minister of State for Lifelong Learning and Higher Education, laid the foundation stone. The fifty-two week project, which cost £3.5 million, was the first phase of a £5 million building project partly funded by HEFCE. The remaining £1.5 million was spent on remodelling the old library and parts of the first and second floors vacated by the library and computing department.

The project was completed in December 2002 and on 19 May 2003 the complex was formally opened by Baroness Williams who had opened the Colleges in July 1968.

Appropriately named the Andrew Kean Learning Centre, the three-floor building was designed to provide converged library and ICT facilities and support the growing needs of College students, the local community and schools. The College has invested heavily to develop a careful blend of the traditional library service alongside an extremely high-tech, IT-based, support provision. Coupled with recent developments in learning and teaching, the Centre allows the College to offer a truly accessible service, backing up its commitment to widening participation and lifelong learning. It is located at the front of the College as an indicator of the College’s importance as an academic institution. The roof points towards the chapel at the heart of the College.

The book stock has been increased by 25% to 150,000 with over 600 journals in print or in electronic format. Thirteen Geoweb Online Public Access Catalogues (OPACs) for information retrieval provide links to other library catalogues and on-line databases. There are 150 study spaces including six private study rooms with network access and video/DVD playback. There are five IT rooms with provision for 125 networked PCs and twenty-four hour open access for thirty-five PCs. Overall, computer provision has been increased by 50%, whilst interactive whiteboards support new methods of learning and teaching.

In 2004, with a £1 million grant from HEFCE, the estate was further developed with the opening of a student support centre at the heart of the campus, a conference room and improved disabled access.
The Campus

Celebrating 40 years of learning 1966-2006

Left: Crag Wood
Below: Brownberrie Manor
The Campus

Celebrating 40 years of learning 1966-2006

Above Top: xxxxxxxxxxxxxxx
Above: xxxxxxxxxxxxxxxxxxx
Right: Arial view of the college today
Introduction

Trinity & All Saints College was opened in September 1966 as two Catholic teacher training colleges with Joint Principals and shared academic, administrative and pastoral resources.

Trinity College accommodated female students whilst All Saints College accommodated male students – both on the same campus. The courses offered did not imitate those delivered in conventional teacher training institutions but were experimental and challenging. In every way the new foundation at Horsforth was a unique venture.

Since that time, higher education and the training of teachers has been transformed and the College has undergone fundamental changes in its purpose, organisation and size. It is impossible to understand and appreciate these changes without considering the many influences that have affected tertiary education since 1966. Trinity & All Saints Colleges opened in a period of educational expansion when a certain amount of institutional liberty was allowed and even encouraged, but the political and educational landscape has changed frequently and dramatically since then. Government pressures have increasingly determined all aspects of educational provision and have led to both conformity and uniformity. In this sometimes frenetic atmosphere, many colleges have disappeared, including Catholic institutes of higher education, but Trinity & All Saints has survived. This has been due to its organisational ability to respond and adapt to government initiatives that have sometimes offered opportunities whilst at other times posing serious threats.

This history of the College’s first forty years is therefore set out in a way that traces both the general and specific context in which it has grown, developed and matured. The political and legislative background which dominates all educational development is outlined, as is the relationship of Trinity & All Saints to other Catholic colleges of higher education. Against this backdrop is presented the more detailed history of the College, its educational provision and the roles played by its major personalities.

“In every way the new foundation at Horsforth was a unique venture.”
Introduction

Celebrating 40 years of learning 1966-2006

Section

1960’s:
1970’s:
1980’s:
1990’s:
2000’s:

Pages

Pages 32-57
Pages 58-75
Pages 76-116
Pages 98-117
Pages 118-129
The 1960s

1960s

Celebrating 40 years of learning 1966-2006

32
To understand the background to the English school system and the training of teachers in the 1960s, it is necessary to consider two important developments that occurred during the Second World War (1939-1945).

The first was a government decision in 1942 to appoint a committee under the chairmanship of Sir Arnold McNair, Vice-Chancellor of Liverpool University, to investigate the supply, recruitment and training of teachers. The McNair Report, published in 1944, made three major recommendations: a three-year teacher training course should replace the existing two-year course; a National Advisory Council for the Training and Supply of Teachers should be established; and there should be closer liaison between newly-formed university institutes of education and teacher training colleges, to be achieved through Area Training Organisations (ATOs) which the institutes would control.

The government was simultaneously planning a post-war structural reform of the school system and the second major development, the Education Act of 1944, related closely, therefore, to the McNair Report and the training of teachers. The 1944 Act swept away elementary and all-age schools and rationalised secondary provision. It introduced a primary system for children aged 5 to 11, and a secondary system based on grammar schools, secondary modern schools and secondary technical schools for those aged 11-15 or 11-18. The appropriate and effective training of teachers for the new schools was critical if the reformed system was to be successful.

The severe economic dislocation caused by the war led to post-war austerity and the government could not afford to implement either the recommendations of the McNair Report or the statutory requirements of the 1944 Act. Although the government acknowledged the merits of longer training courses, the chronic shortage of teachers at the end of the war compelled it to introduce a one-year emergency teacher training programme and open temporary training colleges up and down the country. One of McNair’s recommendations did
materialise, however, and universities established institutes of education. In 1948 the University of Leeds Institute of Education assumed full responsibility for the organisation and administration of teacher training within Bradford, Dewsbury, Halifax, Huddersfield, Leeds, Wakefield, York, the North Riding and the West Riding apart from southern districts which were to be served by Sheffield University.

It was not until the 1960s that McNair’s proposals and the 1944 Education Act came to full fruition but the process was not without considerable tension. Schools, training colleges and universities were under great pressure as the rise in the post-war birth rate and a consequent increase in the school population led to a huge demand for both school places and teachers.

Thus, in one year - 1962 - very few students left the colleges and schools were placed under even greater pressure. The second was the Newsom Report - Half Our Future - which was published in 1963. This called for a fresh look at teacher training and stressed that colleges should not be restricted mainly to the training of primary school teachers. It also proposed the ‘concurrent’ course where academic studies were closely integrated with pedagogical studies. The third was the influential Robbins Report on Higher Education which was issued in 1963. This proposed the introduction of a Bachelor of Education (B.Ed) degree for fourth-year students in training colleges which themselves were to be renamed ‘colleges of education’ and to have no fewer than 750 students.

In 1948 there had been just over 5 million pupils in maintained schools; by 1968 there were 7.75 million. Free from financial restrictions, Local Education Authorities (L.E.A.s) and dioceses now began to build and extend primary schools and open new grammar and secondary modern schools, but the costs for government, local authorities and the voluntary sector were enormous.

Meanwhile, training colleges and university institutes of education, struggling to provide the teachers so desperately needed by the schools, were affected by three further developments. The first was the introduction of the three-year course for the 1960 entry into teacher training colleges.

To access the BEd, which was introduced in 1964, students had to matriculate and colleges had to be ‘affiliated’ to a university institute of education. In 1963 there were 49,000 students in training at 146 colleges; the Robbins proposal was for 82,000 students at 156 colleges and it predicted that 145,000 trainee teachers would be required by 1980. Additionally, institutes were required to co-ordinate initial teacher training and provide in-service courses for teachers relating to, among other developments, the government Circular 10/65, which introduced comprehensive schools, and a range of curriculum projects being generated by the Schools Council for Curriculum and Examinations which had been established in 1964.

Another government initiative of the 1960s had a subsequent impact upon non-university colleges. In 1965 Anthony Crosland, the Labour Secretary of State for Education and Science, noted that there was a public sector of higher education with ‘principles and purposes distinct from the universities’. These were the public sector colleges, such as teacher training colleges, colleges of advanced technology and technical colleges, which he referred to as being in the ‘service tradition’ whilst the universities were in the ‘autonomous tradition’. In the following year the Weaver Report, A Plan For Polytechnics And Other Colleges, acknowledged these traditions and functions and proposed the further expansion of the ‘binary’ system. In the late 1960s, colleges of advanced technology became either independent technological universities or polytechnics, the latter having their degrees validated by the newly-formed Council for National Academic Awards (CNAAs).
The Expansion of Catholic Colleges in the 1960’s and the Establishment of Trinity & All Saints College

It became clear that the government’s demand for extra teachers could not be met by the expansion of existing Catholic colleges and that new foundations would be required.

In 1964 there were ten Catholic training colleges for women and two for men, and all were conducted by religious institutes. The provision of Catholic teachers was an integral part of the government’s strategy and the Catholic Education Council (CEC), an agency of the Bishops’ Conference of England and Wales, chaired by Bishop George Andrew Beck of Salford, was asked to consider locations for new Catholic colleges bearing in mind their geographical distribution, the need for them to be near universities and the importance of their being placed close to centres of Catholic population. The CEC recommended to the Bishops’ Conference of England and Wales that one of the new colleges should be located in Yorkshire, preferably in Leeds, in the heart of the extensive Leeds Diocese and close to the university. The Bishop of Leeds, George Patrick Dwyer, supported the scheme wholeheartedly and became the chairman of the promoting committee.

After Endsleigh College in Hull, whose courses were accredited by Hull University, the new college would be the second Catholic institution of higher education in Yorkshire with its courses validated by the University of Leeds.

The early project related only to the formation of a college for women, but in view of the great need for male teachers, it was proposed that a college for men should also be established on the same site and share administrative, teaching and resource facilities. For the time, this was a novel approach. The bishops entrusted the women’s college to the Congregation of the Cross and Passion who undertook financial responsibility for the college, whilst the men’s college was placed under the control of the CEC with the Bishops’ Conference finding the necessary funds. With Ministry of Education approval and the consent of the University of Leeds, planning proceeded, and in 1962 the names of Trinity for the women’s college and All Saints for the men’s college were adopted.

In 1964, in another radical move, Bishop Dwyer appointed a layman, Andrew Kean of Leeds University, to be the Principal of All Saints. This was followed in 1968 by Newman College, Birmingham, which was under the control of the CEC, and Mary Ward College in Nottingham, run by the Sisters of Loreto. This brought the total of Catholic colleges to sixteen.

A Trust Deed was drawn up and on 11 June 1966 the Charity Commissioners awarded Trinity & All Saints charitable status. The Trustees were the Congregation of the Cross and Passion and the Catholic Education Council. The Trustees owned the land and buildings and had the power to apply trust funds for the development and maintenance of the Colleges. By an Instrument of Government the Trustees entrusted the direction of the Colleges to a joint governing body who in turn delegated routine management to the Principals. Bishop Dwyer became the chairperson of governors and Sr Consolata Shiels, the Mother General of the Cross and Passion Congregation, became the vice-chairperson. Other governors included nominees from the CEC and the Cross and Passion Congregation, and representatives of LEAs, the University of Leeds, and wider community interests.

The first 300 students were admitted in October 1966 but by then Bishop Dwyer had been appointed Archbishop of Birmingham. However, he returned to Horsforth on 13 July 1968 when the Colleges were formally opened by Shirley Williams, Minister of State for Education and Science. By this time three other Catholic colleges had been established.

Overall, the 1960s were marked by significant educational developments and the establishment of Trinity & All Saints was part of a massive expansion in teacher training. In 1959 there were 15,000 students training for the profession; by 1963 there were 49,000; and by 1970 there were 120,000. It was claimed at the time that the decade was probably the most hectic ever experienced by schools, local education authorities, dioceses, colleges, and institutes of education.
Sister Anna Maria Reynolds, CP

“The whole purpose of this life is to restore to health the eye of the heart through which God can be seen” (Saint Augustine).

I like to imagine that the above challenging statement of Saint Augustine inspired the dream that was eventually actualised in the institution now known as Trinity & All Saints. Long hours of prayerful discernment by the leadership of the Sisters of the Cross and Passion, detailed discussions with the Catholic Education Council for England and Wales, weighty arguments on either side with the Ministry of Education, and a deal was struck. Twin Colleges to be called respectively Trinity & All Saints would be built. There would be a joint staff, but two Principals and Vice-Principals, one for each College.

Lectures would be in common. The venture would be financed by the Ministry, the Sisters of the Cross and Passion and the Catholic Education Council. That was in 1964. But the beginning was not yet.

A whole year of preparation followed the appointment of the two Principals and the Vice-Principal of Trinity. Mr Andrew Kean was appointed Principal of All Saints, Sister Augusta Maria Lane, CP Principal of Trinity and Sister Anne Maria Reynolds, CP as Vice-Principal of Trinity. Dr Frank Bottomley was appointed Vice-Principal of All Saints a little later.

Hidden away in a rented building in York Street, Leeds, the task of translating a vision into practical reality began. The vision was God-centred, community-centred and holistic. The “eye of the heart” and its “restoration to health” would be central, but the eye of the mind and the physical eye would each be developed to its fullest capacity. A fine Chapel, a resident Chaplain, daily Eucharist and splendid liturgies on the patronal feasts as well as on other occasions would foster the health of the “eye of the heart”. Dignified buildings and furnishings and the programme of studies would cultivate the “eye of the mind” while provision for sport and gymnastics would look after “they eye of the body”.

There was no doubt about it - Trinity & All Saints Colleges were to be ‘different’. Programmes would be set out in modules. Academic disciplines would be responsible for their own teaching methods. From the outset the desirability and possibility of diversification (ie of graduates from TASC entering professions other than teaching) was envisaged.

On 1st November Feast of All Saints 1966, the official opening of TASC took place. The first intake of over 200 plus students had arrived in September and had time to settle in before the celebration. It was an historic occasion and all stops were pulled out to make the official opening impressive.

Events began in the College Chapel, to which the academic staff in full academic dress proceeded in solemn procession to the accompaniment of the hymn “All people that on earth do dwell”. Students and non-academic staff were already in place and the organ pealed out as the clergy wended its way to the sanctuary.

A sumptuous celebration meal followed, after which visitors were free to explore the buildings, including the seven Halls of Residence.

The other big event of this first year was a weekend for all academic staff, Principals, Vice-Principals and Bursar for a seminar in Otley. The purpose was for staff to get to know each other and to provide time and space for an interchange of ideas about matters relating to education and the way ahead for TASC. It was a happy weekend. Euphoria was in the air and there was a smile on every face.

It goes without saying that such an Eden-like state of harmony could not last. It did not. The following months and years brought tensions, friction and some discontent. Mr Andrew Kean was an educational charismatic - innovative, persuasive, confident but not practical. He was in great vogue with the Ministry and did all the Colleges’ business with it. Sister Augusta Maria Lane, his opposite number, was of a more practical nature and less self-confident. Mr Kean left most of the pastoral side of the institution to her, and she was very good at it. But it seemed to some of us that Mr Kean thought of Sister Augusta Maria as his second-in-command rather than his equal partner. This caused many problems in later years. Even during these early years too, it became obvious that the idea of twin colleges, identical but separate, was a myth. It was a Siamese twin situation which ultimately had to be recognised as unworkable, and scrapped.

One terrible event stands out in my memories of these early years - the tragic death of three of our students in a car accident when they were returning to the Colleges one Sunday night after spending the weekend helping disadvantaged children in a home where a Cross and Passion sister was looking after them.

The three were buried in their parishes during the week and, sometime later, a Solemn Requiem Mass was celebrated for all three in the College Chapel. Parents, relatives and friends of the deceased were invited and afterwards given hospitality in the Convent. The parents of the three students were wonderful - so brave in their strong Christian faith that we felt they were supporting us, rather than the College staff supporting them.

The years glided by, and despite the areas of difficulty I have referred to, Trinity & All Saints’ Colleges flourished. There was no shortage of student applications and, year by year, our numbers went up. When I retired from TASC in December 1975, it was looking forward to a healthy future and seemed as eager as ever to explore - and exploit - “fresh woods and pastures new”.

It was the end of the beginning!
The Two Principals

The appointment of two Principals for what was to be effectively one educational organisation was a radical move and placed both Andrew Kean and Sr Augusta Maria in unenviable positions.

The unique relationship between Trinity & All Saints Colleges required governance, organisation and administration that were clearly defined and understood. The Instrument of Government stipulated that each College was responsible for the pastoral care and welfare of its students but that organisational planning, the conduct of academic and professional studies, and administration were a joint responsibility. A close working relationship and a clear delineation between the responsibilities of the two Principals were necessary if the system was to be successful.

The two Principals came to their posts from different educational backgrounds. Sr Augusta Maria, who held degrees in physics from Manchester University and mathematics from London University, had been deputy head at St Joseph’s College, Bradford, a girls’ Direct Grant grammar school with a formidable academic reputation. Unlike the Sisters of Notre Dame and other female institutes, the Congregation of the Cross and Passion, with a large presence in the urban north of England, had no experience of providing higher education. Andrew Kean had a double First in History and English from Glasgow University and before and after the Second World War he had taught in Stirling. In 1948 he became a tutor at the University College of Leicester, where he became Organising Secretary of the Institute of Education, before moving in 1956 to be the Deputy Director of the Institute of Education at Leeds University. Kean had been on the original interviewing panel with Bishop Dwyer for the principalship of All Saints and was appointed in the absence of a suitable candidate.

It was an historic appointment for previously such positions had been occupied only by members of religious institutes.

“...The early working relationship between the two Principals was a sensitive one but it matured into one which was harmonious and productive.”

The American model greatly influenced Kean who was responsible for the planning, co-ordination, development and implementation of the curriculum, the management of the academic staff, and external relations. On his return from the USA he promptly published a paper on ‘TV in Teacher Training’ (Trends In Education, July 1966). Sr Augusta Maria was responsible for the control of expenditure, the management of the campus and its facilities, social affairs and the administration of non-academic staff.

The early working relationship between the two Principals was a sensitive one but it matured into one which was harmonious and productive. It was obvious to many that Kean, already a national figure in education, was the driving force and dominant personality behind the Colleges’ early development. To some he was the Principal but it was not a perception he encouraged. Sr Augusta Maria did not possess the same public self-confidence of her colleague, nor did she have the same experience of higher education, but her influence on the Colleges was equally important if not as openly displayed or recognised. Throughout their joint leadership of the Colleges, Kean’s charismatic and visionary, if not always practical approach was offset to some degree by Sr Augusta Maria’s astuteness, her firm grasp of reality and her modifying counsels.

It was a position that Kean had not sought, for his experience was in universities where he enjoyed research and teaching. However, it is unlikely that his radical views and his subsequent innovations would have much impact in traditional academia. Before they formally assumed their responsibilities, the two Principals visited the United States to gather ideas and observe a non-British system of teacher education and training.
The 1960’s

By October 1964 Kean and Sr Augusta Maria had embarked on the detailed planning for the organisation and management of the new Colleges and from temporary accommodation in a former warehouse at 6 New York Road, Leeds, they recruited the lecturing and administrative staff.

In May 1965 Dr Frank Bottomley, a man with considerable experience in schools and adult education and currently in charge of post-graduate students at Loughborough College, was appointed as Vice-Principal of All Saints and Dean of Professional Studies, and Sr Anna Maria Reynolds, the headteacher of St Margaret Clitherow Girls Grammar School in Bradford, was appointed as Vice-Principal of Trinity and Dean of Student Services. Dr Bottomley later recalled the early days in New York Road:

At this time the operational centre of the Colleges was in a disused warehouse near the centre of Leeds. One cavernous floor, approached by a flight of un-swept stone steps, had been subdivided by temporary wooden partitions to provide for the existing five staff members and their secretaries. Very grimy windows let in some daylight which was supplemented by industrial lighting. The floor was uncarpeted and the furniture minimal, but the austerity was hardly noticeable amidst the unceasing activity: telephone bells were incessant, filing drawers slammed to, typewriters clattered and large-scale maps sprouted coloured pins as teaching practice places were negotiated for the expected 120 students of our first year. Staff applications were sorted, short-listed and the selected candidates were interviewed. One wondered what their thoughts were as they found the address, pushed open the heavy door and ascended the stone steps. One of the early appointees was Dr John Grassi as Head of History who, having no students, occupied another floor where he ordered, accumulated and sorted a constant stream of books which were to be the nucleus of the College library.

The Governors, who met initially at St Gemma’s Convent in Leeds, had decided that eleven members of staff would be appointed by Easter 1966 and that another ten would be appointed by August of the same year. Among the first lecturers to be appointed were John Sullivan and Denis Selby. John Grassi and Brian Stratford came from St Mary’s College, Strawberry Hill. Other appointments included the College Bursar, Cyril Atkinson, who had held a senior rank in the Royal Navy and had been ports officer in Nigeria; the Head Porter, ex-police sergeant Alan Cusworth; and Helen Smailes, the Domestic Bursar. As Fr Michael Williams was at the English College in Lisbon and Dr John Hickey was in Belgium, there was some delay between their appointments and their arrival.

Kean was preparing to break the mould of traditional teacher training and the Colleges’ first prospectus, compiled after comparison with those of other similar institutions, illustrated the radical nature of course organisation. In adopting this approach, Kean also abandoned the conventional criteria for appointing academic staff to training colleges. For him it was not necessarily experience in schools or in higher education that were essential attributes. Rather, he was anxious to recruit imaginative people of high academic attainment with the personal qualities that would enable them to respond to the challenges of experimental education.
Consequently, lecturers came from the school sector, from training colleges and direct from university: the range of qualifications, experience and expertise varied considerably. There being no college accommodation, the first staff meeting was held during a weekend at a hotel in Ilkley. Keane felt that the lecturers needed at least 12 months to prepare for a ‘radically new approach to the professional training of teachers’ and his job descriptions were detailed and prescriptive. A lecturer was appointed to one College and to a specified curriculum area but was expected to play an active part in academic and professional planning and in the pastoral, social and religious life of both Colleges.

The Principals attended to every aspect of the Colleges’ organisation and management and set about establishing flexible and practical structures. Keane insisted that there were no ‘departments’ and therefore no ‘heads of departments’ with vested interests, but this ‘flat’ organisational model was a new venture and fraught with potential pitfalls. Contemporary salary scales were not appropriate for such an arrangement and ‘responsibilities’ had to be devised in order that remuneration would match staff posts, especially at senior levels. In accordance with Instrument of Government, an Academic Board had to be formed but an elected Collegium, representing the Colleges’ academic and professional sectors was established in its place. Chaired by Keane, the Collegium became the driving force in the internal development of the Colleges and the forum for vigorous debate. Additionally, there were elected curriculum boards and residential and house committees with a strong element of student representation and internal democracy. Both Principals were concerned that a close and informal association develop between students and academic and administrative staff in order to solve any problems through discussion and prevent ‘undue concern being paid to institutional structures or academic stereotypes’.

Kean often used acronyms as shorthand to remind others of his guiding principles. Hence in 1967 SIGMA was a system with individual, group and mass alignment… the organisation of facilities for study and recreation, the clarification of the responsibilities of staff and the modulation of a flexible collegiate timetable so that individual study by students becomes the normal and basic procedure of learning and so that group and mass learning situations are utilised only with explicit justification…

An alternative interpretation was that he expected opportunities for individual and private study to take place within flexible curricular arrangements, that course content and outcomes should be specified and that close attention be paid to pedagogical planning. Another early acronym was CLASP - Collegiate Leisure Academic and Social Pursuits - which referred to the effective use of a student’s free time. To aid understanding, Keane issued both staff and students with a glossary of terms and organisational flow charts.

By March 1968 the administrative, teaching and sports facilities were nearing completion. Despite the fact that the original foundation was to be for women, there were four halls of residence for men – Fountains, Rievaulx, Ripon and St Albans; and three for women – Shrewsbury, Whitby, and Norwich. For a time, some female students were accommodated in a large former Nonconformist seminary at Crag Wood in nearby Rawdon under the watchful eye of Sr Marie de Carmel. The Sisters and some professed students of the Cross and Passion Order lived in a newly-built convent on the site, whilst Keane persuaded the CEC to purchase Brownberrie Manor, a substantial eighteenth-century house where he eventually lived. The new Principal’s house on the campus was occupied by Dr Bottomley and named by some wag as ‘Fort Bottomley’.

“The Principals attended to every aspect of the Colleges’ organization and management and set about establishing flexible and practical structures”
Kean’s visionary and innovative approach was evident in the academic structure of the Colleges and it was here that he really demonstrated his radical and progressive view of the professional formation and education of teachers.

Six ‘Divisions’ were established, each responsible for the delivery of major academic programmes of study, didactic courses at all levels, general courses and the provision of specific courses on demand. The introduction of a Media Division emphasised Kean’s belief in the value and effectiveness of modern audio-visual technology in teaching, but perhaps the most important innovation was the absence of an Education ‘department’ with the traditional connotation of ‘training’ teachers. A crucial element of Kean’s philosophy was that professional ‘education’ was the total and integrated responsibility of all staff. As he reminded them in 1969:

...there is no Department of Education in the Colleges. The corollary of this (made clear to members of staff at their interviews) is that all members of staff have a responsibility for participation in the work of Professional Studies generally and to offer particular assistance in terms of their own capacity and interests.

Writing in The World Year Book of Education in 1973, Kean gave a personal account of the organisation of study developed in the Colleges’ first seven years of existence. The basic structure of the Colleges was that of the Class, identified by the year of entry and a term more akin to American higher education than to British institutions which still adhered to the ‘year group’. A Director of Studies was responsible for a Class and as each Class entered it brought ‘a new impulse in the community, a new set of disturbing experiments.’ It was the Colleges’ policy and practice, wrote Kean, ‘to give encouragement to this individuality, rather than to restrain it.’

The six Divisions within the major structure were:

**Languages:**
- English Language and Literature
- French Language and Literature
- Spanish Language and Literature
- Language and Linguistics

**Social Sciences:**
- History
- Geography
- Economics
- Sociology
- Home Economics
- Psychology

**Mathematics and Natural Science:**
- Mathematics
- Physical Science
- Biological Science

**Creative Arts:**
- Art and Design
- Music
- Drama
- Human Movement (including Physical Education)

**Philosophy and Divinity:**
- Divinity

**InstructionalModes and Media:**
- Communication Arts and Media

Each Division included ‘Elective Course Areas’ (ECAs) – or major academic courses of study – and conducted courses for students from all Classes. When Kean was writing this article the Colleges recruited students for the three-year Certificate in Education and the four-year Bachelor of Education (BEd) degree, both validated by the University of Leeds. Elective Course Areas were available to certificate and degree students. Within the Divisions there were some outstanding innovations for a contemporary teacher training course: Spanish, Linguistics, Economics, Human Movement, Instructional Media and Communication Arts, Sociology, Systematics (the planning of material for teaching) and Psychology as a discrete study rather than sub-division of educational studies, were all novel curriculum developments.

The 38-week college year accommodated the distinction between certificate and degree students and was divided into semesters (again an unusual term in English education), allowing for professional exercises and academic study. The need to align with the schools’ year dictated the timing of the professional exercise and as students progressed through their professional course, their time in school increased. In order to facilitate academic progress and pastoral care, the system of Closed and Open Periods was introduced.
In Closed Periods, based on the normal timetable and teaching pattern, meetings were arranged between Classes and lecturers, and students and tutors. The more flexible Open Periods, when the timetable was suspended, were used to undertake fieldwork, host visiting lecturers, consider cross-disciplinary themes and conduct conferences.

The students were encouraged to be closely involved in all the practical and social aspects of their own education with an emphasis on individual work, assessment and evaluation within a highly flexible timetable. Their major courses were the academic Elective Course Areas but they also followed Professional Studies in the form of Sociology, Philosophy and Psychology and the practice of teaching, Collegial Courses which were wide-ranging, centrally-provided and open to all students throughout their stay and Exercises which consisted of practical work of a professional or academic nature which was undertaken at intervals throughout a student's course of study. But the Colleges were established to educate and train teachers and had, like other similar institutions, to ensure the fulfillment of this aim. Professional Studies, the preparation for teaching, was conducted through the Class and was divided into Pre-professional Studies, during the first two years of a course of study, and Professional Studies, conducted through the third and/or fourth year.

The whole structure was, in Kean's own words ‘complex but practically viable’. It was not easy to understand and his diagrammatic representation of the curriculum organisation and relationships between programmes of study is complex. It was the students’ responsibility to interpret the curriculum and access and exploit what was on offer: the ‘keynote’ of the system was ‘that of personal self-directed study’. He admitted that first year students, especially, had to ‘break away from the conventions with which they successfully coped at school’. But the students were not left to their own devices and were given assistance through checklists of competences to judge their own progress and determine their subsequent course of action. It was Kean’s wish, though not stated in the article, that students defer the final decision on their path of study until as late as possible and despite the Colleges’ raison d’être – to produce Catholic teachers for Catholic schools. His preference, although not overtly stated, was probably for a form of Catholic quasi-university but one Catholic college alone was unable to assume that role given the contemporary structure and variable quality of Catholic higher education and, in any case, the Catholic hierarchy were probably unwilling to support such a venture.

By the end of the decade, like other non-university providers, Trinity & All Saints had developed the BEd degree, introduced by the University of Leeds in 1967-1968, but this had become a problem for the government planners. The Department of Education and Science (DES) was concerned that the colleges would recruit unlimited numbers, turn themselves into miniature red-brick universities, and threaten both long-established universities and also the new universities such as York, Lancaster and Sussex, which had opened in the early 1960s. In 1969 Kean addressed the academic staff and, whilst positively encouraging the continued development of the BEd, he had to admit that the DES would begin to limit development by restricting the number of degree students and by providing no extra funding if that number was exceeded. For the degree to acquire credibility and status, he urged that fourth year studies in Elective Course Areas be of an even higher standard and make a distinctive contribution to professional courses. The undertaking of research projects was a way into this but research was costly in terms of finance and personnel.

There were also early and disturbing signs that some curriculum areas had begun to experience recruitment and retention problems. In February 1970 the Collegium debated the statistical differences between the ‘strong’ ECAs – English, History, Geography, Sociology, Human Movement, and Art and Design – and the ‘vulnerable’ ones – Divinity, Language and Linguistics, Physics, Biology, Mathematics and Music. It was agreed to establish minimum numbers, encourage recruitment and maintain a watching brief but the Colleges faced increasing competition from the developing polytechnics and there was an additional fear that the University of Leeds would rationalise courses.

“…[Kean’s] preference…was probably for a form of Catholic quasi-university but one Catholic college alone was unable to assume that role…”

The 1960s Celebrating 40 years of learning 1966-2006

Above: xxxxxxxxxxxxxxxxxxxxxxx
Right: Shelagh Brennan and friends 1968
The 1960s

Celebrating 40 years of learning 1966-2006
Shelagh Tomkinson (Nee Brennan)

Rawdon 1966-1968

The College buildings on the Brownberrie Lane site were not completed in time for the first intake in September 1966. I received a letter to say that the semester would start in October, and that I would be staying at Rawdon College.

Well, as all good girls do, I travelled with the family to Horsforth to see the College during the summer holiday. We had all seen the artist’s impression on the brochure, but that was nothing like the real thing – it was a building site!! The driveway to the temporary main entrance was unmade, muddy and full of potholes. The view was very good but it seemed quite bleak. As the background of my fiancé, Ken (now my husband), was within the building industry, he was not surprised that I had received a letter to say that the College would not be ready in time.

I had never been away from home before, so that was a challenge in itself. I did not realise at that time that I would be staying at Rawdon for two years. Only the ‘girls’ stayed at Rawdon; it was an old Baptist Seminary, so there were rooms off each corridor on two floors. The rooms around the main entrance and at the top of the stairs were occupied by the nuns; not just ordinary nuns, but the Principal (Sister Augusta Maria), Vice-Principal (Sister Anna Maria) and any other high ranking nuns in the College!! There was no easy way to sneak in at night after the door was locked if you had not signed out!!

I started off in a room with three other girls, two from the Leeds area and one from Preston. We were later moved to separate rooms. I was in the lower corridor - I think it had been Sister Anna Maria’s room! Anyway, there were no curtains at the windows because the ‘matron’ had not had time to make them all. There was no problem until we had a ‘prowler’ so we had to be quite innovative to stop prying eyes – I used my plastic ‘tablecloth’ to cover the window at night.

Anyone who stayed at Rawdon caught the special bus (Wallace Arnold) which left Rawdon every weekday morning at approximately 07.45 to Brownberrie Lane – it never waited for anyone! At night, we had to walk three miles (hail, rain, or snow). There was no transport for us at night; Rawdon College was not on a bus route – anyway it was downhill all the way – the road to Rawdon, that is!!!

Rawdon College was situated down a very long narrow lane which had only a few street lights. It was very dark when there was no moon hence the girls rarely walked the three miles on their own from TASC to Rawdon! We had to walk or pay for a taxi which no one could afford unless it was an absolute necessity or have a lift with someone who may have a car, which was VERY rare at that time. I do not think that any of the girls in that first year had a car; in fact there may only have been about half a dozen of the boys who had a car.

Now if you were on Teaching Practice, then a Patrick Shilton’s minibus picked you up from Rawdon at 06.45 so that there was time to be taken to Brownberrie Lane, have breakfast and be ready to board one of the coaches at 07.45.
The length of Teaching Practice varied between two weeks and a term (I think). On one occasion I was on Teaching Practice in Dalton, Huddersfield, so, although I had left Rawdon very early in the morning, I was the last student to be dropped off at approximately 09.00 at a Primary school on the outskirts of Huddersfield. I had to leave the school early in the afternoon, catch a service bus into Huddersfield, so that I did not miss the coach back to College at 16.00. If the coach was delayed returning to TASC, then we were all in danger of missing our evening meal (17.00 – 18.00). After our meal, we then had to face our three-mile walk back to Rawdon and then start any coursework/preparation for the next day. I always liked to go to bed early, so I moaned when anyone was noisy outside my room at night (I must have been a pain); however, when anyone wanted to be woken up early so that they did not miss the minibus, I was the one who received the notes under the door (Please wake me at 06.15, …Room 16)!!! I must have been useful!!!!!

There was a television room at Rawdon which was quite well used. Saturday evening watching was very popular, but if any programme clashed with The Forsyte Saga, which the nuns always watched, then it was no contest – the nuns won!

There were a few comfortable armchairs (for the nuns when The Forsyte Saga was on), and the rest were more straight-backed chairs.

Art and Design 1966-1969

On the main TASC Campus the Art and Design Studio was still at the planning stage when we started the ECA (Elective Course Area) in October, so we had to use a small lecture room. In fact, I do not think that a Design Studio was ready until the following year! There was a barn at the top of the field behind the College buildings which was our ‘studio’. It was the Art Department’s ‘project’ which was never really completed.

There was a minimum of facilities completed when the College opened. There was a dining room, some lecture rooms, one or two halls of residence for the girls (none for the boys), but no Common Room – this was an area which had to be walked across via wooden planks in order to get to the dining room! Health and Safety did not exist then! Communication was via public telephone – there were no mobile phones or e-mail facilities!

There were a number of social activities in the evenings and at the week-ends: ice skating, cinema and theatre visits, and visits to tourist attractions. There were a number of sporting clubs and teams; some of them took part in local competitions. I joined the table tennis team; we played in a few competitions, and we even won the Airedale-Wharfedale League!

The Art students went out on field trips to Horsforth to draw the pubs (we did need refreshment afterwards) and sketching on the hills near Otley. One day we walked beside a river in the direction of Durham. We travelled in a soft top army-type vehicle, open to the elements at the back!! The names of the students in the Art and Design department which I can remember are Sheila Evans, Barbara Ryan, Phil Chadwick, Mike Diamond and Alistair McNeil (who could do pencil drawings which looked just like photographs). We started to learn Italian because Denis Selby, our lecturer, planned a visit to Florence. This never came about but we did have a study trip to Paris. This was most enjoyable. I had never been abroad before so to travel to Paris during a warm and sunny September (1967 I think) was delightful. I can remember sitting in the sunshine in the Tuileries (I think) oil painting. I can also remember visiting the Rodin Museum. It was quite funny really when we all got on the bus to go to the museum because Sid Cross, another Art lecturer, could not speak French!!

It was great when we had a new Art Studio and could actually work on our areas of study and have plenty of room when we were taking part in eg life drawing classes – no longer squashed in a small lecture room.

I spent two years at Rawdon and then I spent my final year (1968/69) in a hall of residence. TASC campus was not as quiet as Rawdon, especially when the aircraft came over – we were on the flight path for Yeadon Airport or Leeds-Bradford Airport as it is known now.

All the students had a ‘personal tutor’: my personal tutor was Mr Hendry. He was very understanding and compassionate. We were not allowed to go home for the first six weeks of the semester, which was traumatic for students who had never been away from home before, and were suddenly informed that to travel home was not allowed; we also had lectures on some Saturday mornings, so we could not go home anyway!

The main memory I have from TASC is that the first-year intake was a very special group. There were fewer than three hundred of us, so we were just like a large family of friends facing the challenges of a new ‘unfinished’ College and meeting other students from all parts of the UK and abroad.

I remember going to Mass at four o’clock in the morning; I think it was in the new Chapel! I remember Prince Philip visiting the College and looking round the Art and Design Department.

At the end of three years, there was the memorable ‘Going Down Ball’ for this first intake at the Old Swan. It was a formal ‘do’, with a sit-down meal followed by a variety of entertainment – two or three bands around the hotel.

One thing I really regret is that I missed George Hamilton IV who was appearing in the TASC Folk Club one night! I was staying at Rawdon; I could not afford the taxi fare to get back there later in the evening so I missed him!!!

Many hard-working, many stressful but many happy days and people to remember!
Underpinning Kean’s ideas on the formation and education of teachers was his theory of ‘the school’. As with his organisational and curricular innovations at the Colleges, his vision of schools was radical. He was also uncannily prophetic.

In July 1966 and July 1967, Kean addressed National Union of Teacher Conferences at Leeds and Sunderland, and in both he predicted that new technology would be as great an influence on education as would political and socio-economic factors. Meritocracy, he argued, would also come to the fore and other occupations would challenge teaching as a preferred career for working and lower middle class students.

According to Kean, schools should and would change. The crude and inflexible 19th-century models still prevalent in the system would have to give way to responsive neighbourhood or community schools adjoined to welfare and medical centres. Schools should have more autonomy and should be more socially integrated and less isolated from the communities they served. The modern world, he contended, placed new and complex demands on schools and called for new patterns of organisation and administration.

But the main thrust of his speech lay in his comments on teaching and learning.

It was his contention that the perception of knowledge and the hierarchy of subjects would have to be transformed. At the centre of all curriculum change there had to be highly-educated, professional and autonomous teachers. Assisted by teaching ‘auxiliaries’, they could devise and deliver the flexible curriculum that was required by contemporary society. The age and academic sub-divisions so fixed in the traditional structure of schools would have to be replaced by ‘learning situations’ occupying ‘variable learning spaces’. There should be an increased use of ‘multi-media’ facilities to enhance teaching and learning.

For the present, however, the students who had decided to teach were sent into schools that for the most part were blissfully unaware of Kean’s prophetic message and new ideas. In the first year, students would be sent into schools for a short period to observe teachers and assist where possible – the latter activity being more suited to primary rather than contemporary secondary classroom practice. In the second year, the students undertook a three-week professional experience that really was innovatory, for a group of them would employ ‘team teaching’ methods ‘with an emphasis on flexible organisation and on the use of varied instructional groups’.

And on the third professional exercise, students were required to act as class teachers for a period of twelve weeks. Kean was conscious that his new methods would cause some concern in schools which he regarded generally as ‘conservative elements in society’, but he was convinced that, by introducing flexible instructional methods and new subjects into the school curriculum, he was challenging the schools to examine and evaluate their organisation and practices.
At the end of the decade it had become clear that Kean, Sr Augusta Maria and their colleagues had rapidly developed a reputation for pioneering innovative approaches to teacher education and that the joint ethos of the Colleges was already distinctive.

The muddy building site at Horsforth had given way to a modern educational complex and a community proud of its uniqueness was being formed. As the majority of students lived on the campus and did not go home at the weekend there was a very lively social scene.

Kean’s creative thinking was the main stimulus in the development of the new institution. The establishment of the academic divisions, the integrated approach to planning, teaching and study, the level of student participation in the Colleges’ organisation, new approaches to academic study, assessment and evaluation, the students’ practical experiences in schools, the use of technology and even the terminology used were all facets of a different and exciting way of preparing teachers. Kean himself had written that ‘from their inception the Colleges had been committed to a new look at the education of teachers and ‘had an experimental attitude in all aspects of this work’. There was an imaginative approach to the professional practice undertaken by student teachers and there was a developing relationship with the Catholic schools within the area even if not all teachers understood the new approaches adopted by the Colleges. Similarly, members of the lecturing staff who had to supervise students on professional attachments other than in education were also placed in new and challenging situations. As Dr Bottomley later recalled:

The first impression the Colleges gave was one of novelty, but there was no pursuit of novelty for its own sake: the approach was based on a careful and radical analysis of academic and professional training with an imaginative vision of the needs of the future.

There was also another important dimension to the Colleges’ early development. Kean was distinguished for his love and knowledge of languages and was a member of the Council of Europe. It was inevitable, therefore, that he would establish links between the Colleges and educational institutions on mainland Europe. In 1968, in association with the Dutch Ministry of Education which was planning a restructuring of its educational system and teacher training, Kean established a summer school for Dutch teachers at Trinity & All Saints. It was so successful that from 1969 until 1975 it was integrated into the retraining scheme for Dutch teachers.

In 1968 Trinity & All Saints’ Human Movement, Geography and Languages students also embarked on the first organised visits abroad when they visited Germany, Holland, France and Spain.

Conclusion
Heading for TASC

I believe it was Monday 3 October (on this I stand to be corrected) having purchased a ticket for the princely sum of £2 / 10 (i.e. £2.50) I left King’s Cross Station, heading for Leeds. As stated, I’d never been further north than Rugby, but I had been an avid watcher of Z Cars and had even watched a few episodes Coronation Street, so I thought I was equipped to face the strange world of Northern England (but no one had told me there was a difference between Lancashire and Yorkshire, let alone anything about the land and peoples of the North East!)

The bus eventually drove through the village of Horsforth and began the long pull up Brownberrie Lane, a slope that I would become familiar with over the next three years and one that never became shorter. There is a bend in the road, for it was, even then more a road than a lane, where the College buildings came into sight. I had no great feeling at that point, just glad to be arriving after the long haul from London.

Arrival

It was a building site! The main, central block looked finished on the outside, three tower blocks stood to the right of that, as you faced the College, from the Lane. The three towers that would match them on the left I don’t think were even started. There was rubble, bricks and all that you would expect from a half completed construction. The Chapel and other buildings were either not started or were just footings.

“...The make up of that first cohort was most interesting… There were a number who were considerably older than normally thought of as students in those days.”

Arriving at Leeds City Station, in those days Leeds boasted two stations City and Central, I walked up to a policeman and asked directions to the bus station. He clearly understood what I had asked, but I was not too sure about his response. Despite these linguistic difficulties I did make it to where I was to get the bus. I think some of the problem was to do with asking for Troy! After getting on the bus I noticed another young man with a suitcase that had a label actually saying TASC. At last, or at least, I would not be alone in the search for Troy!

The bus eventually drove through the village of Horsforth and began the long pull up Brownberrie Lane, a slope that I would become familiar with over the next three years and one that never became shorter. There is a bend in the road, for it was, even then more a road than a lane, where the College buildings...
At the end of that first year we had some exams. RE and Sociology were three-hour papers. For History, there was no exam; but we had two weeks in which to write a series of essays. I presume we had exams at the end of the second year. There must have been one for Sociology, as we finished it that year. In the final year there was a three hour paper in Psychology and a number of papers on various aspects of History.

Other events and Social Occasions:

The first Pancake Day, some of us made pancakes in a Hall kitchen. Having no bowl, to mix the batter, we found a pile of brand new plastic waste paper baskets, still wrapped in polythene. The pancakes turned out very well!

I can’t remember exactly when the following incident occurred. Each Hall had a resident warden. Fountain’s had a male lecturer. I’m sure he was not as old as we thought. He was certainly single and certainly had a sports car, a Triumph Spitfire I believe. One evening, while he was entertaining a young lady who was one of the College librarians, it was decided to play a joke on him.

Where the idea started I know not, all I recall is suddenly being part of it. Downstairs we all went, to where the car was parked. Being that type of car it was very light! Up it was lifted and placed in the middle of the building site that still constituted a large part of the College. I don’t recall his reaction on coming out to drive his date home, nor do I know how he got it down.

I believe that at the end of one Christmas term, some carol singing females were drowned by youths armed with fire hoses! Fire hoses figured in the playtime of a number of the young men in my Hall. Sometimes it was just a water fight, sometimes a room might be flooded.

During the Second Year I was placed in a school in Pontefract. To get there a coach was provided. One morning the driver of our coach decided that the traffic, on our side of the road, was standing still for too long. Off he went, up the wrong side of the road that was clear. We covered a great distance in a short time; all the while the radio was blaring out “Young Girl” by Gary Puckett and the Union Gap. He got the sack.

The end of the first year saw the very first Ball. It really was a fantastic sight to behold. All the girls who spent the year in jeans, etc coming into the building in long dresses, absolutely stunning! Each of the following years ended in the same way.

It may have been for the ball, or maybe some other time, but early on we had a live show from a group that had a lead female singer, Julie Driscoll with Brian Auger and the Trinity. They had a big hit in 1968 with “This Wheels On Fire”. Another time we had the BBC Northern Dance Orchestra. Again the dining rooms, one on each side of the main building, were pressed into service, not only for food but also for dancing. Smallmams did the catering and the food was better than the day-to-day stuff. Another Ball had, as its centrepiece, a production by the Drama students. It was film, I think with them all dressed like John Lennon, charging round the campus. This film was shown in the middle of the Ball, round midnight in the Auditorium. The main thing I remember is the loud soundtrack of “All You Need Is Love”.

The bar, when it opened, was of course a popular meeting place. One regular happening to look out for was the arrival of Sr F. She would come up to the bar, dig deep into her habit and from the depths of the pockets produce empty tonic bottles. New bottles were purchased, replacing the empties in that voluminous cover all! I can’t remember what she lectured in, but she was always friendly and was very popular.

People had parties, there were a lot of twenty-firsts, in various pubs round Leeds. There was plenty of time to play.

I recall the early hours of one morning, after a dance in the College, a Geordie lad sat in the quadrangle and sang in Geordie dialect. The songs were almost unintelligible to a Southerner like me; but he had a beautiful voice and provides me with a haunting memory of 40 years ago.
Reflections on the Opening of Trinity & All Saints:
Sr Fidelis Daly CP

As one recalls the beginnings of TASC, it is important to remember the events and developments of the 1960s – the Second Vatican Council, the Cold War, student riots in Europe and the USA, the Beatles, Kennedy and Khruschev, the Cuban Missile Crisis, Jean-Paul Sartre, existentialism, Marxist-Leninism, the space race and developments in Psychology, Sociology and Anthropology.

Referring to the impact of Vatican II recently, a speaker who had been present suggested that the energy behind the Council was something that captured a moment when the torrent of history stood still, examined itself and asked the question “What are we about?” Other people were talking about “The Death of God”. They were indeed stirring times, when so many questions were asked that one hadn’t the time to wait for answers. The two documents that were promulgated on the last working day of the Second Vatican Council were the Pastoral Constitution on the Church in the Modern World and the Declaration on Religious Freedom.

TASC too was a stirring experience in its early days. The Colleges’ patronage was in the care of the Blessed Trinity and the Saints. Here one may quote Isaiah 40:26 when he reminds us that as God was creating the stars He was naming them, just as we associate Baptism with the giving a name, with becoming a ‘new creation’. 1965-1966 was a significant year for the foundation of Catholic colleges where faith was the directing influence and, in the context of the Second Vatican Council, their opening was an important motivational influence.

The Second Vatican Council had burst upon the world as a result of the extraordinary initiative of Pope John XXIII. He had lost time in the encyclical Pacem In Terris when he caught the world’s imagination by introducing his way of considering ‘the signs of the times’. What followed later, as the Council progressed, was foreshadowed in this encyclical and the idea of aggiornamento was eagerly welcomed. To recall now the excitement caused by Pope John’s innovations during his brief reign could inspire a renewal of the challenge of those years. Sadly, it can be said in 2006 that the message of Vatican II, which had caused such excitement at the time, has not been ‘officially’ received. Reflecting now upon what the Council came to mean, as reports were issued from Rome and the splendid documents were coming our way, we get a sharp reminder of the hope for the Church and the world that the ‘New Pentecost’ was offering.

The new Principals and Vice-Principals were aware of these events and developments when discussing the plans for making one College out of the two institutions that had been envisaged by the Bishops’ Conference. The Catholicity of the enterprise was of primary importance. ‘New’ ideas in education were there in plenty. These had to be interpreted in the light of the Church’s teaching. The Council was bringing the Church ‘up to date’. We are grateful now for the opportunities that were available to us to learn something about the significance of the major Council documents on the Church, Liturgy, Scripture and the final Pastoral Constitution on the Church in the Modern World (Gaudium et Spes) where the distinction was made between the ‘Church in itself’ and the ‘Church in relation to the modern world’. Topics brought to our notice from Gaudium et Spes included everything concerned with human dignity, social justice, war, peace and the Church of the poor. Mention was made of new forms of culture which give rise to new ways of thinking, acting and making use of leisure.
1960's Memories

Sometime during the first year, after a heavy rainstorm, parts of the College flooded. Many of us helped with bailing out but some floors were badly damaged...

1966 Art & Design Students

...evening free bar! Double Diamond only 1s/7d a pint!
Memories: Michael Dawney

In August 1966 I came to Leeds aged 24, as an Assistant Lecturer in Music. The College had a temporary office in York Road, Leeds. When I moved to Yorkshire I found the climate very cold...

These were great pioneering days! Among the staff and students there was a spirit of tremendous energy, enthusiasm and excitement. Fortunately, I was apprentice to the sorcerer Paul Shepherd, a fine musician. He was very good-natured and extremely popular, took a genuine interest in everyone, and was a very good organiser. Paul designed the chapel organ. He created a happy, working atmosphere...

It was a fairly old-fashioned Catholic life as it appears in retrospect, more formal than now. Previously at university I had to stick up for my faith. It seemed to me ironic that TASG students had little interest in Catholicism. Perhaps, at 18 they were escaping the constraints of parental control and school life - going wild!

Getting this out of their system...

The College hadn’t been built... We taught music at Rawdon College... Mr Kean asked me to be Warden of Rievaulx Hall. I had a comfortable warm flat and moved there in March 1968... Before we had our own chapel we had some services at St Mary’s Horsforth and at Leeds Cathedral. The chapel was having fittings installed so that TV transmissions could take place...

Staff weren’t called by their first names then. To students I was ‘Mr Dawney’. I found that strange having just been a student. It was a very different time from now.

The Second Year: Anthony Garrett

I entered TASC in 1967 in the second year of its existence. For ten days I was resident in Fountains Hall (brand new!). Then, as Ripon and St Albans were incomplete, I was sent with a dozen or so others to live in a hostel in Ilkley. We were mini-bussed there and back. Of course, all this was free - no student loans in those days. In the winter, probably January-February, there was a two-foot snowfall. Students were paid half-a-crown (12 pence) an hour to shift the stuff off the driveway. There was also a free bar in the evening (Double Diamond was 1s/7d (8 pence) a pint!

About 10 days before the official opening we were having an end-of-year exam in AS4 (Maths students seemed to have more than most). The exam began at 9.30 am and at 10 o’clock Mr Frith (Head of Maths - brilliant lecturer - many people signed up to his college courses just to listen to him) who was invigilating, said: “Stop working. Come and look at this.” We went to the window and saw torrents of water and ice flowing down past the gym from the back gate to finish up outside the red dining room. When the exam ended and we went downstairs water was flowing through the College from the top of the hill through all the rooms and out at the bottom... Students were using chairs to push water out of the red dining room towards the sick bay and track... The College had been in pristine condition...
Early Days: Bill McGrath

I was one of the original 100 X-group who started on 1.10.66...I was met by Mrs Cusworth in full nurse’s uniform and was given a room in Hostel 2. The hostel was still full of workmen...On 17.10.66 we were sent out into schools. I went to St Kevin’s, Seacroft... Mr Cusworth was the porter and our link with caretakers and repairmen...My interview for the College was held in Leeds. I can’t remember who interviewed me but it was what I would now call cursory...

The opening of the College was postponed. In the two spare weeks we were encouraged to spend time in a local primary school, which I did. Also we had a booklist, of which we were to read six. Summaries of these were asked for during our first week, given in, and never heard of again. Much was like that. According to the staff, everything was ‘new and exciting’...

Sometime during the first year, after a heavy rainstorm, parts of the College flooded. Many of us helped with bailing out but some floors were badly damaged...

The problems and pains of the early days are now obviously tinged with a heavy rosy glow. What lasts most is the memory of friends made then...

The New College

Here in a college consecrated to newness, problems arise. These problems are difficult to solve due to their roots in the general attitude of mind. Circulars on ‘units of time’ tend to be mistaken for inhuman manifestos written on the walls of Animal Farm, while prohibitive decisions promulgated for academic reasons are construed as unreasonable inroads on a newly developing social life...

Student opinion, a nebulous commodity at the best of times, is beginning to demand the reasons for such activity. Students are not cybernetic agents who can be immediately programmed to cover new terms of reference. When re-orientated without sufficient preparation they become insecure and disillusioned...a choice in the hierarchy of values is called for...
Pubs

The Original Oak comes first of course...for students only...a must to make your appearance...The Skyrack is across the (Otley) road...you can take anyone there, even your mum and dad...Opposite the University is The Packhorse...its clientele are local yokels and way-out students...In town there is Whitelocks...a treat for anyone to visit...the crowd there varies from 'little' mods to would be Avenger types...
The General Wade is a modern pub in the Merrion Centre...all types of humans venture in to partake thereof...The New Inn, near Beckett's Park...is a pretty nice, average pub...frequented by students, more noticeably those of the male-female couple sort...Parties in Headingley are notorious for being either lousy or drunken orgies...Pub's the place...
A Pipe Dream

What then is TASC? Is it a pipe-dream, a nasty trick, an act of God? Will it turn out to be the Educational Dustbin of the Age or the place where the New Movement in Education really began to take shape? We must be careful to beware of the dangers of TASC. Already too many of us have been reduced into believing things without thinking about them. Who is there to protect us and fill us with idealism when we are standing in front of a class? We have progressed so far from the ‘ordinary’ college of education curriculum that ‘theory’ is a dirty word. Surely the time has come to stop and carry out a detailed reappraisal of our position…

Teaching

Teaching! – that word does not inspire as it should do. Perhaps that is because we have been brainwashed into thinking of it as a dull but nevertheless secure and stable profession. But think of the potential of teaching. Stir your imagination and see yourself as responsible for the outlooks, attitudes, ideas and capacities of tomorrow’s generation. The responsibility lies heavy – but the challenge is an irresistible one. Perhaps some day soon the image of teachers might be radically altered – but only through today’s teachers becoming more aware of their tremendously powerful role within society – not as arrogant or status minded bores, but enthused with an ideal of total self-dedication – aware of the child as a developing person rather than as an instrument whose wit must be bludgeoned to that of half-wit…
Hitch Hiking

Cheap Educational Holidays for all Countries

If you decide to hitch-hike all you need is a rucksack, sturdy legs, and don’t forget to take your professional studies file because, remember, it’s not only relevant to future teaching situations (so we’ve been told) but you will find that it makes interesting reading between lifts, and remember the golden rule:

- Two men travelling together find it slow going
- A guy and a girl get on much quicker
- Two girls move fast
- A girl on her own may never get there

The Trinity & All Saints Ladies Soccer Team 1967-1968

Attitude, 1969
The 1970s

1970's

Celebrating 40 years of learning 1966-2006
In 1964, the Conservative government of Sir Alec Douglas-Home had been replaced by the Labour administration of Harold Wilson but by the end of the decade the Conservatives had once again returned to power. Inevitably, educational policies were formulated and re-formulated and new directions were charted and then re-charted. For the colleges of education, the 1970s were to be another ten years of turmoil.

The rapid and unchecked expansion of the teacher training sector during the 1960s had led to complaints about the poor quality of both courses and students with criticisms voiced most stridently in 1969 in Black Paper One: The Fight For Education. This led, in the same year, to the Commons Select Committee on Teacher Education requesting a full inquiry into the whole system of teacher training but the Labour government felt that the colleges and universities should be allowed to get over the recent upheavals before being submitted to further scrutiny. A change of government, however, transformed the scene and in 1970 the new Secretary of State for Education and Science, Margaret Thatcher, appointed Lord James of Rusholme ‘to inquire into the present arrangements for the education, training and probation of teachers.’ Lord James, Vice-Chancellor of York University, undertook the first major investigation since the McNair Committee and his Report was to be a seminal document for the future education and training of teachers.

Most importantly, James recommended an all-graduate teaching profession based on either the award of a three-year pass degree in Education, a four-year honours degree in Education, or the traditionally-accepted route of a first academic degree plus the Post-Graduate Certificate in Education (PGCE). The distinction between certificate and graduate students was, therefore, finally to be removed. Secondly, he recommended the total integration of teacher training into the higher education system, either through colleges amalgamating with universities, merging with other colleges to become ‘institutes of higher education’, or by going it alone as separate institutions.

Whatever the outcome, the separateness of ‘teacher training’ was to give way to the ‘education and training of teachers’ within a coherent structure of higher education. Thirdly, he recommended that up to 3% of all serving teachers undertake in-service training in any one year; and fourthly, he called for the introduction of a formal induction and probationary period for new entrants to the teaching profession.
The government gave effect to the recommendations of the James Report and in the White Paper Education: A Framework for Expansion, also published in 1972, it confirmed the existence of the binary system - the delivery of higher education by universities and non-university institutions - and stated its own principles for the education and training of the teaching profession. It has been asserted that this was the last occasion on which a government acknowledged the principles of academic freedom, professional involvement and government policy as each having independent status and the desirability of bringing them into useful interaction to support the training of teachers. Following this, successive governments became increasingly prescriptive and interventionist and control was drawn to the centre. In 1973 the DES Circular The Development of Higher Education in the non-University Sector began the rationalisation of the multiplicity of colleges of advanced technology, colleges of education, polytechnics, and other institutes of higher education. Three years later, the Labour Prime Minister, James Callaghan, made a speech at Ruskin College, Oxford, where he questioned the almost unlimited control that institutes of education had over teacher education and training and that teachers had over the school curriculum. He called for the wider involvement in education of government, parents and industry in education and the result was ‘the Great Debate’ followed by the Green Paper Education In Schools. From then on, the structure of education and the curriculum was not to be left to the professionals, and the collaborative relationships between government, higher education, local authorities and schools was to give way to increasing government intervention and coercive legislation. 

Below: Bishop Gordon Wheeler, Bishop of Leeds, and Andrew Kean. Bishop Wheeler was Chair of Governors from 1966 until 1985
The Contraction of the Catholic Colleges

Although the number of pupils in state schools had risen to 9 million by 1979, the increase in the school population was slowing down and government statisticians predicted that in future fewer teachers would be needed.

For this reason and also to ensure a more streamlined and cost-effective system based on the recommendations of the James Report, the Conservative government sought to rationalise the number of students undertaking initial teacher training and drastically reduced the Robbins’ prediction of student teachers that would be required by 1980. In 1976 it was announced that the entry to teacher training places would fall from 57,000 to 45,000 by 1980, leading to the closure of at least thirty colleges. The call for an all-graduate system of higher education also included a demand for diversification and this marked the beginning of the decline of single-purpose colleges. Throughout the 1970s all colleges of education, but especially small ones, came under increasing pressure either to merge with larger institutions, and thereby transform their purpose and relinquish their unique identity, or to close completely. The outcome of the process was dramatic. In 1970 there were twenty-seven universities and 180 colleges training teachers; by the early 1980s there were still twenty-seven universities but only eighty-four colleges and polytechnics involved in training.

In 1974 the Bishops’ Conference had published an outline plan for reorganising Catholic colleges. The Catholic sector suffered the loss, either through amalgamation or closure, of seven colleges. By 1977 Cavendish Square College in London had closed. By 1978 Mary Ward College (opened in 1968) had closed, and Endsleigh College disappeared following a merger with Humberside Polytechnic. In the following year, Maria Assumpta College in London, St Paul’s College at Newbold Revel in Warwickshire and Coloma College at West Wickham in Kent all closed. By the end of the decade only nine distinctively Catholic institutions remained.

“Throughout the 1970s all colleges of education, but especially small ones, came under increasing pressure…”

Those that did were forced to adopt new roles and in some cases different identities. In Manchester, for example, there was a merger of Hopwood Hall and Sedgely Park, whilst in 1980 Christ’s, Notre Dame and St Katherine’s Anglican College joined together in an ecumenical federation known as the Liverpool Institute of Higher Education. In Birmingham, Newman College retained its separate identity but entered into a collaborative venture with the Free Church Westhill College.

The principals of denominational colleges had informally discussed the James enquiry during 1970 but this ecumenical collaboration was raised to a higher level in 1971 when the Council of the Church of England College Principals invited their Roman Catholic counterparts to join them at their annual conference. It was the beginning of a fruitful and harmonious relationship among voluntary colleges.

Right: Prospectus from 1979 - 1980
Kean’s long-held view that the Colleges should offer more than vocational training in a narrow sense proved correct. As early as November 1970 he had informed the governors that there was little future for small monotechnics and that, in order to survive, Trinity & All Saints should diversify and develop other courses.

Both Principals were quietly confident of the Colleges’ relatively strong position but there was concern that a consequence of the James Report would be a restriction on the expansion of certain academic areas and a closing of those that were vulnerable, leading both to an in-balance in subjects offered and to a decline in student numbers. Following the publication of the James Report, Kean, Sr Augusta Maria and the Governors canvassed the staff for practical suggestions that would attract students, be acceptable both to the government and the University of Leeds and maintain the Colleges’ Catholic identity. It was agreed that the major purpose was to prepare Catholic teachers for Catholic schools but that ‘some future diversification of professional commitment will be necessary’.

Kean himself was optimistic and welcomed the challenges ahead. ‘The reorganisation of Colleges of Education generally’, he wrote, ‘has been of a radical nature’. He continued, Some people would say it has been devastating. Very few colleges have come out of the operation with their position strengthened.

We have. In a peculiar kind of way it is as if we were starting all over again; the circumstances in which we shall be living, and the opportunities open to us, will be quite different from those of eight years ago when the Colleges were founded. With all of these changes (of which none of us should be afraid), it will be important to maintain the kind of things which we have always tried to achieve…our own particular way of life and our own recognition of the value of our individual members.

1975 was a particularly difficult year for the Colleges. The ending of the Teacher’s Certificate course led to a drop in student recruitment and corrective action was needed. Kean presented the governors and,
subsequently, the Regional Advisory Council with a five-year plan that effectively modified the curriculum Divisions and reflected the proposed shape of the Colleges’ future work.

Thus the original six Divisions became Creative and Communication Arts, Divinity and Philosophy, English and History, Mathematics and Sciences, Modern Languages and European Studies, and Social and Environmental Sciences. The Colleges had an advantage in having pioneered flexible courses and would continue with this principle, but Kean had to acknowledge that government planning would dictate criteria for recruitment and thereby identify courses either to be developed or closed. Eventually, the government’s policies and cutbacks hit the Colleges. The Department of Fine Art was hit hard and its three lecturers were made redundant in 1978-1979. One Education lecturer was declared redundant in the same year.

For a Catholic institution, the vulnerability of the Division of Divinity and Philosophy was particularly worrying as its recruitment base, and therefore its potential for development, was weak. An extension into in-service work for Catholic teachers and the provision of PGCE and other courses was suggested. Equally disconcerting was the decline of teacher training in the Colleges and its effect upon staffing levels. The DES had forecast a fall of up to 50,000 students in teacher training by 1981, including a fall of 5,000 in Yorkshire and Humberside. This was due partly to the matriculation requirements for an all-graduate profession and partly to the fall in the school population. Trinity & All Saints had already experienced a 75% reduction in entrants to initial teacher training courses and in these challenging circumstances it was decided to introduce an extended curriculum based on the refined Divisions. There was concern within the Colleges that the University of Leeds might refuse to sanction these new arrangements and affiliation to the CNAA was considered. However, Leeds University’s well-established links with the Colleges and its willingness to respond to the aspirations of its affiliated institutions ensured that co-operation and collaboration continued. To oversee these developments for all its affiliated colleges, the University established a Board for Collegiate Academic Awards in 1975 and in the same year the DES approved the Colleges’ revised curriculum model.
The Certificate of Education was phased out at the end of 1973-1974 but the BEd continued either as a three-year ordinary degree or a four-year honours degree.

Other academic pathways were required, however, if the Colleges were to diversify successfully. A two-year Diploma in Higher Education (DipHE) with a general studies slant followed by a two-year vocational element was proposed but without much enthusiasm as the 2 + 2 arrangement was seen as being more attractive to local and mature students who would most likely be non-Catholic. The two most significant outcomes were the introduction of the Collegiate degree in 1974 based on major, minor, foundation and professional studies components with a student entry requirement of at least two passes at GCE Advanced levels, and the introduction of PGCE courses in English, Economics, French and Spanish for prospective secondary school teachers. The major section of the Collegiate degree was an academic study that lasted four years. Minor courses were of two years’ duration (either two courses for one year, or one course for two years) as was the compulsory foundation course which provided a background to the student’s personal and social development and for professional studies. The professional component was delivered during the student’s final two years and it was here that the Colleges’ reputation for innovation continued, for, in addition to the ‘Education’ option, a student now also had a choice of two others - ‘Planning and Administration’ and ‘Public Media’. Both were to be exciting and important developments. The introduction of these two options took the Colleges out of the monotechnic mode and secured their future but unrelenting government attempts to control every aspect of higher education was to signal the end of Kean’s attempt to plough an individual furrow.

Statistics indicated a successful outcome to the Colleges’ attempts to diversify. At the opening of the 1970s there were just over 600 students on roll. By 1976-1977 this figure had risen to only 727 with an intake of 156 and with a 50-50 balance between students on Education and those on other professional courses. Thus, five years before the expected outcome by the DES, the Colleges had already achieved the required balance. By 1979 - 1980 the number on roll had increased to 1,022 with the number of teaching staff rising from seventy-eight in 1976-1977 to ninety-five in 1979-1980. In the period from 1975 to 1979 applications to the Colleges increased by 90% whilst there was a decrease of over 60% to the college sector as a whole.

Kean continued to strengthen the Colleges’ European and overseas links. Between 1970 and 1978 five teacher training institutes were established in the Netherlands and the head of each English department in these institutes was required to spend a week at Trinity & All Saints where they would observe all aspects of the Colleges’ provision. In 1976 students from Kent State University in the U.S.A. arrived at the Colleges for one term’s study whilst students from the University of Bordeaux undertook short courses in Communications and Media. The early contact that Kean had established with the Pädagogische Hochschule in Münster was formalised in June 1979 with the signing of a Concordat between the two institutes. This enabled German students to visit the Colleges and undertake courses that counted towards their final assessment. Additionally, grammar school teachers who had trained at the Université Catholique de l’Ouest at Angers were welcomed at summer schools in Horsforth.
Conclusion

Right up to his retirement, Kean’s educational vision dominated the Colleges. He continued in his determination to develop courses and enhance the Colleges’ distinctive approach but external factors were by now having a greater influence.

Kean’s earlier and fruitful personal contacts with the ‘men from the Ministry’ and his strong friendship with Sir Edward Boyle, the Vice-Chancellor of Leeds University, ceased to give him the advantage over other Principals. He could no longer be seen to be ‘ahead of the game’. The ‘man of vision’, so much aware of educational possibilities was, like others, now restricted by direct political intervention and increasingly managerial and secular influences. The government had ended the educational establishment’s control of the ‘secret garden’ of the curriculum and examinations. The contraction and diversification of former colleges of education had transformed the teacher training sector beyond identity, with the Catholic colleges being seriously affected.

There were also internal changes. Despite Kean’s attempt to manage without ‘departments’, there were signs that even by the late 1960’s this approach did not sit easily with accepted salary scales linked to posts of responsibility. The salary structures introduced by the Houghton Report of 1974 meant that the Colleges’ liberal and egalitarian approach of the 1960s with its open management style was now ended. Whether Kean approved or not, subject departments and salary structures now began to dominate the character and nature of the Colleges. The ‘creative conflict’ that he had always encouraged was to be replaced by a different range of issues and tensions. His unique managerial style was no longer applicable in the new circumstances.

In the midst of all these developments the teaching staff continued to undertake research and produce an impressive list of publications across a range of disciplines. Staff attendance at academic conferences at home and abroad, visiting lecturers, and the provision of in-service courses in the Colleges ensured the cross-fertilisation of ideas and the sharing of good practice. The relocation of the Schools Council History Project from Leeds University to the Colleges in 1978 led to the further development of school-based initial teacher training and INSET for serving teachers. In 1979 the Department of Public Media received a grant of £10,000 from Saatchi and Saatchi, the famous public relations and advertising company, to fund a research project into advertising. Another source of income was the hosting of conferences. The Colleges had begun to host weekend and vacation conferences for a variety of organisations.

However, in a very short time they had established a unique Catholic institution distinguished by flexible and relevant courses, energetic teaching, academic and practical research, a strong pastoral system and a lively student community. The Trinity & All Saints Colleges Union of Students (TASCUS) was well established as was the Senior Common Room (SCR). A Former Students’ Association (FSA) of students and staff had been formed and in 1979 the first edition of its Newsletter appeared.

As if to signal the end of a unique experiment in education and the opening phase of the Colleges’ history, the Governors took the decision to combine the two Colleges in 1980 and open the way to further development.

“...Kean’s educational vision dominated the Colleges.”

At the end of the decade the Colleges experienced a major change in senior personnel. In 1975 Sr Anna Maria, the first Vice-Principal of Trinity College, had left to undertake further research and writing and eventually took up a teaching post at the University of Botswana. In April 1979 Kean had been involved in a serious car accident in London and such were the physical effects of his injuries that he was never the same dynamic leader again. It was left to Sr Augusta Maria to run the Colleges during Kean’s illness. When they both retired in the following year, the educational context and the Colleges themselves had changed markedly since 1966.
1970’s Memories

“... only afterwards did I really become aware of how great an influence those four years had on me and my fellow students...”

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The 70’s: Tony Whittaker

I was a member of the Class of ‘71. In my fourth year I was President of the Students’ Union. What do I remember most of TASC from that era? Easy: the sense of freedom to develop! A sense of constructive anarchy without any feeling of chaos. That period was, I believe, unique in the educational history of the UK. Only afterwards did I really become aware of how great an influence those four years had on me and my fellow students. After many years in the theatre business I have finally started a new career as a lecturer in theatre lighting design. Suddenly, after all these years, I have come to realise how right the philosophy at TASC was.

Before I started writing these memories of TASC I expected to be writing about weird things that happened either in rooms, in the halls of residence, or in the bars; or trips to ice-skating in Bradford, or the number 55 bus. There are lots of those too, but it surprised me that one of the things which most stuck in my consciousness was in fact the educational philosophy of the place (I assume it was the brilliant concept of Andy Kean.)

I went back about four years ago and went to the library to get some documentation on the “Certificate of Education”. That was what I got on paper from TASC. There was no information in the library. It was as if it had never existed. Eventually, I had to get something from the University of Leeds who were at that time the validating body for the Certificate.

Of the other things I remember vividly: “The Nice Bar” as opposed to “The Rough Bar”. The night of the bomb scare when males were coming out of female halls and females coming out of the male halls. Even though mixed visiting wasn’t allowed after 11pm (10.30pm when I started in 1971). The only time I have ever written on a toilet wall: “Are you a prisoner of freedom?” In my first year sitting in a crowded room in one of the halls listening to Kevin Loughran reading out loud from “The Hobbit”. The tales of haunted rooms and attempts with a Ouija board to contact the dead. (Very funny in cheek I might add). Finally understanding the “Dewey decimal system”. Ted Grinham going round taking pictures of everything. There are still lots of them hidden away in the new library. (Or should I say resource centre?)

The night the Chieftains played at College. Their first concert ever in England! That was my first lighting job incidentally. We inadvertently created a rainbow on the back wall. Watching Noel chatting up all the big macho lads. He had an answer every time they said they weren’t gay. Going through the harrowing process, as President, of an attempted vote of no-confidence. I was saved by the support of the post-grads who discovered that it was more of a personal attack on me from a few of the girls. Incidentally, I think I had a bad reputation which was totally undeserved. It was just that I had a coffee percolator and a Hi-Fi in my room. (I hadn’t come straight from school.)

Being NUS rep. and going to the national convention in North Wales. Jack Straw was national president. It was obvious then that he would go far...The pop art pictures in the upper common room. Folk concerts especially with Pete McNally, Kevin Loughran and co. (I had the honour to be their roadie but without all the benefits that roadies are supposed to get!). Hosting the Going Down Ball in 1975 and driving Gerry Capaldi’s car back to College. I was in a slightly less pissed state than he was. To this day I don’t remember the journey. Exhausting discussions with Pete McCuirae...Running a reel-to-reel tape recorder discotheque service with Mike McNally. (It was one way to get invited to parties.)
The Year of the Mongrels:
John Short

If 1974 was not the beginning of the end of the original Colleges, it was certainly the end of the beginning - the Year of the Mongrels as the Chinese might have put it. Until that year, thoroughbred scholars - historians, mathematicians, geographers, theologians, linguists among them - had a monopoly of the educational bones of contention. In 1974 the kennels were opened to mongrels. I was the second, a mere journalist. The first had been a huge part-Irish Wolfhound called Pete who had started his working life drawing labels for shoe boxes in his native Dublin.

Pete McGuire was something special, a most original thinker, if sometimes he expressed this thinking in an infuriating way. At root, as he said himself in the longest handout issued in the College’s history, his aim was to make us all only certain of our uncertainties.

There were five lecturers then in what was called Communication Arts and Media (CAM) - and about the same number of students! In those days education was the only professional training and all students had to combine it with an “academic” course. To justify our kennel fees we ran a host of what were called minor courses. We supplied tea and biscuits to freshers and tried between their gulps and bites to recruit them as energetically as any double-glazing salesman. So energetic in fact that I tried hard to recruit a “student” whom I later found to be a proper lecturer, Rob Riis.

How things have changed. Although the College has at least tripled in size, the litters from those mongrel pups of 1974 now account for more than half of all the staff and students. To CAM’s famous five who pioneered the changes have been added advertising and PR people, TV producers, directors and presenters, photographers, museum designers, computer wizards, film and video makers and a host of what one irreverent mongrel called “French philosophers”.

The founding father of this burgeoning media empire was Jim Keegan who epitomised the energy of pioneers. While the rest of us spent wet Sunday afternoons totting up how much pension was due if we retired early, Jim was hurtling around the world as ambassador extraordinary. When he finally retired it was to a full-time professorship in the United States for another 15 years. They don’t make ‘em like that any more.

There was an unintended but welcome bonus to having mongrels among the haughty, high-stepping thoroughbreds. It meant that people who might have thought the “academic world” beyond their reach realised how mistaken they had been. One of Jim’s secretaries, Ann Gray, was clearly so impressed by the star-like quality of the early CAM staff that she left and, with a modest interlude to collect a doctorate and write the odd book, became head of one of the UK’s most prestigious cultural studies institutes.

Yet pride has never been a temptation. We all knew that our year, 1974, was also the year that McDonald’s opened their first branch in England.
The Streaker

Taking the shirt off one’s back in the name of charity has often been heard of but taking the whole lot of one’s clothes off, still in the name of charity, is rather unique and is termed ‘the TASC streak’. Regrettably, the recent incident was given more publicity than it deserved, which says a lot for our journalists and some students.

It is not going to get much space here... The over-reaction of the College authorities and the refusal of the charity to accept the money collected can only be equalled on the wisdom scale with the publicity given to a non-event... A dash of humour would have gone a long way towards preserving peace and harmony in the College...

Sr Anna Maria was treated for shock last week after being informed that Mr P McGuire was a plagiarist. She recovered rapidly when told that it was not a new religion.

A New Religion:

TASC NEWS, 1975

TASCUS President Penny Pennington
Memories: Michael McNally

TASC, I believe, was unique within the English education system thanks to Andrew Kean. I certainly enjoyed my time there and I learnt a bit (yes, I really did) which I still try and put into practice today in my varied working life.

What do I remember?

DIDEROT:
An Andy Kean exercise involving words, library - it went on for a couple of weeks. I'm still working on mine.

JOE MCNALLY:
Key words to exam paper questions "important, very important, crucial" (to be spoken in a Scottish accent).

PETE MCGUIRE:
Brilliant mind, outside-the-box thinking. I still use his "systematic management" approach - "If ... What?"

PATSY HOULIHAN:
Always upbeat, great character, outstanding Union President.

MR CUSWORTH:
Dominating the Porters' desk.

CHRISTMAS DANCES:
Slade not turning up one year. Another time 700 revellers and the Police did, leading to banned bar extensions but causing bowling, ice rink, and roller skating trips.

BOMB SCARE:
In the middle of the night, mass exodus from the halls (boys from girls and vice versa), dozens of police, ambulance and firemen - word got out about the great free breakfast in the Red Dining Room.

GERRY MCNALLY:
Gold teeth and French savoir faire! His brothers Jack and Paul.

PRESIDENTIAL IMPEACHMENT:
If the Americans could do it so could we.

TEACHING PRACTICE:
Early morning coaches. Long trips in the winter darkness. Music on the radio. "My sweet Lord" and "Who put the lights out?" sticking in my mind. I was kicked out of my first school. The head didn't like long hair.

LECTURERS:
Like Gerry Capaldi, John Sullivan, Joe McNally, Pete Maguire who were happy to join students in the bar. Leading to great discussions - of which I can remember - the ageing process and too many pints, but they were very important at the time!

FLOUR BOMBING FIRST YEAR STUDENTS:
Outside in my first year (1970), but due to exuberance ended up in the Auditorium another year, everything was white - Anna Maria was unimpressed!

LEEDS RAG, FLOUR BOMBING OPPONENTS:
Floats, a gorilla in Trafalgar Square and someone painted part of Leeds Airport runway purple.

MIKE KESTERTON:
Surviving a brain tumour.
The 1970s

Celebrating 40 years of learning 1966-2006

PACKED CONCERTS:
The Chieftains, Horselips, Kevin Loughran and Pieter McNally, Tir NaNog etc.

THREE STUDENTS KILLED IN A CAR CRASH:
I think of them occasionally.

CAM PARTIES:
Parties in my hall room - sometimes over 30 of us!

PARTY 5 AND PARTY 7 CANS.

LATE NIGHTS PLAYING RISK!

HORSFORTH:
The Old Ball, the long walk up Brownberrie Lane.

HOUSES IN HEADINGLEY:
The SSA, a long journey from town to TASC.

MASS WATER FIGHTS.

THE STUDENT COMMON ROOM
& STICKY BUNS.

GIRLFRIENDS AND GIRL FRIENDS.

ANTI-THATCHER:
"Milk snatcher" demonstration in Leeds.

MINERS’ STRIKE, POWER CUTS,
THREE DAY WEEK!

EXAMS:
Enough said.

TONY WHITTAKER:
A loyal friend - we enjoy occasional reminiscing
over a bottle of wine.

TASC - thousands of memories but only 500 words. We
each have our own and these are just a few. It would
take several books to expand on these special years!

Thanks for everything, Andy.

Frolics in the bar: Andrew Shepherd kneels before
Gerry Capaldi, Jack McNally, a visiting student, Michael
McNally and Dave Omerod.
Comrades! As the crisis of capitalism deepens, one fundamental issue faces the mass student movement – mustard! Why are the paper tiger, fascist hyena, lackey running-dogs of bourgeois lecturers getting it and the proletarian students not? Moreover, why, as they sit in white table-clothed majesty, are the mandarins of liberal education, social mobility and the classless comprehensive community served on by waitresses whose wages must be a pittance…Also, why are they spreading the fruits of the plutocratic Common Market (capitalist club) butter mountain on their unlimited supply of bread when we, the TASC workers, are restricted to a slice soaked in margarine…?

Furthermore comrades, to get down to the basics, the struggle to set up the provisional government of Horsforth begins at home, indeed in the smallest room in the house. Throughout the ages of strife, one of the prime objectives of student unions everywhere has been the establishment of soft lavatory paper as a fundamental human right. What, comrades, goes on in the dark recesses of the staff toilets to compare with the common agony of the rank and file…?

Comrade! In the impenetrable mountain fastness of the SCR the Wedgwood pottery may clink to accompany progressive platitudes but in the stark reality of visiting rules the grimmer oppression is revealed…Like all ruling classes the administration needs a self-justifying ideology…but the false consciousness seeks to secure from sight the hypocritical truth. The future teachers are institutionalized like children, penned in by petty restriction and privilege, the student class shackled on to servitude. Margarine eaters of Horsforth unite, you have nothing to lose but hard bog paper…
Class of 78. Richard Woodcock

I came to TASC in September 1978 after 10 years’ recovery from doing very badly in my “A” levels. During this time I had worked in several clerical jobs and had a short spell trying to be a professional musician in Devon. I also spent three years as a computer operator which turned out later to have been useful experience. I chose TAS because of the Communication Arts and Media course, which looked original and interesting, and because I could get to the College and back in a day!

In my first year I travelled in to College every day—a friend who worked at Sandoz in Horsforth gave me a lift each day. Being an external student meant it took a bit longer to get to know my peers, but there was a good social atmosphere and a small group of fellow mature students made for a positive, encouraging environment.

I found my three periods of professional attachment very useful. The College maintained a large and vibrant network of attachment organisations, from which many students benefited. In my time at TAS as a member of staff, I was pleased to assist in the expansion of this network.

Anti-Apartheid Week

On Saturday 11th February, the TASCUS sent four delegates to the Emergency Action Conference called by the anti-apartheid movement. The conference was set up to intensify the solidarity campaign in Britain for the liberation movement in South Africa... TASCUS has decided that the week beginning Wednesday 1st March should be an Anti-Apartheid Week of Action...
The 1980s

1980's
The 1980s can be seen as the period when the Conservative government finally imposed its political will on all aspects of state-funded education. As far as teacher training was concerned, the process began in 1983 with the publication of the White Paper Teaching Quality. This suggested that all teacher training courses be sanctioned by the Secretary of State against a set of national criteria. Control was removed from the Area Training Organisations and handed to a new Council for the Accreditation of Teacher Education (CATE). An Advisory Committee on the Supply and Education of Teachers (ACSET) was also set up. Between 1983 and 1992 three DES Circulars introduced regulations that further strengthened the power of central government.

In 1984, Circular 3/84 and Teacher Training Letter 7/84 set out the criteria by which teacher training courses would be accredited. The fifteen criteria, administered by CATE, included the selection of students, the recruitment of lecturers, subject studies and method, educational and professional studies, and student assessment and certification. In particular, rigorous academic studies and professional studies were closely linked to practical experiences involving competent teachers. For the College this was not an innovation: its IT/INSET scheme which had been developed in the Education, Science and History departments had been running successfully for more than five years and had begun to transform the delivery of initial teacher training.

From 1985 until 1989 CATE and Her Majesty's Inspectors (HMI) scrutinised all teacher training courses in every institution with the result that new criteria were introduced. Using its own research, the DES emphasised ‘reflection in action’ rather than ‘the application of theory’ and moved the emphasis in teacher training away from colleges and into schools where students were surrounded by practising teachers. Classroom practice and the direct application of practical principles in school were linked with the study of disciplinary theory and simulated exercises based in colleges.
In 1990 CATE was given a wider remit to include the scrutiny and monitoring of teacher training courses, to disseminate good practice and to advise the Secretary of State. The inevitable move towards school-based training culminated in Circular 9/92 - Notes for Guidance on Secondary Courses - which stipulated that schools and institutes of higher education were to be partners in the process, that there would be a focus on practical competences, and that the institutions, not the courses, would henceforth receive accreditation.

Government intervention in the education and training of teachers was mirrored by a similar process in schools. Two official documents issued in 1980 – A Framework For The School Curriculum (DES) and A View Of The Curriculum (HMI) – sparked off another huge debate among educationalists, politicians and parents about the content and structure of compulsory education. For the next seven years the government published White Papers, Circulars and consultation documents all dealing with the school curriculum. As a result, in 1986, the Conservative Secretary of State, Sir Keith Joseph, announced his intention to bring in a National Curriculum. In 1988 his successor, Kenneth Baker, introduced the Education Reform Act which gave him statutory powers to define a National Curriculum which stipulated programmes of study, attainment targets and assessment arrangements for students aged between 5 and 16 who were divided into four Key Stages. Amendments to the Act could be introduced only via Statutory Orders and Baker established the National Curriculum Council and the School Examination and Assessment Council to supervise developments and advise him. The next couple of years were marked by the publication of voluminous manuals dealing with every aspect of the school curriculum, its delivery and assessment. Subsequently, in order further to reduce the power of LEAs and introduce the market economy and increased competitiveness into the school system, the government also allowed schools to receive their funding direct from the DES and be free from local political control. The Grant Maintained Schools became a variation of the earlier Direct Grant Schools.

As part of the same drive towards centralisation, and breaking the shackles of local political dominance and removing hostile interference, the government also removed all higher educational institutes from local authority control. Since 1982 the College had been funded by the DES through the National Advisory Board for Higher Education (NAB) but in April 1989 a totally new relationship between funding and student numbers was imposed with the introduction of the Polytechnic and Colleges Funding Council (PCFC). The former grant-status arrangement was discontinued and bidding for funds was henceforth to become the norm. Market forces, price competition for course funding, and the generation of private income were the new maxims.

The status of the relationships between universities and affiliated colleges was also discussed fully during this period and in 1987 the government White Paper Education: Meeting the Challenge considered how these relationships might be strengthened and improved. The number of students entering higher education, meanwhile, increased by nearly 400,000 during the decade.

Above: Fr Michael Williams and Student
Below: The Education Department of the 1980s
With the retirement of both Andrew Kean and Sr Augusta Maria, the governors of the Colleges decided that the time had come to merge the two Colleges under one Principal – a very significant development. Thus it was that Dr Mary Hallaway, a distinguished and highly-respected biochemist and researcher, became the first Principal of the unified College – Trinity & All Saints.

The appointment of Dr Hallaway in 1980 was something of a surprise for, unlike Andrew Kean and Sr Augusta Maria, she had experience neither of teacher training nor of teaching in Catholic schools. Her appointment was also notable in that she was probably the only woman in charge of a mixed Catholic institution of higher education. After secondary education at the Convent of the Sacred Heart, Woldingham, Surrey, Hallaway went up to St Anne’s, Oxford, to read Biochemistry and, on completion of her doctorate in 1958, became an assistant lecturer at St Anne’s and a departmental demonstrator.

In 1962 Dr Hallaway took up a post as lecturer in Biochemistry at Liverpool University and in 1969 was appointed to Ahmadu Bello University in Zaria, Northern Nigeria. There, as Reader, she established the Department of Biochemistry and subsequently became its first professor.

Having been out of England for eleven years, Professor Hallaway’s first tasks were to familiarise herself again with the English tertiary education system and, perhaps more importantly, to get to know the College, staff and students. As in the previous decade, there were to be serious challenges to the College’s nature and threats to its continued existence. One of Dr Hallaway’s major objectives was to gain access to those bodies, such as CATE and the Voluntary Sector Consultative Committee (VSCC), that had knowledge of and influence over the government’s teacher training strategy.

During the decade changes were made, particularly in the senior management of the College, in order to modernise administration and clarify roles and responsibilities. Adrian Runswick was appointed Dean of Academic Studies and John Crewdson became Dean of Professional Studies, both posts reflecting an emphasis on the academic work of the College, the need to respond to constantly changing academic requirements, and the importance of recruiting students. In December 1982, Dr Frank Bottomley, one of the founding Vice-Principals, retired and was replaced by John Dixon, a lecturer in the English department since 1974. Dixon had formerly been responsible for publicity and recruitment in addition to being Admissions Tutor and Dean of Students. He was replaced as Dean of Students by Damian McHugh. Martin Owen had become Registrar in 1975 and in 1980 was joined in the Registry by Malcolm Redding. As in the previous administration, the bursarial functions continued to run in parallel to the academic structures.

“The time had come to merge the two Colleges under one Principal…”
The 1980s

Celebrating 40 years of learning 1966-2006
The 1980s

Left: College soccer teams 1980
In 1981, a study group which had met since 1977 under the chairmanship of Bishop David Konstant, Bishop in Central London and Chair of the Department for Catechetics of the Bishops’ Conference, produced Signposts and Homecomings, a report on the educative task of the Catholic community.

Influenced by Pope John Paul II's message on catechesis (Catechesi Tradendae) and the report of the 1980 National Pastoral Congress in Liverpool (The Easter People), the study group produced a wide-ranging survey of the educational commitment of the Church in England and Wales.

It demonstrated that, although student numbers in Catholic primary and secondary schools had increased considerably during the 1960s and 1970s, a projected decline in rolls and economies in the education service would have a serious impact upon schools and colleges of higher education.

Demographic trends dictated that the target output for teachers was further reduced in the 1980s and the Catholic colleges had to bear their proportion of the reductions. By 1981 there were only eight Catholic colleges with a total student roll of 6,390. In the north-east there was St Mary’s, Fenham (350 students), and in the north there were Trinity & All Saints (900), De La Salle (900), and Christ’s (1,000). In the midlands there was Newman College (640), in the south La Sainte Union at Southampton (600), and Digby Stuart (800) and St Mary’s Strawberry Hill (1,200) in London. At their meeting in February 1981, the Catholic principals faced up to the fact that places in the colleges would be reduced from approximately 11,000 to 6,000 and of the 6,000 only 4,000 could be for BEd students. The remaining 2,000 were to be filled by students on non-teaching degree courses. The principals also debated the problem of devising and implementing new courses and their validation by the Regional Advisory Councils.

Other voluntary colleges faced the same problems. In 1974 there had been twenty-seven Anglican teacher training colleges. By 1989 only twelve survived, eight of them free-standing. To provide mutual support in such challenging circumstances, the Council of Church and Associated Colleges was formed out of the former Association of Voluntary Colleges. Its purpose was to provide high quality education in a context where the practice and study of the Christian Faith were taken seriously.

“...the target output for teachers was further reduced in the 1980s and the Catholic colleges had to bear their proportion of the reductions.”

Colleges were trapped between the requirements of academic research and scholarship on one hand and professional and religious aspects on the other. Provision had to be made with limited financial resources, the prospect of further cuts and the possibility that student recruitment would fall considerably. In September 1980 Catholic colleges had succeeded in filling only 55% of their target intake for first degrees, although there had been an over-recruitment of PGCE students. A particular concern shared by the principals was that fewer students were studying Theology and Religious Studies and given that HM1 had the power to close down uneconomic courses, the pressure was considerably increased.
The Conservative government’s relentless drive for cost-effectiveness and the measurement of key performance indicators continued to place huge pressure on small, free-standing colleges like Trinity & All Saints.

A National Audit Office report of 1991 showed that, between 1980 and 1989, funding per student in the sector had been reduced progressively by 21%. Unlike some of the larger universities and polytechnics, the smaller institutions of higher education were unable to generate income, provide a wide range of courses and sustain academic research. In Yorkshire, those colleges which were judged to be uneconomic or had resisted change and had concentrated solely on teacher training courses were either closed down or compelled to amalgamate. Endsleigh College in Hull merged with Humberside Polytechnic; Beckett’s Park and Carnegie Colleges in Leeds became part of Leeds Polytechnic; James Graham College in Leeds was closed down whilst Ripon College and St John’s College, York, merged to become the College of Ripon and York St John. The four Yorkshire colleges – Trinity & All Saints, Ripon and York St John, North Riding College at Scarborough, and Bretton Hall College continued their established link with the University of Leeds which set up a special Faculty Board to liaise with them.

In this situation, Kean’s visionary approach of combining academic and professional studies proved to be of the utmost significance and, although he had ultimately been disappointed by the way in which government was pushing colleges, Hallaway and her staff saw Kean’s approach as the crucial and deciding factor in the College’s favour. A one-day staff conference held in June 1981 addressed the demographic, educational and financial issues confronting the College and considered new initiatives whereby the structure and composition of degree courses could be modified and student numbers increased within the context of the College’s Catholic identity and government policy.

1982-1983 and in the following year the Science department was closed. 1985-1986 was a particularly difficult year when the DES’s late notification of reduced funding led to considerable anxiety and tension.

“Kean’s visionary approach of combining academic and professional studies proved to be of the utmost significance…”

The College survived the turmoil of the decade but did not emerge unscathed, one reflection of these austere times being the disposal of Brownberrie Manor, the Principal’s residence. This was bought in 1987 by the Verona (Comboni) Fathers who hoped to use the house as a centre for vocations and a hostel for those of its community undertaking courses at the College. More fundamental, however, was the deleterious impact of government policies and budget cuts on staffing and the curriculum. The Linguistics and Art Departments had been closed in 1980. Other long-established departments such as Music, Science and Drama were subsequently closed and some staff were forced to leave, be redeployed or be made redundant. Departments that were expensive to maintain or did not attract students could not be sustained. A further complication arose out of Leeds University’s stipulation that each academic department should have at least four teaching staff. Linguistics, French, Spanish and CAM each had three. Although recruitment to the Linguistics courses was improving, especially at post-graduate level, its lecturers were redeployed to the other three departments thus allowing them to continue. The Linguistics department ceased recruiting in 1982-1983 and in the following year the Science department was closed. 1985-1986 was a particularly difficult year when the DES’s late notification of reduced funding led to considerable anxiety and tension.

Staff morale was seriously impaired by these developments and with the loss of Music, Art and Drama the social and cultural life of the College was damaged considerably. A knock-on effect of such developments was that the number of applications from those wishing to teach in secondary schools dropped considerably. Yet such was the popularity of the College, the reputation of its courses and its record for graduate employment that the overall number of students, including those from ethnic minorities, continued to increase. Compared with the other Catholic colleges, the proportion of students at TAS on non-teacher training courses in 1981 outnumbered those preparing for teaching by nearly ten per cent. Such was the steady improvement in recruitment that in the academic year 1980-1981 there were 1,050 students on roll but by 1988-1989 there were 1,271 on roll although government and College policies had reduced the number of teaching staff to below the 1980 level.

Following their inspection of the College in February 1983, HMI reported favourably on most aspects of the curriculum and commended the quality of community life and the physical environment.
“But Yorkshire! Why Yorkshire son?”, my father said in dismay. “You’re just doing it out of spite aren’t you lad? Just getting your own back for us not buying you that shell-suit you were on about. Think of the shame you’ll bring on our family.”

“Not at all Dad”, I said “Yorkshire people are quite well civilised these days you know. They have a sewage system and running water and it’s rumoured that they have laid electricity supplies to most of the towns in the county now.”

“No good will come of it”, he continued. “You mark my words. Just because Christ’s and Notre Dame appointed two Yorkshire Principals out of charity for our fellow man, doesn’t give them the right to poach our children for their students. And anyway, what about the immunisations; you know how you hate those injections.”

“It’s not like that anymore. Trust me. It’s what I want to do. And anyway just think of all the good I could do for those poor Yorkshire people.”

“Very well then lad. You go and do your missionary work but be careful. They’re funny folk. And whatever you do never criticise them. You never know quite how they’ll react.”

“I would never dream of doing that father”, I said.
And so a Scouser came to Yorkshire. And here I have stayed for the last twenty years; six years at college training to be a Maths teacher and then on into my working life where I became a Maths teacher. Half of my life in Liverpool, and the other two thirds in Yorkshire!

Trinity & All Saints’ College was what I had hoped it to be and far more. Students realised they were entering a ‘small’ higher education institution which would be a significantly different experience from any city university or polytechnic. It was its size and its Catholic foundation which made it what it was. Everyone knew everyone else if not by name, at least to say “alright” to as they passed by each other. That in itself could cause problems as people knew a lot more of other people’s business than they would do in bigger places, but on the whole, its closeness was a great thing and one of the things that made TASC – TASC.

Your day of arrival was always for signing in, meeting your hall warden and the student union reps, the second day was reserved for the college hierarchy. In our day, we were fortunate to have three of the most outstanding leaders the college has ever had: Mary Hallaway, the Principal; John Dixon, the Deputy Principal and Father David Smith, the college Chaplain. We were welcomed by them and given all the usual formalities and two pieces of advice which even to this day I remember well. The Principal told us that in order for us to get the most from our time here we should be doing at least 40 hours of study a week. Obviously, she told us, this would rise significantly when we had important exams. The other was more of a prediction rather than advice or was it a warning. Father David told us that a significant number of us would marry people who we would meet at college. They were to be exciting and informative times he told us. The Principal happened to be wrong and Father David turned out to be correct!

During my time at college I became increasingly involved in the students’ union and consequently involved in the working of the College itself. It was then that I became impressed by the loyalty and the dedication to College of the three people mentioned above. Each with their individual style and their own responsibility but each also with a determined effort to do what they could for the college and for all the people in it.

The Principal was largely in the background, from the students’ point of view, but very much in the foreground in taking the college forward in terms of making representation to governmental and other bodies and being the external face of the college. This, of course, was at a time when higher education funding was getting tighter each year.

John Dixon was the face of the college for the vast majority of its members. He was passionate about it and wanted it to thrive. At the same time, he was very much a humanist and wanted to help people. His advice was often sought and was always freely and selflessly given at any time of day, or indeed night. Many people will have sought his guidance on an individual level; all will have been invited to his Friday 3.30 sherry soirée. I perhaps remember these more than most, as officials of the students’ union had an open invitation. I am not too sure whether this was the norm or whether I started the tradition by seemingly having an important reason to meet with John every Friday at around 3.10, just as he was preparing for the event. I was always made to feel very welcome, given a drink and as I was there I was expected to stay.

Father David will be remembered by a lot of people for a number of different things. Around the top of most people’s list will probably be that he was approachable, friendly and sociable and, this despite him being a Yorkshire man. He was a students’ sort of priest. His door was quite literally always open and everyone was more than welcome. Father Dave celebrated Mass in the chapel twice on Sunday and every weekday. He invited us to join him particularly on Sundays. People generally did as Father Dave told them!

In 1989 I was elected President of the Students’ Union. It wasn’t long before I learnt that it wasn’t the President that ran the union but the diligent, hard-working administrator, Sylvia Myers. She was invariably first to arrive in the morning and last to leave in the evening. She was tireless in her work and often sacrificed her lunch in order to complete some work that had been started in the morning but had been interrupted numerous times by students wishing to buy metro cards, do photocopying, wanting an up-to-date list of landlords in the area, or the like. She did more than a full-time worker ever should be expected to do; she was actually only ever employed part-time. She was the students’ union.

By the time I was elected, the Union had firmly established itself inside what was the old Performing Arts Centre. This meant an end to our popular and well-loved coffee bar discos – so popular and well-loved, that the security team spent as much time trying to keep the ‘Horsforth Boys’ from coming in, as they did trying to prevent any student leaving before the statutory 2am finish!
We were never sure whether the local lads were after trouble or just wanted the chance to play on our 'Eight Ball Deluxe' pinball machine. This was the most popular pinball machine ever as its fault on the tilt mechanism meant that as long as your partners on either side of the machine were quick enough to lift the machine backwards as the ball plunged out of play, then you could knock up a world record score every time! This was as satisfying as being able to spin your 10p piece in the bar's juke box to get the same number of plays as you would for 50p. Perhaps it was something about college which made machines fail. On another occasion the cigarette machine would dispense a random number of packs of cigarettes when you just put in enough money for one. Fortunately for the ones in the know, this was not diagnosed on the first visit to re-stock the machine as the operator didn’t count the money there and then. It wasn’t long after she had left that the machine had again been emptied. I plead the fifth!

With the new student union building we were no longer able to use the main lecture theatre for events. Sure enough, the Sunday evening film would still take place there although the annual showing of the Rocky Horror Picture Show became a very tame affair. Bands would always be in the union building from then on. This was not such a great problem as the new facility was very adequate for them. What did change was the annual All Saints’ Day celebrations. We would all go to Mass in the morning to celebrate our special patronal feast. There, cabaret performers would pray that the afternoon would be a success for them or at least be more of a disaster for someone else. Later in the afternoon they would enter the lions’ den to face the most vicious and savage of all beasts, the TASC audience. Perhaps that was the big difference with the move from the lecture theatre to the student union building. In amphitheatres projectiles are thrown downwards; in the union building, they had a raised stage!

Of course the bar remained in the main building. Here too there had developed a number of customs and traditions. We had the annual inauguration of new members of the rugby team - The Lancaster Bomber! Of course it had to be annual as no one would fall for it twice. This also proved a great service to the college as it incorporated the annual floor wash for the bar. The football club seemed far more civilised as it encouraged us each week to come with them and walk up ‘Sunshine Mountain’. Although it wasn’t that unusual for people to fall off Sunshine Mountain or indeed for Sunshine Mountain to collapse as it was unable to take the weight of all its visitors. Perhaps there were more sports related injuries off the pitch than on.

The old adage to leave plenty of time when you travel on public transport was especially true if you wanted to leave college to go to the city centre. Someone had at some stage decide that the route of the 655/755 bus from college to Leeds should go through most of West Yorkshire. Going the other way to Bradford was even worse as it went via Bristol! The official timetable for the complete journey from the Vicar Lane bus station in Leeds to Forster Square in Bradford was measured in days rather than hours.

Union activity was not usually at the forefront of people’s minds; that is except for the annual presentation of the budget. Here the usual divides of the men’s football team and the men’s rugby team were forgotten as they combined forces for their ultimate battle; trying to receive more money than the women’s teams. In this, they were usually victorious. And that would be an end to their union involvement for another year, or so they thought. Attaining the quorum at other times was always a struggle. It seemed a good idea to begin rumours that someone at the meeting was going to propose the suspension of all standing orders to enable discussion of the funding of the men’s sports clubs. It worked every time and the boys in blue and maroon would flock into the meeting. This technique had, however, only to be used...
Education, of course, was what it was all about. The courses offered at college in those days were Planning and Administration, Public Media and Education – both Primary and Secondary. These courses were teamed with a main subject to ensure a balanced curriculum. Although during my first year we had the almost weekly ‘open day’ which for some reason meant that our lectures were cancelled in order for prospective students to visit. There were complaints by students about the number of times these were taking place and the consequent disruption to their education. As if!

The class of ‘85 was, I believe, the last to have the Foundation Course. Here, the whole of the year came together once a week for a most inspiring and entertaining lecture. The increasing numbers coming into the first year at college meant that it was impractical to have whole year groups meeting in one place for a lecture every week. Although there wasn’t really so much of a problem as the average attendance after the first week of the course tended to be around 35.

Education, in its widest sense, also includes a person’s development in what it is to be human; how that person fits into its society; how it relates to its fellow beings; and, most importantly of all, how much toast the person is prepared to share at 1 o’clock in the morning having sneaked the required bread from the canteen at tea the evening before.

At college we learned comradeship and friendship, loyalty and reliability. It was college that instilled values of decency, diligence and honesty, apart from, of course, the pilfering from the canteen!
Courses

The major structural change was the phasing out of the academic ‘Divisions’ introduced by Kean. Following the James Report, the University of Leeds had enabled its affiliated colleges to develop according to individual circumstances and allowed relative potential for diversification.

Accordingly, the curriculum at Trinity & All Saints had been simplified and ‘major’ and ‘minor’ subjects were introduced leading to the BA (Collegiate) degrees that had been introduced in the mid-1970s together with the BEd in Primary education. These were more modular in design and dissimilar to the current standard university degree courses. The opportunity for students to undertake wide-ranging professional studies and explore different occupational routes was not affected, however, and other developments ensured that the College survived and prospered. By 1989, however, the ‘Collegiate’ title had been dispensed with.

“Fluctuating government demands meant that courses were adapted almost unceasingly…”

Fluctuating government demands meant that courses were adapted almost unceasingly and those departments preparing students to teach in secondary schools were particularly affected. The Education Department was compelled to switch to the production of primary school teachers and only four secondary subjects – Home Economics, Mathematics, Business Studies, and Theology – remained. However, an innovative IT/INSET programme was developed enabling serving teachers, particularly in Catholic schools, to undertake continuing professional development alongside the initial training of teachers. All College departments were deliberately brought into this scheme which emphasised the relationship between academic study and professional training. Like other departments, History was forced to revise its courses to meet the demands of the new three-year degree but as the centre for the Schools Council History Project and the National Centre for History Education, it was able to enhance its reputation and develop its links with professional studies. In 1985 Communication Arts and Media (CAM) became the Department of Communication and Cultural Studies. The continued strong development of the Department and also the Planning and Administration Department attracted undergraduate and part-time students in addition to serving teachers.

Psychology, Sociology and Communication and Cultural Studies were deemed unsuitable for the BEd Primary and so students could no longer be recruited for those courses with Primary Education.

Meanwhile, the European dimension continued to be developed. The concordat with the University of Münster was renewed in June 1989 and facilitated the annual exchange of Drama groups. The link with the Netherlands through the Christelijke Hogeschool in Zwolle and the PABO in Maastricht enabled Dutch students to undertake teaching practice in England. The long-established link with the University of Madrid was supplemented by a new arrangement with the University of La Laguna in Tenerife. Good use was made of the European Commission’s ERASMUS scheme which funded such joint ventures and this also gave rise to new links with the University of Tours, involving students of French with Business Management and Administration, and the University of Bordeaux which involved students of French and Public Media. The British Council continued to sponsor reciprocal arrangements with academics and professionals from overseas, and links with the Marist College in New York, Salve Regina College, Rhode Island, and Marymount Manhattan College continued to be strengthened. The College’s expertise in communication courses was in demand by overseas institutions and by the World Association for Christian Communication. In 1984 and 1985 the College provided the main academic support when the Catholic Church in southern India was preparing a syllabus for Communication Studies within its seminaries. Meanwhile, vacation courses and conferences added another dimension to the College’s reputation and provided alternative sources of income.
Conclusion

Despite further vicissitudes, Trinity & All Saints remained on the educational map as a distinct entity and had even managed further to develop its provision and increase its popularity. Dr Hallaway’s membership of CATE and of the VSCC enabled the College to keep abreast of developments and ensured its visible presence in the debates of important councils, but the political determination to reduce costs continued unabated. The College had emerged from the decade bruised but nevertheless intact.

Internally, the College had undergone a difficult and stressful period with reductions in funding, staff restructuring and redeployment and course closures. Dealing with new funding agencies which were less supportive and sympathetic than their predecessors inevitably placed a considerable strain on the governors and administration in the same way that the internal re-alignments did on the teaching staff. A financial deficit had led to staffing and other resource cuts which would not be easily rectified.

In March 1989 Mary Hallaway retired as Principal and returned to Africa, first to Makerere University in Uganda and then, in 1994, to the College of Medicine at the University of Malawi in Blantyre. She was succeeded by Dr Gerard Turnbull, a Senior Lecturer in Economic History at the University of Leeds.
1980’s Memories

TRINITY AND ALL SAINTS’ COLLEGE

LEEDS

AFFILIATED WITH THE UNIVERSITY OF LEEDS

PROSPECTUS

1981-82

“... the students were most welcoming and friendly and the lecturers extremely helpful and approachable...”
I joined the 4th year BEd (Hons) course in 1983, having taught for 13 years in an inner-city comprehensive school. 16 serving teachers were on the year-long course which was government funded as it wished teaching to become an all-graduate profession. We were all rather apprehensive at the thought of joining young students, not to mention writing essays again. We need not have worried; the students were most welcoming and friendly and the lecturers extremely helpful and approachable. I shall always remember John Sullivan’s Philosophy lectures – highly informative and hysterically funny – and never a prompt sheet in sight. Then there was Dennis of the Striped Tank-tops - compulsory apparel in the Sociology Department. It was wonderful to return to the peace and quiet of the College library – no bells, no noise, no screaming little oiks demanding attention all the time. We were all terrified of failure, we supported each other and worked all the hours that God sent. We became typical students again.

My year at TASC helped me to further my career and I have been very grateful for the encouragement and support I received from lecturers and students in the Education and French Departments.

The Mature Student:
Gill Harries, nee Holloway

Left Wing Takeover

Complaints have been made about the Cambodia display constructed by a 1st year CAM Media project group. It has been described as dangerously left-wing and anti-western in its description of the disaster and its aftermath. A spokesperson for the CAM group involved said: ‘No political bias was even thought of in the presentation, let alone included, and we feel we have made an unbiased assessment of the situation. I think it would be terrible if it were removed because someone didn’t want a damaging view of their policies.’
The Horsforth Mile...

Due to the Horsforth Mile being postponed this year due to security measures, I’ve decided to write an article about the pubs you may have missed. Actually, this was originally to have been an article on pubs in Leeds city centre but because of certain factors (eg the Yorkshire Ripper) this has been changed to Horsforth. There are eight pubs…the Old Ball, the Queen’s Arms, the Grey Horse, the Brown Cow, the Old King’s Arms, the Black Bull, The Stanhope, The Fleece…

TASC Young Socialists

The inaugural meeting of the TASC Young Socialist Students Society will now take place next Monday 29th June in AS19. The speaker will be Cliff Slaughter author of Coal is Our Life…
Former Students Soccer Team 1980s 
Captain: Mick Rossiter

“...This area to show a quote or statement from one of the articles on this page...”
The CND Week of Action at the College has received a mixed response and support.

On Monday night saw Bruce Kent, General Secretary nationally, speaking in the auditorium to an audience of about 30…a disappointing turnout bearing in mind that Kent is at the front of this campaign. His presentation was interesting and varied and his approach friendly. Unfortunately, to a great extent he was preaching to the converted…

Efficiency Drive

The College academic year is to be cut by 2 weeks in an effort to cope with the cut in funds. In a paper issued by Dr Hallaway, the Principal, last week it was pointed out that such a move could save the College something in the region of £20,000. The Principal also pointed out that a cut of 2 weeks ‘can be achieved without any reduction in teaching and possibly may even improve efficiency.’
Memories: Dr Paul Priest

I joined TAS in April 1972 and retired in July 1995, then did two terms as a part-timer, January to July 1996, so a full 24 years in all. What do I remember? A lot, but in little flashes and snips, and it is fading. How much is worth recording, or even capable of it?

Early in my first or second year, the English Department one morning went out for a picnic. Yes, we could do such things in those days! Not often - this is the only one I remember - but imagine it happening now. We sat in a circle on the grass. There were ten or eleven of us as I recall, another amazing fact, for that number would shrink to five or even four and a half in years ahead, and Colin Wood said, "We've got a great team. And we've got a great boss." That was of course our chairman, Adrian Runswick. Why do I remember just those words? They were well formed, and enthusiastic, though not otherwise remarkable. But they set a tone. They give me a handle to pull back into memory the atmosphere of that happy morning.

Colin was I think the best mind I knew there, or anywhere else for that matter, at least the best I knew well. Teacher, thinker, poet - he carried a three-stringed bow, and humble as well - but what great words do I remember him saying? What comes to mind is from a lecture, approximately thus: "The essential action of Antony and Cleopatra is to transform peripatetica into oxymoron." Of course it took a lot of lecture to explain what he meant: a reversal in fortune or action - Antony resolving to be loyal to Rome and then running off to Egypt, Cleopatra being consumed with passion for Antony, then flirting with Caesar, then dying with Antony - this sort of thing happening so often as to give a sense of two contrary or even contradictory qualities both present in the same subject at the same time, this sense also being strong in the play’s metaphorical language. Was that a great word? I remember it as a wonderful insight into a poetic drama, something you could hold in mind while reading the whole play to the great increase of your understanding and delight.

But I heard a lot of good talk at the College, both formal and conversational. The best rhetoricians for me were Frank Bottomley and John Frith, who was also the best Senior Common Room conversationalist. The best monologist, though I mean no disparagement by this term, for it is an art in itself, was Peter McChuie. (I see I am saying "was" and "were" because I am speaking of memory, though as far as I know all these gentlemen are very much alive.) But Father Michael Williams was extremely impressive, and John Sullivan, and that eloquent and subtle scholar Damian McHugh, and Roger Coulson.

The best appreciator I knew was and is Joyce Simpson. She can look at any work by student, staff or famous author and draw out of it beauties that many would not at first perceive.
Grants to Drop by £4 a Week

The NUS begins its attack on what it calls ‘the derisory grant rises’ this term

A week of action beginning 1 March will include a WALK OUT designed to show the public and politicians the strength of feeling among students... The NUS President said ‘we must convey to MPs, college and local authorities, parents and public, the level of abject poverty that all students will face next year if the government proposals go ahead... The parental contribution level is to be frozen which means that 1.1 million students will receive up to £4 per week less...

Honours List

The most important award in the New Year's Honours List was conveyed on Mr Damian McHugh, the Director of the so-called Foundation Course. McHugh, an expert at dead languages, will go down in history for his services to insomnia. He has been made a DBE and will now be known as Dame Ian McHugh.

The Bursar of TASC is also honoured. Mr Beswick, famous for refusing all requests from students and academics alike is now a knight – Sir Tainly Knott.

Blue Dining Room RIP

Dear Sir,

I wholeheartedly agree with the comments made regarding the closure of the blue dining room. Speaking as a senior member of the College (but often acting like a junior one), I would like to express my sorrow at its passing. The blue room holds many a happy memory for me, of constant gastric trouble and people flicking peas at me, etc. Coupled with this is the fact that getting served in the red dining room is now like being at a Harrods' sale. However, the Mole is quite wrong to suggest that governors' lunches would suffer, their splendour undermined by having to take place in the red dining room. Surely the red dining room is the appropriate place for these people, where the décor fits in perfectly with the red carpet that the College constantly rolls out for them.

TASC News, 1982

Leeds students line up British final

Trinity and All Saints College, Horsham, reached the final of the British Colleges F.A. Cup by beating West Sussex College at Dudley, Birmingham. In the final, on a date and at a venue to be announced, they will meet Notts County. From the Midlands, Trinity and All Saints drew 2-2 with West Sussex but went through to the FA Cup semi-final on penalties. Their heroes were Brendan Foster, brother of Olympic athlete Frank Foster, who graphed both their goals, and keeper Peter Catt, who saved two of the deciding penalties.

It was only in injury time that West Sussex earned the right to a penalty shootout by wiping out the lead provided by Frank Foster. The Horsham students are managed by John Neary, a Leeds teacher, and assistant at the College for whom he still plays in the Yorkshire Old Boys' League.

Evening Post Saturday March 16 1982
Student Debt

Government statistics show that the average debt of a student on graduation is £1000, a sizeable chunk of anyone’s grant. To find out how much of this is true, TASC students Sarah Crowther, Fiona Stocks and Jo Dey drew up a questionnaire to see how far the epidemic of debt has spread through TASC…male students are likely to more in debt than females…male students spend on average £25 or over going out during the week, whilst females spend between £5 and £10…
The 1990s

1990’s

Celebrating 40 years of learning 1966-2006
Higher education was affected by a number of significant developments in the 1990s.

The first was the Further and Higher Education Act of 1992 which introduced a number of major reforms. The first was the creation of OFSTED (Office for Standards in Education) to oversee, inspect and report on the whole range of educational provision from nurseries to teacher training in universities. Secondly, universities were created from existing polytechnics and, although this further rationalised the provision of higher education, it inevitably led to a distinction between ‘pre-’ and ‘post-1992’ universities. The third major reform was the combining of the Universities Funding Council (UFC) with the Polytechnics and Colleges Funding Council (PCFC) to become the Higher Education Funding Council for England (HEFCE). Between 1989 and 1992 Trinity & All Saints received its funding from the PCFC. The fourth was the creation of a single higher education admissions agency - the Universities Central Admissions System (UCAS) – to replace the former University Central Council for Admissions (UCCA) and the Polytechnics Central Admissions System (PCAS). Applications to Trinity & All Saints had been handled by UCCA and, to some extent, this had given the College an advantage in recruitment as UCCA was regarded as being the more prestigious of the two admissions systems, leaning, as it did, towards the university sector.

The second major development was the Education Act 1994. One of its provisions was the setting up of the Teacher Training Agency (TTA) whose purpose was to raise standards in schools by attracting able and committed people into teaching and by improving the quality of teacher training. The Agency was responsible for a wide range of initiatives to promote recruitment to the teaching profession, for further development of the standards for award of Qualified Teacher Status and for the New Opportunities Fund for the provision of training in the use of Information and Communication Technology (ICT) in subject teaching. The TTA also assumed responsibility from HEFCE for the funding of all teacher training courses. The TTA introduced a far more rigorous approach to the delivery of initial teacher training and enabled schools to assume greater teacher training responsibilities in partnership with universities and colleges. Quality assurance functions were transferred to two new agencies. The auditing responsibilities of the Higher Education Quality Council (HEQC) and the responsibilities for inspecting teaching and learning in non-teacher training courses, formerly undertaken by HEFCE, were assumed by the new Quality Assurance Agency (QAA). Teacher training courses were to be inspected by OFSTED whereas they had previously been inspected by HMI. The TTA attached its policy for the allocation of places much more tightly to OFSTED inspection than had hitherto been the case.

The Educational Background:
The third major development was the report of the National Committee of Inquiry into Higher Education. The report - Higher Education In The Learning Society - appeared in July 1997 and is often referred to as the Dearing Report after the name of its chairman, Sir Ron Dearing. It set out a wide ranging agenda with emphasis on lifelong learning, a new compact between the providers of education and training and the removal of the historic boundaries between academic and vocational education. Over the next twenty years, the Committee argued, the development of higher education would be fundamental to the social, economic and cultural health of the country, and that in order to provide a variety of courses responding to individual, local and national needs, the higher education sector should be comprised of free-standing institutions with diverse missions. Above all, the Dearing Report stressed that external factors such as the rapid development of technologies and the rise of a new world economic order would place a premium on knowledge and high-level skills. No government could afford to ignore this but nor could the higher education sector expect to be left untouched or receive funding divorced from quality control.

The Dearing Report was issued against a contradictory background of rising student numbers and a reduction of government funding. Over 1.5 million students were in higher education, with the number of students doubling between 1977 and 1997, but during the same period, government funding per student had fallen by 40%. The government had also capped a rise in full-time undergraduate student numbers and halted public spending for capital expenditure. Those in higher education were seriously concerned that the reduction of costs and the lack of investment would jeopardise the quality of teaching and learning.

Dearing’s committee had been appointed by the Conservative government of John Major but the official policy response – The Learning Age: Higher Education For The 21st Century – was issued by Tony Blair’s new Labour administration in March 1998. In general, the government accepted Dearing’s recommendations and saw higher education playing a bigger role in lifelong learning, increasing and widening participation and extending provision and choice. It accepted that new technologies should be exploited and that flexible delivery and learning situations should be developed. To support this approach the government introduced new financial arrangements and immediately announced an increase in university and further education funding.

The fourth major development in higher education, a consequence of the Dearing Report, was the Teaching and Higher Education Act 1998. The most important provision of this legislation was the introduction of the undergraduate fixed tuition fee which was seen, rightly, as the ‘thin end of the wedge’ for variable tuition fees introduced in the subsequent Higher Education Act of 2004 and implemented in 2006. The Act also introduced more stringent controls and rigorous procedures into the higher education sector and had far-reaching consequences. The first related to the use of the title ‘university college’. Such a term was permissible only if colleges had independent powers to award degrees. The majority of colleges were unable to do this and therefore had to be either affiliated or accredited to a university. It was felt in some quarters that an independent degree-awarding institution might have greater strength in the recruitment ‘market place’, but together with the College of Ripon and York St. John, the North Riding College at Scarborough, and Bretton Hall, Trinity & All Saints was effectively accredited by the University of Leeds and the governors saw no reason to end a relationship that had worked well since the Colleges’ inception.

Two features of the 1990s bore significantly on colleges. First, there was an approximate reduction of 40% in student funding whilst expanding access meant that the number of students grew by around 50%. Throughout the decade, the unit cost fell from £7,500 per student to just under £5,000, whilst the number of students increased by nearly 600,000. Secondly, the rigorous approach of the TTA to the inspection of teacher training courses by OFSTED led to student intake targets being halved immediately if a college failed its inspection.
Catholic Colleges in the Dearing Era

A number of factors conspired to make the Bishops’ Conference submission to the Dearing Committee an opportune moment for it to undertake a wide-ranging survey of Catholic higher education in England and Wales.

In 1990 the Apostolic Constitution on Catholic Universities (Ex corde ecclesiae) addressed questions relating to the world-wide identity and mission of a Catholic university while a subsequent Vatican document of May 1994 - The Presence of the Church in the University and in the University Culture - reopened some of the issues raised in the Apostolic Constitution. In the light of these two documents, in preparation for their forthcoming ad limina visit to Rome in 1997 and in response to Dearing, the bishops were prompted to consider the status and condition of Catholic higher education in England and Wales. In 1997 the Conference’s Department for Catholic Education and Formation produced The Presence of the Church in the University Culture of England and Wales which examined the position of the twenty Catholic institutions of higher education ranging from university halls of residence to seminaries, and from missionary institutes to colleges of higher education.

As far as the former teacher training colleges were concerned, the Department reported that the small, exclusively vocational, almost entirely residential and government-funded Catholic colleges of education of the 1960s had been affected by huge political and social changes. Higher education had expanded considerably and was increasingly more accessible. The fall in the birth rate had reduced the need for teachers and Catholic colleges had been compelled to close or diversify. Modern technology had transformed the skills market and modes of teaching and learning. New funding arrangements and systems of accountability had reduced the Church’s important role in controlling the colleges whilst wider staff recruitment and student access had affected their previously uniform Catholic identity.

But the most important influence on Catholic colleges had been the development of postmodernist thought which marked a radical discontinuity with previous eras and challenged hitherto accepted certainties and truths. This had profound effects upon the recruitment of staff and students and the provision of courses.

As a result of all of these developments, only four Catholic colleges remained while two others were incorporated in ecumenical partnerships. St Mary’s College, Strawberry Hill; La Sainte Union, Southampton; Newman College, Birmingham; and Trinity & All Saints all survived as independent Catholic entities affiliated to various universities.

The federation of Christ’s, Notre Dame and St Katherine’s became the single, unified and ecumenical Liverpool Hope University College in 1995 under the trusteeship of the CES, the Sisters of Notre Dame and the Anglican Warrington Training College Trust. Digby Stuart College meanwhile had become a constituent college of the Roehampton Institute, in combination with the Methodist Southlands College, the Anglican Whitelands College, and the Froebel Institute. They were developments over which the Bishops’ Conference had little control but at least a Catholic presence was maintained.

“…only four Catholic colleges remained while two others were incorporated in ecumenical partnerships…”

Above: xxxxxxxxxxxxxxxxx
In 1994 the six Catholic colleges, together with St Mary's College, Belfast and St Andrew's College, Glasgow, had also responded to the Apostolic Constitution by issuing the **The Purpose and Value of Contemporary Catholic Colleges of Higher Education in the United Kingdom**. The paper highlighted the present need to respond quickly to external legislative and financial pressures, introduce varied courses and accept diverse intakes. In consequence, the colleges had de facto become multilateral ecumenical institutions which had little time to reflect upon their overall mission within the Church. All agreed, however, that their distinctiveness as Catholic colleges must be overtly affirmed by their Catholic Christianity, that they had to respect religious freedom and diversity and that they had to pursue academic excellence. Such a statement had serious implications affecting the colleges' ethos, student and staff recruitment, chaplaincy, community links and the continued development of courses relating to the training of Catholic teachers.

In their submission to Dearing’s Committee in 1996, the six English colleges drew attention to the Catholic Church's long and proud contribution to higher education in England and stressed the need to maintain the uniqueness of their role and identity. They hoped that the Committee would restate the importance of moral and spiritual values in education and recognise the importance of the formation and training of Catholic teachers in this context. They pointed also to the changes that Catholic colleges had introduced over the past twenty years in their attempt to diversify and be responsive to local and national needs.

“...the Bishops’ Conference...was concerned... that a Catholic presence in higher education should be maintained...”

In its response to the Dearing Committee, the Bishops’ Conference likewise emphasised the need to keep sight of the moral and spiritual dimension of education and recalled the valuable contribution of the Church and the Colleges to the higher education sector. It was concerned also that a Catholic presence in higher education should be maintained and that the effective and efficient use of resources should be seen as a means of improvement rather than an end in itself.
The 1990s

Left: Some of the original staff with Winifred Kean seated to the right.
The Silver Jubilee of Trinity & All Saints, John Short

In 1992 David Konstant, the Bishop of Leeds and a member of Leeds University Council, chose the Silver Jubilee celebrations of TAS to offer pastoral advice to John Patten, the new Secretary of State for Education.

Mr Patten had argued in The Spectator a few weeks before the Jubilee that a fear of damnation had to return if Britain was to be civilised again. The Bishop, carefully stressing as Chairman of the College’s Board of Governors that he was not making a political statement, said the Secretary was wrong on two counts.

“One, because whether we are Christian or not, fear as a motive for good behaviour is not highly regarded and doesn’t really work. The second is that it is not Christian teaching. Reward and punishment do play a part in our lives, but it is quite wrong to see them as the basis of right behaviour. What our College is concerned with ultimately is how its members grow to a certain maturity of being and acting.”

To promote such a maturity the first Co-Principal, Andrew Kean - originally there were two Colleges of Education, one for women and one for men sharing the same campus but with “gender specific areas” - recreated a 1960s version of a medieval college.

According to Dr Frank Bottomley, the first impression the College gave was “of originality, of novelty, but there was no pursuit of novelty for its own sake: the approach was based on a careful and radical analysis of academic and professional training with an imaginative vision of the needs of the future”.

In those innocent days before “corporate plans” replaced visions, “sponsorship”, altruism and “league tables”, respect for the uniqueness and dignity of every person, Andrew Kean set himself the task of breaking the existing educational mould. He saw the system as a self-perpetuating and sterile process serving a diet of gobbets of material called “subjects”, tested by examinations involving regurgitation and motivated by emulation and competition. This system formed teachers in its own image and they returned to perpetuate the idolatry.

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He opposed the idea of the medieval college - conscious, ordered participation in a semi-enclosed community where all shared common ideals and purposes, but where there was every possibility for individual members to achieve a fulfilling self-formation - to the current orthodoxies of regimentation and its spurious opposite “self-expression”.

It was the incorporation of these flexible structures into the College’s constitution and curricula which allowed TAS to diversify into other professional areas ahead of other colleges and without the traumas which afflicted them. Of the 16 Catholic Colleges of Education which flourished in the late 1960s, only six remain, and of those six only two others survive as free-standing colleges.

A lasting benefit of this “prophetic” flexibility was the introduction of the first communications degree in the United Kingdom, which cut across the limiting concept of the traditional “subject”. This year alone more than 5,000 students applied for places on the professional Public Media course developed out of that first degree.

The other major diversified professional area, Business Management, also remains in buoyant demand, allowing the College to plan confidently a 25% increase in the full-time students over the next four years, bringing the number to well over 2,000. There are also more than 2,000 part-time students, many on short courses. The two diversified professional areas together with the original educational programme form a solid foundation on which a wide range of postgraduate professional qualifications are being built.

It was appropriate that the College should have celebrated its Silver Jubilee - an event attended by almost 1,000 former students -
on the eve of Britain’s taking over the presidency of the European Community. The 1990s will see an increasing “Europeanisation” of higher education, with perhaps a “dual-qualification” degree course being achieved by the end of the century. Students in the year 2000 may perhaps be gaining both a University of Leeds degree and a European degree or diploma.

If that turns out to be true, then TAS will again have been an educational pathfinder. The College already co-operates with several European universities, perhaps most notably the Universities of Bordeaux, Hamburg and Bilbao, in the first scheme leading to a European Diploma in Communications. Indeed “dual degrees” have been a hallmark of TAS from its beginning with students combining academic and professional studies in their degree.

It also seemed appropriate that the Jubilee celebrations, which started by putting the devil and the Secretary of Education in their place, should end with a magnificent concert. TAS orchestra and choir, under the baton of Paul Payton, augmented by sister colleges throughout the north, celebrated the human spirit which transcends even the glory of corporate plans.
At the time of his appointment as Principal in 1989, Dr Gerard Turnbull, a graduate of Manchester University, was a Senior Lecturer in Economic History at the University of Leeds and Chairman of the Board of Arts, Economic and Social Studies, and Law.

He had been at the University for eighteen years and had previously been a lecturer at Glasgow University from 1965 to 1971. Turnbull brought considerable lecturing and administrative experience with him to the College and also many useful contacts with senior personnel at the University of Leeds. During his time as Principal he continued to refine the managerial systems required in an era when funding, and therefore survival, depended as much on organisational efficiency and effectiveness as on the quality of teaching and courses.

When John Dixon left in 1991, Turnbull took the opportunity to restructure the College’s senior management and make it more explicitly applicable to an increasingly complex educational situation. Four assistant principals were appointed. David Samuel, a former Head of Studies in History in the College and who had been in charge of academic affairs since 1988 became Assistant Principal: Dean of Academic Affairs. Malcolm Redding, who had held teaching and administrative posts in Ghana and Nigeria, and had previously been Deputy Registrar, became Assistant Principal: Dean of Resources. Martin Owen, who had initially been a lecturer in the English department and Registrar since 1975, became Assistant Principal: Registrar and Clerk to the College governors. Mike Coughlan was recruited from the University of Wales and became Assistant Principal: Dean of Planning and Development. Bursarial functions were undertaken by the Finance Officer reporting directly to the Principal, and for the first time in the College’s history all branches of policy making, administration and organisation came within a single management structure.

In 1998 Dr Turnbull was succeeded by Dr Mike Coughlan and, in a sign of the times which emphasised the managerial as well as the educational role of educational leaders, Dr Coughlan’s official title was ‘Principal and Chief Executive’. Dr Coughlan, who had considerable experience in university education, came to Trinity & All Saints from St David’s College, Lampeter, a constituent college of the University of Wales. He had spent some time in the Royal Air Force and followed that with a period in a Franciscan community in Kent before beginning his university course. After undergraduate studies at the University of Kent at Canterbury and post-graduate study at Reading University, Dr Coughlan became a lecturer in Philosophy at St David’s in 1976 and was appointed Dean of the Faculty of Arts there in 1986.

Following Dr Coughlan’s appointment from within the College, lengthy consideration was given to addressing the strategic needs of the College and to the related structure and operational functions of the senior management team. The objectives were to improve the co-ordination of admissions and marketing, to strengthen resources available for academic quality assurance and to give a higher profile to cross-College personnel management. As a result, the number of Assistant Principals was reduced to two and the middle management of the College’s central services was strengthened. In January 2000 the new structure was eventually implemented when the Assistant Principal (Registrar) post was abolished following the retirement of Martin Owen. The Principal, Assistant Principals David Samuel (Academic) and Malcolm Redding (Administration) together with the Director of Finance, Jill Bancroft, now made up the senior management team.
The 1990s

The College During the 1990s

The Sisters of the Cross and Passion had left the College in 1987, although their involvement in the governance of the College did not cease. In 1991 the Trust Deed of the College, which had been drawn up in 1965, was amended to reflect the development of the College's transformation from an institution concerned essentially with teacher training to its designation as a college of higher education.

The Catholic Education Service continued to nominate two Trustees, one of whom was the Bishop of Leeds, and the Congregation of the Cross and Passion also nominated two. The Bishop was the Chairperson of the Board of Governors whilst the Superior General of the Congregation was Vice-Chairperson.

The responses of the Catholic colleges and the Bishops' Conference to the Dearing Committee demonstrated that the colleges varied in provision and size. All offered undergraduate courses with or without teaching qualifications, all offered courses to Master's level, while four had doctoral students. The smallest college in terms of overall student numbers was Newman College with 1,145 whilst the largest was Liverpool Hope University College with 4,081. Digby Stuart College had 1,513 students, St Mary's College had 1,630 and La Sainte Union had 3,435. Trinity & All Saints had 4,081. Digby Stuart College had 1,513 students, St Mary's College had 1,630 and La Sainte Union had 3,435. Trinity & All Saints had 4,081. Digby Stuart College had 1,513 students, St Mary's College had 1,630 and La Sainte Union had 3,435. Trinity & All Saints had 4,081. Digby Stuart College had 1,513 students, St Mary's College had 1,630 and La Sainte Union had 3,435.

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In 1989 Turnbull established a working group under the chairmanship of John Dixon, the Deputy Principal, to produce a draft development plan covering the period to the turn of the twentieth century. The group considered the College’s mission statement, reviewed the historical background, thoroughly analysed the current College and external educational situation and proposed actions in key internal areas. After much consultation and debate, the outcome of this process was the document TASC to the Year 2000 – Towards a Corporate Plan for Trinity & All Saints which became the basis of the Strategic Plan published in 1992. During the next few years, the plan came to fruition with a number of exciting developments that illustrated the determination of the College staff to ‘keep ahead of the game’ and educate students and equip them with transferable skills.

Information technology was perhaps the area where the biggest leap forward occurred. Although there were constraints of physical space and resources, it was obvious that the College’s most popular courses should be expanded. In the area of communications and media TASC was the market leader nationally and was a unique provider in the Catholic sector. In November 1995 a refurbished and extended media centre was opened by Stewart Purvis, Chief Executive of ITN.

The onset of internet communications affected all aspects of the curriculum and such was the College's progress in this area that it was selected to run the worldwide web of the Catholic Media Office. Other courses - Business Management and Administration, Physical Education and Recreation, and Primary Education were also identified as growth areas - but all within the College's flexible degree structure.

Competition for students was still a feature of higher education but Trinity & All Saints continued to maintain a relatively strong position in the recruitment stakes.

The variety of courses and the community campus attracted students from all over the world and in the late 1990s applications for places were received from Malaysia, the Ivory Coast, Zimbabwe, Kenya, Canada, Taiwan, Japan, Korea, Norway, India, Mauritius, Ghana and most countries in the European Union. As part of this trend, the College established an International Students Office to forge contacts with overseas educational authorities, develop courses in European education, and formalise credit-recognition links. It was a far cry from the 1960s when few students were from outside the British Isles.

Government policies continued to force the College to respond, sometimes with undue haste, to a variety of initiatives and address internal organisation and provision. The formal system of inspection by OFSTED continued but was supplemented by the Higher Education Quality Council's external scrutiny, quality assurance audits and subject reviews. In 1996 the College was audited in terms of its course development and review, monitoring and evaluation procedures, and communications at all levels.

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In 1991 Trinity & All Saints was designated a ‘College of the University’ by the University of Leeds along with Ripon and York St John, North Riding College and Bretton Hall College. This was in recognition of the colleges’ development and resulted not only in an important change of title but also in increased devolution for course validation and academic standards. This association emphasised that the colleges were mature higher education institutions that had chosen to maintain their existing academic links with the University because of the benefits these links brought and not because of their incapacity to manage their own academic standards. Significantly, the association also acknowledged that in future, colleges might themselves be granted degree-awarding powers.

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Memories: Tim Leadbeater

I came to the College in 1991 feeling very pleased with myself. After seven years of school teaching in Bradford, I had at the first attempt secured a lecturing post as a PGCE tutor. I now had an office, a phone and a computer. Even just a desk to call my own was a new pleasure.

More importantly, of course. I was looking forward to bringing on a new generation of teachers, although some of them were older than me. I was particularly looking forward to visiting them in the school practice period to observe a lesson for an hour or so, give advice afterwards and assess their fitness to teach.

Even before the end of my first term, however, a pair of thunderbolts had struck. First, I was told that a visit from one of Her Majesty's Inspectors was overdue for my course. It had been scheduled for the second week of term but they'd managed to persuade HMI this might be a bit unfair to a new lecturer. It was put back a couple of weeks. So that was alright then. When the HMI did arrive he was very nice, although I couldn't quite bring myself to call him by his first name as he requested. He did, however, sit making notes at the back of my class for about 14 hours over the next two days. So I have no difficulty in recalling his face even now.

At the end of the two days, there came my own feedback and moment of judgment – only for me it was in the office and presence of the Assistant Principal - Academic. Since this man had just appointed me and I was on probation for a year, I was feeling the heat. Especially when, after the HMI had concluded his diplomatic observations in mandarin code, the Assistant Principal asked pretty bluntly what grade I might be given on the next visit.

Afterwards, however, he did break out the sherry and some years later we created a very satisfactory working relationship in quality assurance.

The second thunderbolt had more long-lasting effects. The then Secretary of State for Education, Kenneth Clarke, announced, out of the blue just before Christmas and whilst the ink was still drying on my shiny new mortgage contract, that he wanted all teacher training done by schools because the college and university departments were full of 'Those-who-can’t-even-teach'.

If that meant they would all close down, then so be it. I had a letter published in The Observer at the time criticizing Clarke's plan as having “all the forethought of a policy drawn up in the saloon bar of the Dog and Duck on a Sunday lunchtime”. Older hands told me not to worry. It would blow over by Christmas. But less than two years later, that part of the job I had rightly thought I would most enjoy – observing trainees in school – was gone forever.

However, I still had a job and every cloud has a silver lining. When it became clear that there was no longer really going to be enough PGCE work to fill a full-time job, I was offered partial redeployment into an academic department and so began an involvement with the English department which I value and enjoy to this day. Indeed, having my feet in both camps felt more stable and proved invaluable experience.

So, how have pressures and attitudes changed in my time? Well, there are still a few HMIs left but during the nineties OFSTED took inspection to a whole new level of fear. Adverse inspections could now cost you a reduction in numbers admitted and in the attendant income. Under the Chief Inspector, Chris Woodhead, debate raged as to whether OFSTED or the academic establishment was the true enemy within.

"...we have not yet really gauged the impact on academic relationships of the students becoming ever more like paying customers..."

There was some thinning of the ranks - the College halved its range of courses and whole institutions walked away from teacher training - but in due course, the climate changed and Woodhead himself departed. The College and the sector now seem to be moving into calmer waters. Our quality is recurrently judged high and promises are being met to reduce inspectorial burdens for repeat achievers.

The nineties also saw a parallel surge of inspection of academic departments in the guise of peer team review. The Quality Assurance Agency came close to requiring institutions to comply with a detailed quasi-statutory code of practice encompassing in ten sections all the major processes of higher education teaching.
At the eleventh hour, however, another chief executive had his wings clipped, departed in umbrage and institutions have again been promised a lighter touch in return for robust internal quality assurance procedures.

Not that everyone felt anxious. I remember walking towards a final feedback meeting on the English department peer review. The teaching might have been fine but the meetings had been fraught, the omens were not good. I caught up with a colleague carrying his guitar and a sheet of paper which he confirmed that he was taking into the meeting. He asked me if I would care to join him, once the judgment had been delivered, in concluding the meeting with a little satirical song he had written about the review team and the experience of being inspected. It took more than a moment to persuade him that this was not a good idea.

It’s hard to say whether student attitudes have changed. The College has always prided itself on its vocational focus - with work placements for all students - and the success rate of its graduates in securing early employment. Sadly, financial pressures on students are growing, so early employment now means during their first year, second year and third year. And, of course, we have not yet really gauged the impact on academic relationships of the students’ becoming ever more like paying customers.

What I think has grown for the better is the number of students determined to overcome disadvantage, disability or cultural expectations by coming to College. Confident of our quality, we are working to ensure these pathfinders are followed by many others in the next 40 years.

Tim Leadbeater
Director of Learning and Teaching
The 1990s

Legislative changes and new demands led to a constant search for revitalisation, inventiveness and updating. Many of the original and wide-ranging undergraduate courses introduced by Kean survived but the other colleges now had similar courses and the academic uniqueness of Trinity & All Saints had largely disappeared.

Undergraduate, postgraduate and diploma programmes, however, illustrated the College’s continuing tradition of diversification and originality in course provision. With the introduction of the Single Honours degree, the mould of the academic/professional degree was also broken. In a response to a changing and challenging student recruitment environment, single honours were introduced for Theology and other courses. What remained unique was that every student’s course included an element of professional experience.

The structure of the academic and professional areas was reorganised and new Schools replaced existing subject area arrangements (TASC to the year 2000 – towards a Corporate Plan, 1992). Thus three Professional Schools were established - Management, Public Media, and Education – reflecting the accumulated strengths of the College’s original raison d’être and subsequent diversification. The four Academic Schools, replacing fifteen existing academic study areas and introducing others, were Humanities and Cultural Studies (Communication and Cultural Studies, English, History, Theology), Modern Languages (French, Spanish and Language for Professional Purposes), Social Sciences (Geography, Psychology, Sociology, Sport/Health/Leisure, and Physical Education/Health/Leisure), and Science, Technology and Mathematics (Food Studies and Health, Mathematics, Science and Technology including Business Studies, Craft Design and Technology, Food Studies and Information Technology). All courses led to the BA degree. By the end of the decade, however, there had been further modifications. Sport, Health, Exercise and Nutrition had been added to the School of Social Sciences and led to a BSc degree, whilst Technology with its many sub-divisions was dropped from the School of Science, Technology and Mathematics.

The PGCE in Primary Education, however, was phased out in 1998.

In 1999-2000 there was a further refinement of the academic management structure when the Academic and Professional Schools were replaced by four Faculties – Arts and Social Science, Education, Management, and Media.

“…students were presented with thirty-seven routes by which they could arrive at graduation”

The College Prospectus which was issued following these changes illustrated the flexibility provided by the new course structures. Through a combination of academic courses and professional attachments students were presented with thirty-seven routes by which they could arrive at graduation. Education courses were complemented by school-based training placements lasting up to twenty weeks in schools or colleges, and other courses included up to twelve weeks of professional attachment in other occupational areas such as financial and legal services, human resources, marketing and distribution, and the media. At postgraduate level, students were able to undertake taught courses in the Advanced Diploma in Education and Post-Graduate Diploma in Journalism. Additionally, there were PGCE courses in Secondary and Primary Education and a taught Master’s course in Victorian Studies.

Above: xxxxxxxxxxxxxxxx
Despite strong competition from the new universities, Trinity & All Saints had managed, once again, to adapt to challenging circumstances. When Gerard Turnbull retired in 1998, there were nearly 2,000 undergraduates and 250 postgraduates on roll and there had been improvements and extensions to the campus.

The courses which had once been the College’s unique specialisms had been adopted and developed by other institutions. Advances in technology also demanded that all providers of education invest in new resources and reassess their teaching and learning methods. The incessant pressures from government to meet quality assurance targets, balance budgets and recruit students from the College’s erstwhile Catholic hinterland continued to erode its individuality and its religious identity. Government agencies who had originally sponsored the Colleges now appeared to accentuate the influence of secularisation and the College, like others, became a complex organisation with its Principal and staff responding to many initiatives and regulations, not all of which were beneficent. Although quality assurance had identified effective and efficient systems within the College and although it was financially solvent, it was compelled to move down a path that would have been unthinkable to its founders. The visionary was still needed but the vision had to be cost-effective and rooted in a strategic or corporate plan.

From a historical perspective, perhaps the most notable event of the decade was a very large gathering of present and former staff and students to celebrate the College’s Silver Jubilee on 2 May, 1992. Over six hundred people attended the celebratory Mass in the chapel presided over by Bishop David Konstant, Bishop of Leeds and Chairperson of Governors. As Update, the newsletter of the FSA recorded:

Graduates from nearly everyone of the twenty-five classes since we opened in 1966 sauntered contentedly along the corridors, ate and drank in the revived Blue Dining Room, played football and rugby, sang on Karaoke videos, gave instant interviews, explored computers, tested their taste, attended (some of them) dramas and discussions – but mostly just met one another, renewed friendship, remembered, felt their belonging to the continuity of a kindly community.
1990’s Memories

“... the students were most welcoming and friendly and the lecturers extremely helpful and approachable...”

TASC Ladies Football Club 1998

TAS Millennium Campaign 1999
TAS in the 90’s:
Jason McCartney

I wonder how many former TAS students can remember the exact date, day and time they first started at the College? I can. It was Monday 10th February, 1997. At half past nine in the morning, 30 minutes before the first lecture was due to begin, I met my first fellow student. More of that meeting a little later. At the age of 28, I was pretty excited about being there; it was my first time at University. I’d just spent 9 years in the RAF having joined after a year off following my A levels. So I’d escaped one institution for a much more relaxed one. Although I was probably a tad overdressed in a shirt and tie.

I very nearly didn’t go to TAS at all. I’d been researching Postgrad courses in Broadcast Journalism and had been offered a place at Hallam in Sheffield. But I’d met Chris Shipp (now a reporter/presenter for ITV News in London) on open days at both colleges and after many hours on the phone debating which was best, we both agreed that the TAS course with its links to the BBC and YTV in Leeds beat Sheffield’s cheaper version.

We weren’t let down. The course was intensive, pressured but all highly relevant and, although some situations ended in tears (not mine), it was a realistic preparation for life in Radio/TV news. After a tough day of lectures, practical sessions and mind-boggling law seminars, our days were often rounded off with shorthand under the strict tutorage of Mollie. Bless her – I still haven’t used it 8 years on but I may do one day.

The College itself couldn’t be faulted. It helped that we worked through the Easter and summer holidays in that there was always plenty of parking and rarely queues at the Canteen. I was back for lunch there last week with Richard Horsman and the food’s still as good now.

The most important thing I can say about the course was that it was great preparation for getting a job - which, when you’re paying a few thousand pounds for the privilege, is pretty crucial. Of the 23 on my course, all of those who still want to be in radio and TV are. Mark Garry, my best pal from the course, has just opened a thriving wrap/sandwich bar opposite the Leeds Uni steps.

Best bit of the course though - sorry tutors, sorry Dean, sorry fellow students - was meeting that fellow student on the first morning. One thing led to another and after the course finished I followed Sally up to BBC Radio Cleveland in Middlesborough. Two years later Sally followed me back to Leeds when I got a job at Calendar. We got married in 2002, our daughter was born in 2003 and we’re expecting our second TAS baby in April 2006. By the way we still live in Horsforth. We just can’t escape TAS - but why would we want to? Happy birthday TAS.
TAS, or formerly TASC, education students have always been aware of the distinctive character and quality of the course at the College. Now that the ‘second generation’ of sons and daughters of former TASC students are passing through the portals in ever-increasing numbers, it is fascinating to look back at the evolution of teacher education and training at Trinity & All Saints.

More recently-qualified graduates and postgraduates may be surprised to learn that the familiar structure of the ‘School of Education’ did not exist at the outset. Nor was this due to simple forgetfulness or because the original foundation of the College was a ‘College of Education’. Andrew Kean, Principal from 1965 to 1980, had a unique vision for teacher training in which he considered not only that future teachers should hold degrees (long before teaching became an all-graduate profession), but that this degree should be of the highest intellectual caliber. From this flowed the single subject Honours degree structure which persists to the present day as a unique feature of our undergraduate courses. As an intellectual, cosmopolitan and linguist, Andrew Kean’s ambition was that the College would be gradually transformed into a Catholic University of pedagogy and practice; testimony to the eventual achievement of his aim to be seen in the imposing…‘University College’ title of the College now in place above the main entrance.

Andrew Kean smashed to smithereens the mould of teacher-training courses as shoddy imitations of academically-respectable university degrees. If that meant recruiting staff primarily for their intellectual prowess rather than their classroom accomplishments, so be it, and schools were to be trusted to provide the practical elements of training which, Kean realised, would need to be constantly reviewed as the dynamics of society and schools evolved over time. This uniquely radical philosophy astonished the world of schools and education at the time – yet now, in the mid-nineties, government legislation requiring ‘school-based training’ rather than ‘teaching practice’, implicitly confirms the validity of a concept which Trinity & All Saints pioneered thirty years ago.

Andrew Kean’s wartime experiences in military intelligence installed within him campaigning qualities which enabled Trinity & All Saints to innovate and keep ahead of the ‘rest of the field’. Keeping an ear close to the ground entailed regular visits to the (then) Department of Education and Science to be briefed by ‘informants in the know’. Indeed, such was his vision that it was remarked, with some justification, that ‘what Andrew Kean thought today the DES would propose tomorrow!’. Trinity & All Saints was the first…to abolish the Certificate of Education; to introduce all-graduate honours degree courses to teacher education; to develop in-service degrees for serving teachers; to diversify College structures, permitting the creation of Schools of Media and Management alongside the now formalised School of Education.

In the years that have followed, up to the present day, succeeding Principals and staff, not only in Education but in academic departments too, have continued to work towards the realisation of a liberal and radical vision for education. This recognises the need for a teaching profession which is convinced that the aim of personal, intellectual, spiritual and moral fulfillment is the entitlement of each person.
The Students’ Union

For the year 1989-90 the President and the Vice President are John Hurst and Louise Sheryn. The Union moved to take over the old Performance Centre in 1987 and is now looking to move again into bigger premises to service the growing number of students (400 intake in the first year – 1400 in total).

The year has been very hectic in terms of demos and marches with the attempted introduction of the Poll Tax and the student loan scheme…

Birthday Girl

TASC 1991 birthday girl must be Catherine Zeta Jones, star of YTV’s ‘Darling Buds of May’. She spent her 22nd birthday at the College filming a Christmas edition of the show…Perhaps not quite the ‘perfick’ setting, but such sacrifices have to be made, said Catherine who plays the part of Marietta Larkin, David Jason’s daughter, in the show…

“Since September 1992, the management of the new radio station within TASC have been able to increase membership from twenty to over sixty. Broadcasting hours have increased from seven hours weekly to over twenty. The next goal is to hear TASC Student Radio broadcasting to the halls of residence, further utilising the new studio facilities of the Public Media Department…”

TASC Student Radio In House News, 1993
Once again, government plans for higher education influenced the strategic development of the College. The Labour government, elected in 1997, was committed to introducing a number of fundamental changes to the higher education sector.

A Commons Select Committee highlighted, as the major issues, widening participation and fair access, the social gap between students in higher education, matching rising skill needs, investment in higher education, variable tuition fees for students, attracting and retaining high quality academics and developing links between institutes of higher education and business. The publication, in 2003, of the White Paper, The Future of Higher Education, and the subsequent animated debate presented the government and the higher education sector with many challenges and issues, not all of which were addressed in the Higher Education Act of 2004. The Act concentrated on widening participation and the thorny problem of variable tuition fees for students. However, the government did acknowledge that investment per student had dropped between 1989 and 1997 and raised funding for higher education from £7.5 billion in 2002-3 to £10 billion in 2005-6. Such developments obviously impacted upon the College whilst at another level and at the same time the TTA was moving away from the traditional method of training student teachers in universities and colleges and was developing the concept of entirely school-based teacher training.
The College Corporate Plan was amended to ensure that Trinity & All Saints was well placed to meet these challenges, adapt to change and exploit opportunities.

Accordingly, the College management stressed the need to widen access and participation, to develop the physical facilities in order to enhance teaching and learning and respond to the demands of the many quality assurance agencies inspecting not only academic attainment but every facet of College life. In 2001, for example, a Research Assessment Exercise measured the quality of the scholarship and research within the College with History achieving a grade 4 rating. In 2003 the Quality Assurance Agency (QAA) undertook an audit of the College’s academic standards based on the concept of institutional self-evaluation. The College’s internal audit set out the procedures and provided the relevant evidence to show how the College secured academic standards through a range of structural arrangements related to course provision, resource allocation, staffing, assessment, monitoring and evaluation, and student support and guidance. As a result of this exercise and the subsequent official assessment, the QAA concluded that ‘broad confidence’ could be placed in the College’s ‘current and future management of its academic programmes and in its present and likely future capability to manage effectively the academic standards of its awards’. ‘Broad confidence’ was the most positive finding that the team was permitted to return: the report was exceptionally commendatory and the College was justly proud of the outcome.

In 2001 TAS formally became an accredited College of the University of Leeds with a substantial amount of devolved responsibility, although the University retained the right to representation on key College committees. The status of some of the remaining colleges in Yorkshire had changed, however. The North Riding College became non-viable and merged with the University of Hull in 2000 whilst Bretton Hall College near Wakefield merged with the University of Leeds in the following year. This left Trinity & All Saints and York St John College (formerly the College of Ripon and York St John) as the only two accredited colleges of the University of Leeds. As far as Catholic colleges were concerned, there was no further reduction in numbers. Trinity & All Saints, Newman College, Christ’s College (Liverpool Hope), Digby Stuart (Roehampton Institute), and St Mary’s College survived into the new century. In 2002, marking yet another stage in the development of voluntary denominational colleges, the College became a founding member of the Confederation of Church Colleges.

Internal management structures continued to be refined. In 2002 the post of Director of Finance was abolished and Jill Bancroft became Assistant Principal (Finance and Personnel). Jenny Share was appointed to the newly-created post of Assistant Principal (Registrar and Clerk to the Governors). A new post of Director of Learning and Teaching was also created with responsibility for quality support and employer partnerships. In 2003, Malcolm Redding retired as Assistant Principal (Administration). In his place, Mark Shields, from Leeds Metropolitan University, was appointed Assistant Principal (Resources) and assumed the role of Clerk to the Governors. David Samuel, Assistant Principal (Academic) retired in 2005 and was replaced by Alexa Christou, from the Quality Assurance Agency.
The College entered the new century with a substantial and successful tradition of providing distinctive and high quality courses inspired by Christian ideals and principles of inclusiveness. It claimed with confidence that, as was the case in 1966, it continued to provide a supportive environment for its staff and students and that it welcomed a diverse community of learners. In the years since 1966, however, the whole context of providing higher education had changed and Dr Coughlan and his staff had to respond to a massive array of external influences and variables which would not only dictate the direction in which the College moved but would also establish criteria by which it would be judged and categorised. Once again, the College was compelled to adapt to rapidly changing circumstances and was regularly inspected and audited across a range of provision from student achievement to health and safety issues, from subject reviews to human resources strategies, and from research assessments to commercial services.

In a harshly competitive world the College first had to continue to attract students. In 1966 the prospectus was a simple factual statement of what the Colleges were, where they were, and what they offered but by the 1970s, with the Colleges’ developing a reputation for innovative courses and achieving success in other fields, an illustrated brochure containing much more detail had been introduced. The pattern was developed in succeeding decades and both potential graduate and undergraduate students were presented with informative and well-illustrated prospectuses. Marketing and admissions became more closely inter-connected as student recruitment generated income and when an increasing number of students faced a bewildering range of choices at 18+, on graduation and in later life.

External relations became very serious business. Exploiting new publicity strategies and print and media technology, the College was successful in its attempts to recruit and retain students and for the first five years of the decade student numbers, including mature students and overseas students, continued to be above 2,000 although not all subjects recruited successfully. Applications for entry in 2004, for example, rose by over 20% on the previous year. At the same time, student achievement continued to improve with many receiving upper second class degrees or above and a substantial proportion receiving first class degrees. The vocational-academic nature of the College degrees also ensured that graduate employability was a strong feature of the College’s performance. In 2005, the College topped the Sunday Times league table for graduate employment across all UK higher education institutions.

Student surveys indicated a very high level of course completion and student satisfaction with the College’s provision.

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The 2000s

Celebrating 40 years of learning 1966-2006
Students also benefited from the increased number of public awards and accolades for outstanding achievement. In 2002 four students from the Centre of Journalism won prestigious national student awards for reporting in broadcasting and newspapers. In 2003 and 2004 there were student successes in the Yorkshire Young Achievers Awards for Management and Enterprise and also in undergraduate competitions at the Institute of Food, Science and Technology. The College’s sporting traditions were upheld with students gaining representative honours at various levels and in a variety of sports. The election of former Management and Mathematics student, Nicky Chapman, to the House of Lords in 2004 as a non-party political peer was particularly notable.

Statutory requirements continued to make demands on the staff. Consequently, administrators, support staff and teachers were under continuous pressure to perform effectively, efficiently and ethically. In administrative offices, lectures, tutorials, workshops and seminars staff had to be more sensitive to regular inspection and closer external scrutiny and be ever aware of the multiplicity of government funding initiatives. Recruitment, retention rates, staff development, assessment and recording, research and the ability to generate funds played an increasingly dominating role.

The original mission of the Colleges had been to train Catholic student teachers for Catholic schools and provide staff development for serving teachers. As the 2003 internal audit revealed, this function continued but not to the same level. Out of 2,360 full-time students, only 742 were following teacher training courses, at either primary or secondary level, or continuing professional development courses. As in 1966, the Initial Teacher Training course continued to include specialist subject studies with professional studies in education and school-based training. Developing its traditional links with schools, the College responded to the government’s drive to have student teachers trained in schools and formed a partnership with eight schools in Leeds to offer school-based teacher training. The School Centred Initial Teacher Training Partnership (SCITT) was accredited by the TTA and provided students with the opportunity to work alongside experienced professionals. The TTA and the Department for Education and Skills (DfES) also funded a pilot scheme in the SCITT schools to provide support and development for ITT students. In 2005 the College maintained extensive teacher training partnerships with over 160 Catholic primary and secondary schools and some 40 schools of other religious affiliations, over a geographic area spreading from Newcastle in the north to Stockport in the West and down as far as Worksop to the South.

A similar form of consolidation and innovation was the College’s involvement in the continuing professional development (CPD) of serving teachers, particularly in Catholic schools.
The College also provided continuing professional development for serving teachers in curriculum leadership and headteacher training, mostly in collaboration with the four North-Eastern Catholic dioceses. The College provided the Catholic Certificate of Religious Studies and was also involved in the Mentor scheme for newly-appointed headteachers. Following the government's school workforce re-modelling initiative, the College provided training and assessment for Higher Level Teacher Assistants (HLTA) employed to assist teachers in the classroom and in other activities. By 2005, the College had become the leading HLTA provider in West Yorkshire. It was reminiscent of Kean’s School of the Future and bears closely on the fulfilment of the College’s original mission. In addition to providing staff development for teachers, the College ensured that its own staff had the same opportunities. Those lecturers without any form of postgraduate teacher/lecturer training undertook the Postgraduate Certificate in Learning and Teaching in Higher Education. In 2001 the College was awarded the prestigious Investors In People standard for its commitment to the development of all its staff and in 2004 this was followed by the Investors in People Management and Leadership Model award for its management and leadership development programme. The College was one of the first institutions in the country to receive this prestigious award.

Widening participation continued to be a feature of the College’s mission and through regular events and courses provided by the Faculty of Education it continued to collaborate with primary and secondary schools. The Year 7 Passport Day was designed to raise educational aspirations at an early age. The Year 11 Summer School presented students with the opportunity to live on the College campus and experience university life. The Aimhigher scheme was designed to engage students from year 9 to year 13, increase their awareness of higher education and raise their aspirations. The student mentoring scheme provided College students with the opportunity to work closely with year 10 and 11 students in local schools, whilst the Student Ambassador Scheme involved them in Higher Education Fairs and a variety of school-related programmes. Other developments also enhanced the College’s services to schools. In 2003 the Schools History Project, based at the College since 1978, was awarded a National Teaching Fellowship worth £50,000 to develop courses and materials for Key Stage 3 and Key Stage 4 and to provide related staff development. Staff of the Comenius Centre, opened in 1994, continued to be active in the national network of support for the teaching of Modern Languages and in the provision of staff development courses for serving teachers. Annual conferences and local events held at the College involved primary and secondary schools, graduate student teachers and trainee teachers from Europe.
The 2000s

The well established principle of College lecturers sharing their experience and research continued, with many writing for schools, academia and professional trainees on a range of topics including journalism, Islamic Empires, economics, morality, contemporary Catholicism and literary criticism. Four lecturers contributed to the Oxford Dictionary of National Biography published in 2004.

Illustrating the increased possibilities for academic staff to become known and active outside the College and its exploitation of modern technology, the College’s Learning and Teaching Strategy attracted funding from HEFCE to appoint four Web Learning Fellows to develop web-based teaching materials and e-learning packages. In 2003 the College became part of the North Leeds Networked Learning Community bringing together education providers to share experience and undertake new initiatives to encourage greater student autonomy in learning. A College research Committee presided over post-graduate and staff research activities. Teaching staff continued to undertake research and fellowships across a number of subject areas and in all parts of the world, whilst conferences held in the College enabled scholars to share and discuss findings and current practice.

The Royal Literary Fund supported the appointment of an Academic Writer in Residence, whilst the College developed effective research cultures through its Centre for Journalism, established in 2001, and its Leeds Centre for Victorian Studies. The staff of the Centre of Journalism, published articles in international research journals and developed an MA in journalism. A key part of the Centre’s training programme was the production of real news in real time and in 2003 a broadcast studio, to complement the television studio, was opened in the College. Students were heavily involved in community broadcasting and other forms of news media and the Centre became one of the country’s leading providers of postgraduate journalism training.

A recognition of the Centre’s reputation was its selection by Yorkshire Television to be its associate in the Yorkshire Media Education Partnership.

“Five botulisms telephoned two mats. Bourgeois tickets cleverly perused umpteen extremely ira”

This consolidated the long partnership between the Centre and Yorkshire Television and reflected the collaboration undertaken over the past forty years. In 2002, in acknowledgement of the firm relationship between the College and the University of Leeds, and in recognition of the quality of research and teaching at the College, a joint College/University selection panel appointed Dr Martin Hewitt, Director of Research, to the Developmental Chair in Victorian Studies and confirmed his title as Professor of Victorian Studies.

The long-established College tradition of working with employers and providing professional attachments was redefined in the Business and Community Strategy. Supported by the HEFCE/Department of Trade and Industry Higher Education Innovation Fund, the focus was to provide resources and support to encourage a variety of interactions with private, public sector, and voluntary organisations.
The central focus of the College had always been the delivery of taught-course higher education and, responding to both contemporary student aspirations and the need to remain attractive and viable, it continued to offer an extensive range of undergraduate courses containing a strong element of vocational education and hands-on experience.

Modular programmes allowed for the maximisation of staff expertise and provided a wide range of choice for students who were able to embark on single, joint or combined honours degree courses. An indication of how far the College had moved away from its original purpose was in the single honours division where Primary Education was only one of twenty-two subjects on offer. It was not offered in the joint or combined honours divisions but within the single honours Primary Education course there remained the opportunity to pursue studies in English, History, Physical Education, Science and Theology. Education remains the single largest intake – both at undergraduate (primary) and post-graduate (secondary) levels. The emphasis placed originally on the vocational element had, for many reasons, led almost inexorably to a situation where courses related to the media, business, sports, nutrition and health, journalism, psychology, and marketing, for example, influenced admissions, the composition of the student body and the College's Catholic ethos. The continual attention to the range and quality of courses, however, has meant that curriculum development has never ceased and this has enabled the College to maintain its position as an attractive proposition for students.

Re-modelling course structures, the emphasis on vocational preparation, accreditation for prior learning, the introduction of Foundation degrees and the use of bursaries all contributed to the continuous process of change and development.

At post-graduate level, taught courses remained the focus but programmes leading to MPhil and PhD awards were supervised, reflecting the quality of teaching in the College and the fact that the University of Leeds felt confident enough in the College's resources and professional expertise to devolve such responsibility. Seven separate PGCE courses were offered in secondary education (Business Studies, English, History, Mathematics (2 courses), Modern Foreign Languages and Religious Education). In Business Studies it was possible to study for a Master's degree or a Postgraduate Diploma or Certificate. An MA in Public Communication and a Postgraduate Diploma in Public Communication were offered, as was an MA in Bi-Media (Radio and TV) or Radio or Print Journalism. A Postgraduate Diploma in the same subjects was also available. There was an MA and a Postgraduate Diploma in Literature and Spirituality, and the MA and Postgraduate Diploma in Victorian Studies established in the 1990s continued to flourish.

The links with outside agencies continued to enhance the range and quality of degree courses. A Foundation Degree in Childhood and Youth Studies was developed in partnership with Canterbury Christ Church College whilst a collaborative proposal with York St John led to a Foundation Degree in Supporting Learning. The British Educational Communications and Technology Agency (BECTA) worked closely with the College to promote on-line community education projects, and funding was received from DfES and TTA to develop e-learning among trainee teachers.
In the first six years of the twenty-first century the College continued to modify its management, organisation and curriculum in response to external pressures.

The world of higher education, indeed of all education, had become much more complex than in previous decades. In continuously challenging circumstances the College has remained true to the ideas and ethos so firmly established and developed by the pioneers.

At his last All Saints Day address to the College staff in November 2005, Dr Coughlan said that the College’s creditable record alone was not enough to guarantee its future. The secret of survival lay not in strength nor in intelligence but in the ability and preparedness to adapt. Emerging strongly from the history of the College, he continued, is a theme of survival by adaptation, decade after decade. Trinity & All Saints is one of the three free-standing Catholic higher education colleges remaining of the sixteen that were there in 1969. To be certain of survival, the College’s appetite and facility for adaptation must be maintained. He concluded:

The College is currently in a strong financial position, with good student recruitment, strength in quality assurance and excellent rates of course completion and graduate employment. Growth in student numbers is on target to reach 3,000 by 2009-10. The Estate Master Plan estimates that the campus has capacity to accommodate a student population of 5,000 full time equivalent.

Before its 50th Anniversary, that is, within ten years, it is envisaged that the College, whilst remaining faithful to its mission and values, will have attained degree-awarding powers and university status, that its student numbers will be 4,000 plus and that it will be regarded as a sector leader as an ethically-driven, student-centred provider of top-quality higher education.

Conclusion

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The 2000s

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TASCUS: The Current President’s Perspective Tommy Holgate President 2005/06

Today’s Students’ Union concentrates heavily on issues that are relevant to modern society and student officers now represent increasingly diverse interest groups.

The 2005/06 year has seen Trinity & All Saints Union of Students (TASCUS) begin to operate with a Student Council, as well as an Executive Committee. This means there are now more positions of office to be filled than ever before, causing the democratic process of the Union to change. The Student Council is now the supreme decision-making body of the Union.

TASCUS currently has very good links with the National Union of Students (NUS). In previous years, the sabbatical officers (President and Vice-President) have not been heavily involved with NUS. This year, though, I made it a personal goal to forge better links with more institutions and have achieved this by attending a number of training programmes, campaign launches and conferences. At these events it can often be difficult for a Union as small as TASCUS to feel involved, but it is important to network and make good contacts whom you can both rely on for help and help out when necessary.

TASCUS currently puts on a range of entertainment for the students, especially those who live on campus. Here is a list of the entertainment we currently provide:

- Weekly Pub Quiz every Tuesday
- Monthly Live Comedy
- Open Mic Nights
- Motown & Northern Soul Night
- Film Nights
- Bingo

We also plan a range of fancy-dress theme parties, for which we usually acquire a late licence. This means we can serve alcohol until 1.30am as opposed to 11pm. For the most part, these parties are planned for a Friday night. If we are not partying in the bar on a Friday, then we usually run a bus to a night-club in Leeds such as Creation or the Leeds University bar Stylus. These prove to be very popular with students on campus, as travel to and from the city centre can often prove inconvenient and expensive.

Each year, TASCUS plans a RAG week for charity. RAG stands for Raising And Giving and we have a RAG Officer who is part of the Student Council and oversees the events.

Many people do not realise quite how political an organisation TASCUS is. Each year, elections are held for every position on the council. This process is repeated halfway through the year when the bi-elections are held. These came about as a result of elections being held, but not every position being filled. So, six months later, the positions that weren’t filled were re-opened and people were given the opportunity to run for those positions again. Thus, we now have full elections every March and by-elections every October.

We do not, however, support any political party. We are a democratic organisation that has members from a wide variety of backgrounds and different walks of life. To affiliate ourselves to a party would not stand in line with these values.

TASCUS also has a range of facilities on offer for the students. The SU building has a well-used bar on its ground floor, which plays host to the entertainment outlined above. We have a dance studio located on the first floor next to the offices, which can be used by any student or staff member free of charge whenever they like as long as a booking is made in advance. A more practical service is the launderette. There is a room directly beneath the President’s office that is home to six washing machines and six dryers, which can get quite busy on a campus of 500 resident students!

Trinity & All Saints prides itself on its range of undergraduate courses relating to Sport, Health, and Nutrition. As a result, we find a high level of interest in the sports teams. The most popular of these teams are - somewhat unsurprisingly - men’s football and ladies’ netball. However, men’s rugby league attracts a lot of attention, as do cricket and hockey. Overall, TASCUS has a thriving sports department, which contributes greatly to its communal atmosphere.

Each year, the TASCUS President sits on the College Board of Governors and several other committees. Sitting on these committees is one of many ways in which the President acts as a communicator between the students and the College – and at times provides the best opportunities to get things done around the College.

At the moment, though, TASCUS is going through a period of change. For the last 24 years it has operated with a part-time administrator. This changed in the summer of 2005 when the Administrator position was made redundant with a view to the Union employing a full-time General Manager. So far this year we haven’t managed to employ one. This is due to financial restrictions. However, because we have gone five months without having to pay the wages of an administrator, we will be able to employ a GM from around next February and afford to pay their wages for the rest of this year and the whole of next as well.

TASCUS is changing. But times change, and change is good.
Above: xxxxxxxxxxxxxxxxxxxxx
Celebrating 40 years of learning

James Hagerty

Trinity & All Saints

ACCREDITED BY THE UNIVERSITY OF LEEDS

1966-2006

Celebrating 40 years of learning