

# BRETTON HALL COLLEGE



COLLEGE OF HIGHER EDUCATION AFFILIATED TO THE UNIVERSITY OF LEEDS PROSPECTUS 82-83

# BRETTON HALL

College of Higher Education  
affiliated to the University of Leeds

**Principal: John L. Taylor, M.Sc., Ph.D.**

## **PROSPECTUS 1982-83**

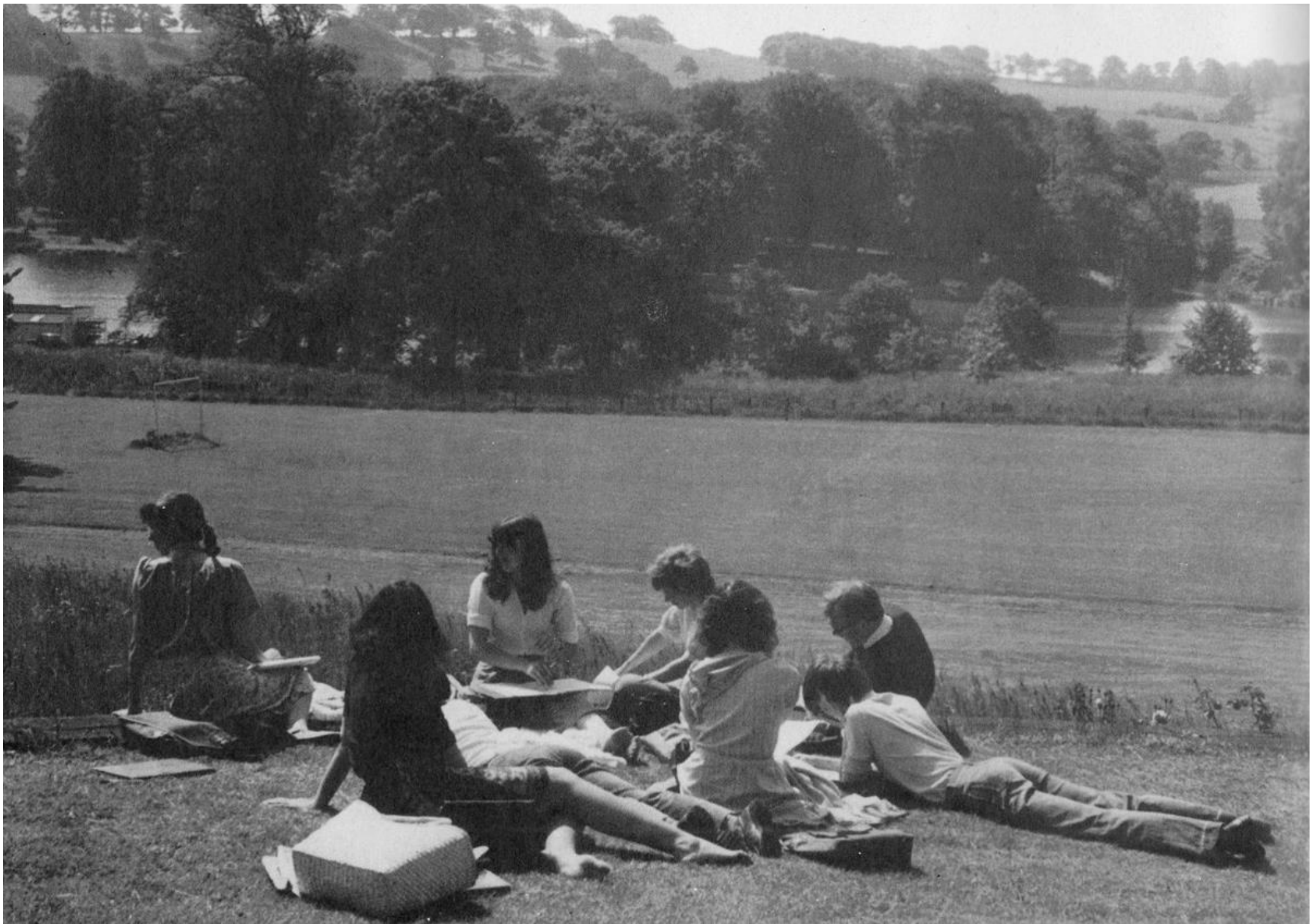
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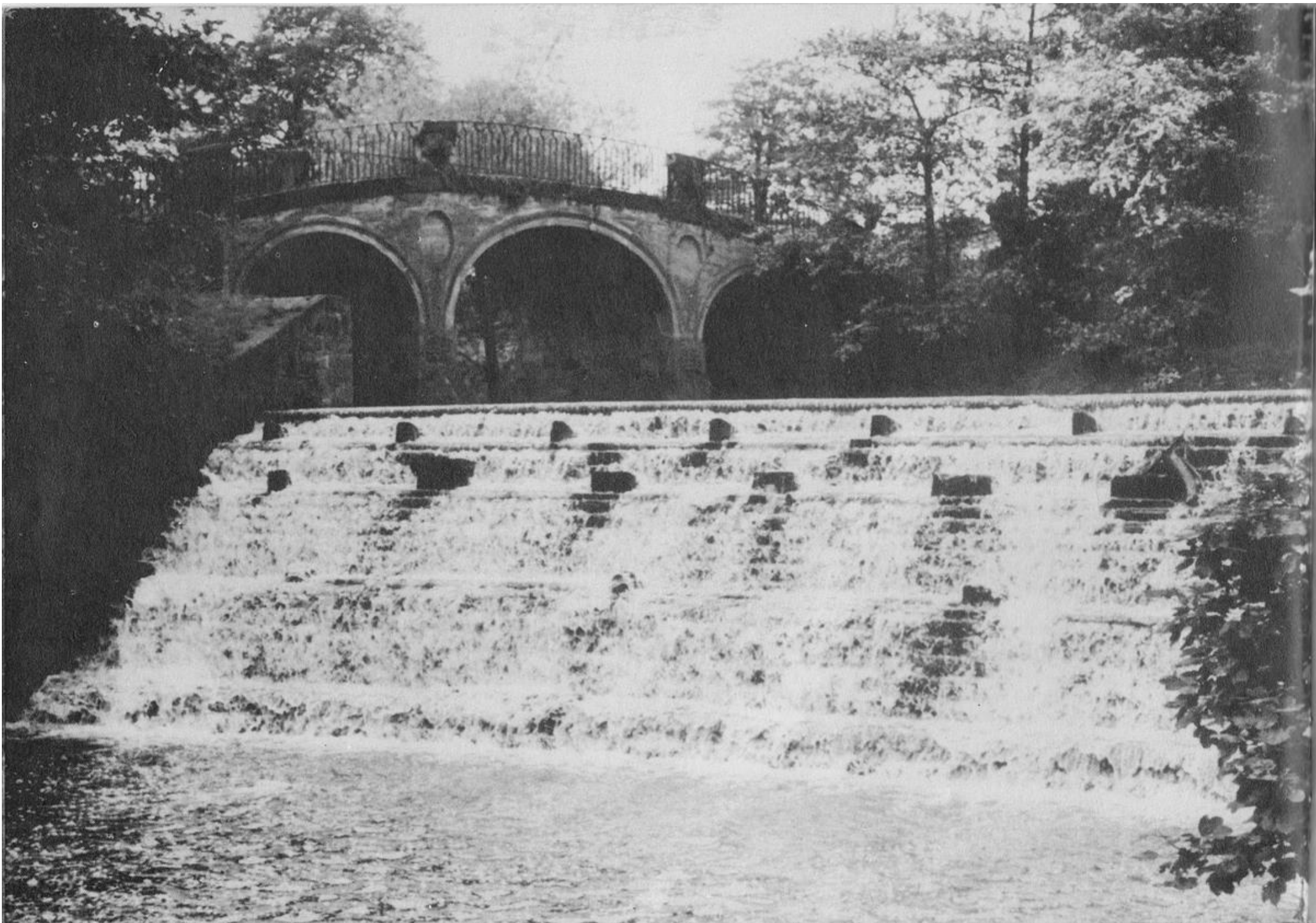




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## INTRODUCTION

Bretton Hall is in many ways a unique and highly distinctive institution. It is a College of Higher Education very much committed to a wide range of educational activities related in the main to issues of creativity and performance.

The College was founded in 1949 with a bias towards the practical application of studies in the arts. Our business is education to graduate and post-graduate levels, but we are particularly concerned that students with interests in the arts, the environment, and social studies, should regard their contribution to the issues of life as being just as 'practical' as those of engineers and physical scientists.

We are blessed with a superb environment which supports our work and attracts students from all parts of the world. The eighteenth century buildings are set in a landscape of lakes, woods and formal gardens. Extensive development of study and residential areas has taken place: paved squares, lawns, alleys and flights of steps link the simply designed modern buildings with the architecture of the historic mansion. The Park, which covers some 260 acres and is the habitat of many species of animals and wildfowl, includes the Bretton Lakes Nature Reserve, jointly managed by the Yorkshire Naturalist Trust and the College. We have also initiated the first open-air sculpture park in Britain, which is open to the public and has already received much international acclaim.

Although the environment contributes in so many ways, the essence of the community resides in the people who are the College. Students and staff come from a wide variety of backgrounds and have very diverse interests. The various areas of study are grouped in the

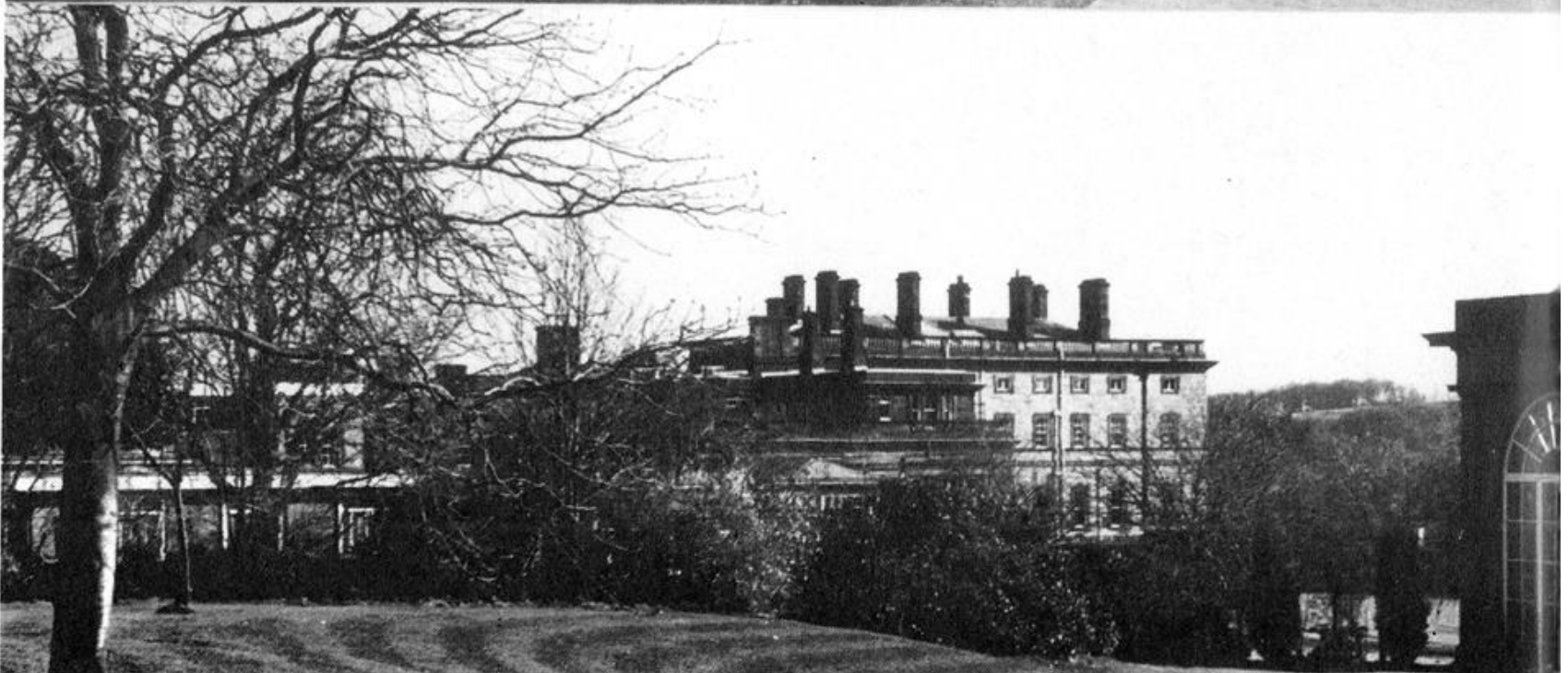
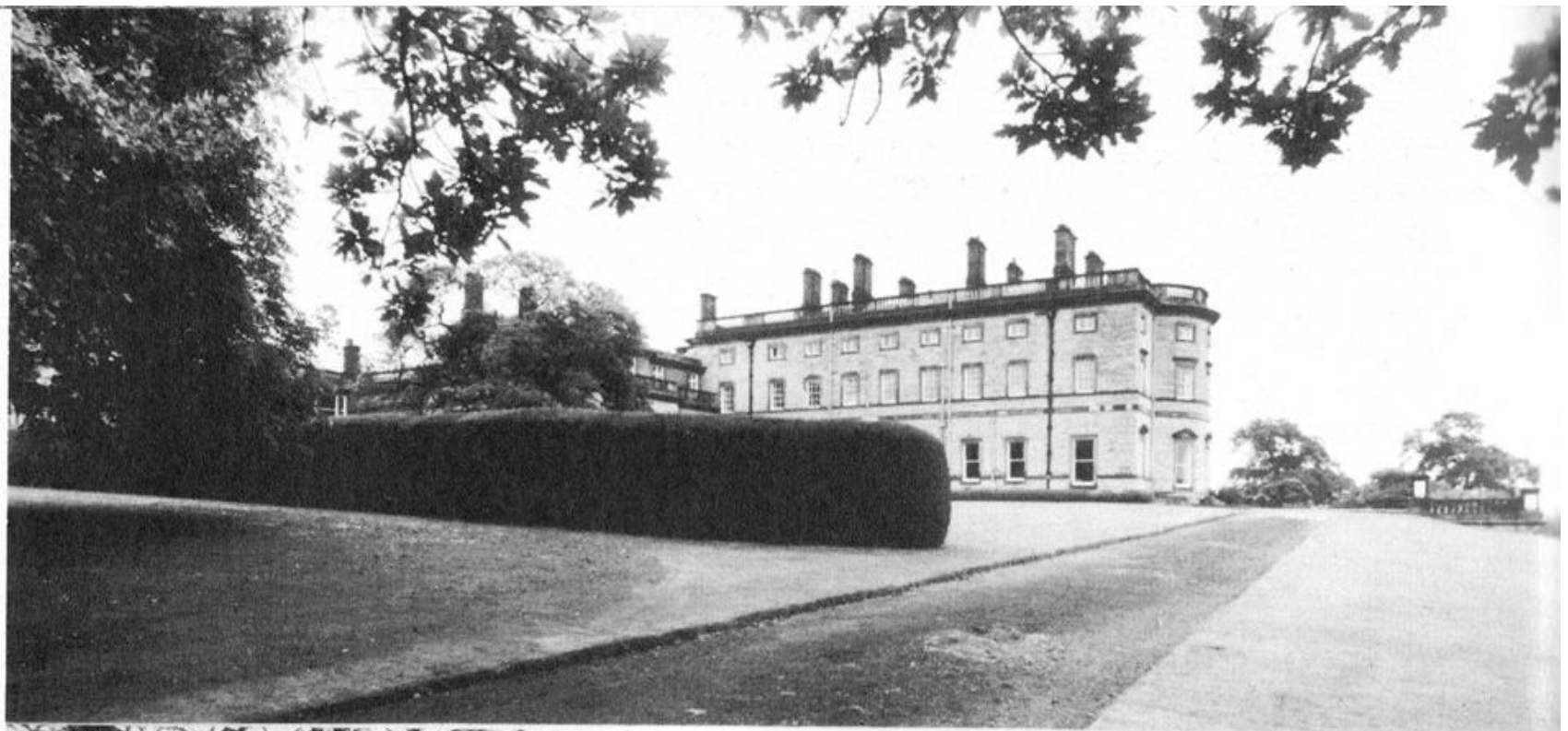
School of Drama and Theatre Studies, the School of Music, the Department of Expressive Arts and the Department of Professional and Human Studies. These offer three and four year degree courses, post-graduate studies, and courses of in-service education. The result is a collegiate community covering a very wide span of ages and experience. A newcomer to the orchestra may find himself playing alongside someone with years of experience as player and teacher or a recent graduate from a Royal College of Music. An individual joining a field trip may be in company with mature teachers studying for a post-graduate qualification.

In a College where the main emphasis is upon creative drive, we become more aware of the uniqueness of each individual. Much of our work demands that each contributes to the group task. For example, in making a film or designing an exhibition or in dealing with the day to day business of the College we need to communicate effectively to achieve corporate goals. This experience provides the network of relationships between people who work together and who share their leisure, which generates a sense of living community.

One important consequence of this concern for and insight into the needs of others is the deep involvement with the wider community. Despite its apparent rural setting Bretton is very near several major cities and only 1½ miles from the M1. The College facilities are used by schools, clubs and societies on the initiative of staff and students. By such means, formal and informal, officially sponsored or privately initiated, the College is an integral part of the wider community and the Yorkshire Region.

From time to time, one or a group of its members plays a significant part nationally or internationally, through personal creative work or professional activity. This shows that Bretton Hall is alive to matters of public concern and we all gain from this interaction with a wider public through the work of individual staff and students. Two exam-







ples of these links are the Schools Council Project based at the College on English in the Curriculum of students from 16 to 19 years, and the close collaboration with New York University on advanced programmes of study in Educational Theatre. The first, a Project of national scope for teachers of English throughout the United Kingdom, gave rise to a permanent Language Unit in the College; the second provides a meeting ground for British and American initiatives in education through Drama at Master's and Ph.D levels.

From the outset our major academic ties have been with the University of Leeds. The University continues to validate our courses as an affiliated College of Higher Education and strong links between the two institutions are being rigorously fostered.

In summary, it is useful to restate our interest in corporate educational issues relating to quality, creativity, and performance. If these issues are your distinctive concerns, then you will be warmly welcomed into the Bretton community and will be able to play a full and active part in our rich Collegiate endeavours.







## **COLLEGE LIFE**

Many of the extra-curricular aspects of College life are organised by the students themselves through the Students' Union, which represents all student members of the College.

The situation of the College makes the idea of community essential, particularly for the 250 students living on campus. The Union has, over the years, helped to establish what are now very liberal community rules, and there is a high degree of student representation at every level of College organisation.

The Union also organises much of the social life of the College, with dances, discos, folk clubs, concerts, sports etc.. There is a college Bar, run as a non-profit-making club, open at lunchtime and in the evenings. The College Shop is manned by students and opens for a short time each day. The Book Shop is open every week-day and stocks books for course work and general reading and a good range of stationery.

Each student has a personal tutor and there is a Senior Counsellor and a Counsellor in Residence, with whom students may talk over problems in complete confidence. The students themselves also provide a welfare service, with a phone-in Nightline Service. The Estate Chapel and the College Quiet Room provide for denominational and inter-denominational worship. The local churches are glad to welcome students who are again therefore able to feel part of a wider community.

Residential accommodation within the College is provided in the Man-

sion and in ten hostels. There are also off-campus residential hostels in Barnsley, Wakefield and Bretton village. For those who live in the various outside residential centres and approved lodgings, special transport is provided to and from College.

The majority of third year students live locally in accommodation found by themselves, but are provided with common rooms, laundries, study and utility rooms in the Ezra Taylor building which was specially designed for their use. Anyone who is ill can be cared for by one of the trained nursing staff from Sick Bay.

## **FORMER STUDENTS' ASSOCIATION**

The Association exists to create and maintain links between past and present students and staff and to enable them to keep in touch with the College. To further these objectives the Association produces an occasional newsletter and holds a September Annual Reunion.



## **THE COLLEGE AS A REGIONAL RESOURCE CENTRE**

Bretton Hall provides a wealth of information and expertise in a number of areas and opportunities to learn more about Bretton can be obtained from the following:

### **COLLEGE EVENTS**

Festivals, plays, concerts, exhibitions and special events provide ideal occasions for visits from the general public.

### **OPEN DAYS**

School staff and pupils are invited to visit the College to view the facilities, to learn about the courses offered and to gain an appreciation of student life at Bretton. At the same time visitors can take the opportunity of viewing the Yorkshire Sculpture Park and the Bretton Lakes Nature Reserve within the College's 260 acre Campus.

### **STAFF PRESENTATIONS**

The College provides staff to visit schools, teachers' centres and conventions to talk to pupils, teachers, parents and careers officers on aspects of higher education and the academic programme and College life at Bretton.

Further details on the above may be obtained from the College Information Officer.



## COURSES

The College offers the following courses which lead to Collegiate Awards of the University of Leeds.

### UNDERGRADUATE STUDIES

- **BA (Hons) Drama** - a three year course.  
Scheme A: Theatre Studies.  
Scheme B: Dramatic Arts (subject to University approval).
- **BA Creative Arts/Combined Studies** - a three-year course. Two main lines of study are chosen from Drama (including Dance option) English, Music, Art and Design (Visual Arts or Fashion and Textiles), Inter-Arts Studies, Studies in the Environment, Human Sciences.
- **BEd** - a four-year course to Honours with the option of termination after three years and the award of an Ordinary degree. The BEd Ordinary or Honours confers qualified teacher status. Main teaching subjects offered are English, Music, Visual Arts, Fashion and Textiles, Studies in the Environment.

### POSTGRADUATE STUDIES

- **Postgraduate Certificate in Education** - a one-year course for graduates leading to qualified teacher status.
- **Specialist Certificate in Education** - a one-year course for music diplomates leading to qualified teacher status.

### IN-SERVICE AND PROFESSIONAL STUDIES

- **BEd (Hons) for serving teachers** - a one-year full-time or two-year

part-time course.

- **Diploma in Guidance and Counselling** - a two-year part-time course for serving teachers and others.
- **Diploma in English Studies** - a one-year full-time course for serving teachers.

In addition the College offers one-term full-time and one-year part-time courses for serving teachers in fields of study needed in the region. Details may be obtained from the Tutor for In-Service Education.

- **Social work courses**

The College participates in the mid-Yorkshire Scheme's Certificate in Social Service course in conjunction with other colleges and social service agencies in the region. This course, which is validated by the Central Council for Education and Training in Social Work, is open to persons employed by either voluntary or local authority social service agencies on a day release basis.

Further information may be obtained from the tutor for Social Work Courses in the Department of Professional and Human Studies at the College.

### MATURE STUDENTS

The College offers part-time courses of one term or longer for mature students wishing to return to education either out of general interest or to prepare for university matriculation or Open University Foundation Courses. An advisory service is available for mature students wishing to explore such possibilities. For further details see Admission Requirements.

### RESEARCH AND DEVELOPMENT

The College is committed to encouraging and supporting a wide range of research and development initiatives. External contracts with such agencies as the Arts and Schools Councils as well as the presence of Visiting Scholars has considerably fostered work in this area. The

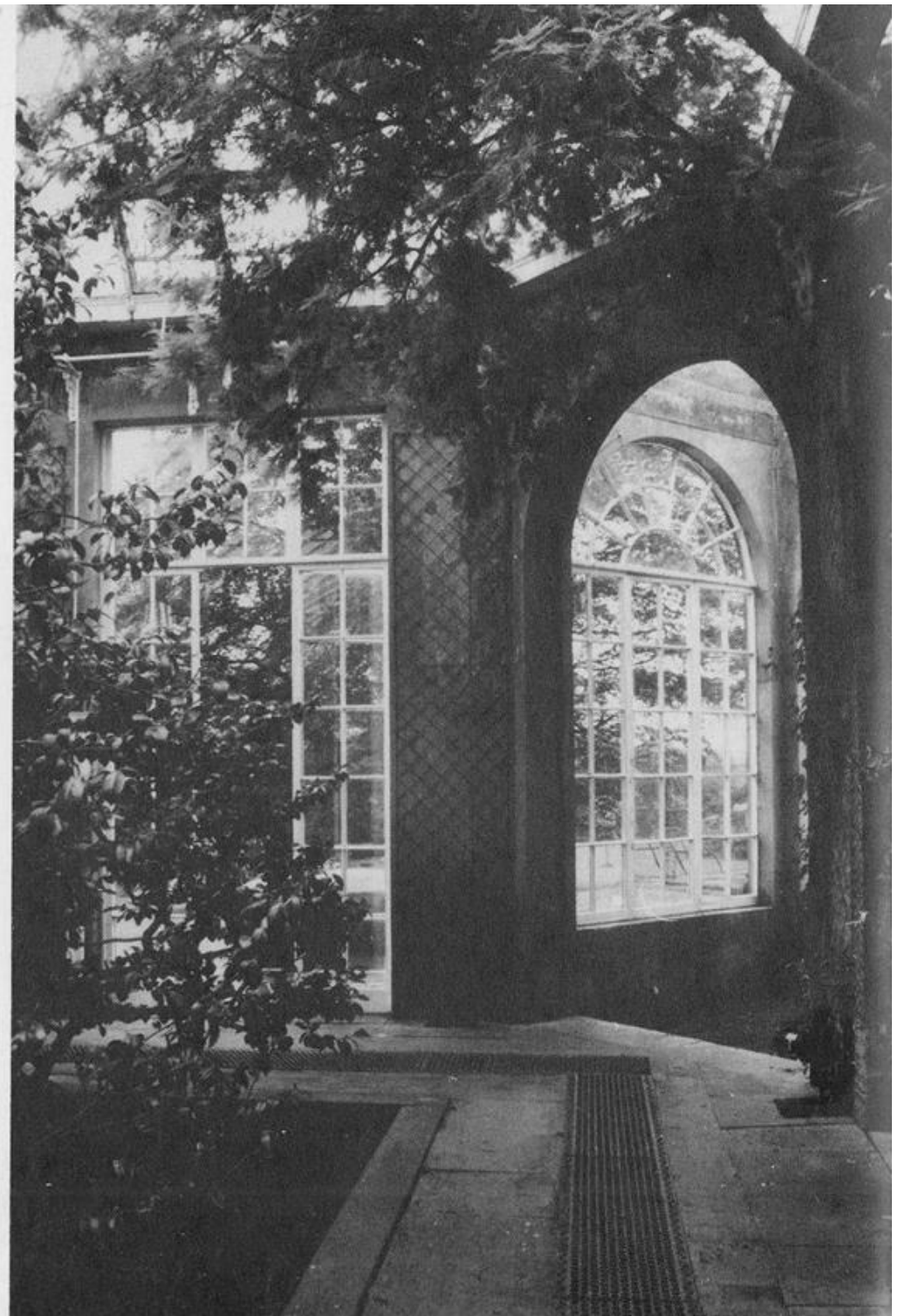
College is extending these activities and is continuing to explore every opportunity likely to improve mutual learning between a wide variety of interests.

## ASSOCIATE STUDENTS AND VISITING SCHOLARS

Facilities are available for special programmes and short courses designed to meet the needs of students, academics and practitioners wishing to spend periods in residence. All enquiries should be addressed in the first instance to the Principal.

## OVERSEAS STUDENTS

Students from overseas countries are particularly welcomed and whenever appropriate special arrangements can be made for them. Early applications should be addressed to the Admissions Tutor.





## COURSE STRUCTURE

### BA (HONS) DRAMA

Scheme A. The total study time is given to theoretical and practical courses in Drama and Theatre Studies.

Scheme B. (subject to University approval) In the first two years the work is divided approximately 3/5 - 2/5 between Drama courses and work in Human Communication or Dance. In the final year the work is exclusively Drama based.

### BA CREATIVE ARTS/COMBINED STUDIES

This is a unit-based degree programme, comprising five units per year (a unit is a measure of the time and attention given to a particular subject course in a student's overall programme). Students may choose: **either** a two subject programme (3 units major subject, 2 units minor subject in each year); **or** a three subject programme (2 units major, 2 units minor, 1 unit subsidiary).

It is possible to start with three subjects but change to the two subject programme at the end of the first or second year.

Subjects available are as follows:-

At major, minor or subsidiary level:

**Drama, English, Music, Art and Design (Visual Arts or Fashion and Textiles options), Studies in the Environment.**

At minor level:

**Human Sciences, Inter-Arts Studies**

At subsidiary level:

**Dance, Religious Studies, Human Sciences**

#### The BA Attachments

A special feature of the BA Creative Arts/Combined Studies degree is that all students in their second year gain three weeks' continuous ex-

perience of working in a professional organisation that brings the arts to the public. The attachments are selected to match the students' interests and the subjects they are taking, and to help them explore possible ideas for a career. The scheme adds a very valuable practical perspective to the courses, and gives students an advantage when seeking jobs (e.g. in theatres, administration, arts centres, broadcasting) or relevant postgraduate training.

Recent placements include the Royal Court Theatre, English National Opera, the Royal Philharmonic Orchestra, Yorkshire T.V., Pebble Mill, Country Life Magazine, and a variety of arts centres, craft workshops, local radio stations, museums and galleries, community arts groups and newspapers.

### BEd ORD/HONS

The BEd degree course comprises six units of study per year in the first three years to Ordinary degree level and five units in the fourth year for those who choose to stay on to Honours. A unit is a measure of the time and attention given to a particular subject course in a student's overall degree programme. It is possible to vary slightly the number of units given to various areas of work in some years to provide some flexibility of choice for students with different interests. All students study Education and a main teaching subject throughout the three or four year course. Students intending to teach in secondary schools also take a second teaching subject (2 units minimum, 1 in year 1 and 1 in year 2) to increase their teaching capabilities and enhance job prospects. They also take a practically orientated 'professional' course to prepare them for teaching in today's schools. Over the course as a whole about half the time is spent on the main subject and half on other course elements.

Students intending to teach children in the primary and middle years take, in addition to Education and a main subject, Curriculum Studies (preparing them to teach the broad range of curriculum areas in primary and middle schools). They spend about one-third of their time

on each of these areas in the three year course. In the first year there is scope for those who wish it to take 1 unit of a second subject, and in the fourth (Honours) year Curriculum Studies may become a student's 'main subject'.

Advice on courses is available at all times from course advisers, subject tutors and personal tutors.

Main teaching subjects are:-

<b>Music</b>	primary/middle and secondary age ranges
<b>English</b>	primary/middle and secondary age ranges
<b>Studies in the Environment</b>	primary/middle age range
<b>Visual Arts</b>	primary/middle age range
<b>Fashion and Textiles</b>	secondary age range

Second teaching subjects for secondary age range students are:- English, Mathematics, Religious Studies, Education of children with special needs. Primary/middle students wishing to take a second subject in the first year can discuss their choice of subject at interview or on commencing the course.

All BEd students spend some time in schools in each year of the Ordinary degree course. In the second and third years there are periods of teaching practice lasting several weeks. Help and supervision are provided by College tutors and by staff in the schools.



## ADMISSION REQUIREMENTS ALL DEGREE COURSES

Candidates must normally be at least 18 years old on 1st October of the year of entry and possess, at the beginning of the course, G.C.E. Certificates with passes in five acceptable subjects (including English Language), two of them at 'A' level. Additionally BEd candidates must have passed 'O' level G.C.E., or Grade I C.S.E., in Mathematics.

Several other qualifications are regarded as the equivalent of the above. Please write to the Admissions Secretary, listing your qualifications, if you would welcome clarification.

**Mature** candidates (over 21) may qualify for entry by passing the mature matriculation examination which is held in Leeds in May each year. The examination comprises an interview, a three-hour general paper and, for those without a pass at 'O' level English Language, a Test in English. Further details are available in the booklet "A Second Chance at 21+" obtainable from the Secretary, Joint Matriculation Board, Manchester, M15 6EU.

It should be stressed that the College welcomes adults as mature students on degree courses, in some cases with timetables adjusted to meet family needs. Such students can be admitted without the usual O/A levels by taking the special Mature Student Qualifying Examination as mentioned above. In essence, the examination is based upon an intelligent awareness of the contemporary world and a capacity to present ideas and opinions in clear written English. To help adults succeed in this examination both day and evening preparation courses are provided by the College. A member of staff is willing to visit Parent/Teacher Associations and other adult groups to explain

and answer questions on the opportunities available for mature students.

Enquiries and applications from overseas students are welcomed.

## PROCEDURE FOR ADMISSION

- 1 Preliminary enquiries about all courses and requests for application forms should be made to the Admissions Secretary, Bretton Hall College of Higher Education, West Bretton, Wakefield, West Yorkshire WF4 4LG. We shall be pleased to arrange a preliminary interview if you wish to see the College and discuss the courses before making a formal application.
- 2 All BEd candidates, and those BA applicants who wish to take advantage of the facilities of the Central Register and Clearing House, should obtain registration forms and an information booklet using the M.W. Enquiry Card enclosed with the prospectus. This procedure ensures consideration by a number of colleges through the submission of one application form. The College also requires each applicant to complete and return a College application form which is normally enclosed with the prospectus. This form should be sent at the same time as the Clearing House form. Applicants who do not wish to register with the Clearing House should submit just the College application form.
- 3 Completed application forms should be submitted at any time during the year preceding the proposed entry to college. Early application will ensure consideration for the first major interviewing period in November/December.
- 4 Applications for both BA and BEd will be welcomed from candidates who are also applying for admission to universities,



polytechnics, colleges of music etc. Such candidates who are selected for admission will be made provisional offers of places on the understanding that they may withdraw if they decide to accept a place elsewhere.

- 5 Interviews are arranged at the College for invited candidates who are expected to give evidence of ability and interest in the main area(s) of study, of a good educational background and, if appropriate, of their suitability for the teaching profession. Results of interviews are normally notified within a fortnight.
- 6 Students who have been resident in the United Kingdom for at least three years are normally eligible for grant aid. Full details may be obtained from the Chief Education Officer of the appropriate Local Education Authority in England and Wales, the Scottish Education Department or the Northern Ireland Department of Education.

## **ASSESSMENT**

The general pattern is one of continuous assessment throughout the course, with final presentations, performances, exhibitions or written examinations at the end. Course work usually counts for at least 50 per cent of overall assessment towards a degree.

## **CAREER PROSPECTS**

### **BA (HONS) DRAMA**

Although it is anticipated that students with the BA degree in Drama will wish to work in professional theatre, in community arts centres, or in regional arts associations, it is hoped that they will be attracted to other professions concerned with human relationships. The normal

range of posts open to Arts graduates will be available for them. Those wishing to teach may train to do so either at Bretton Hall or at another institution catering for postgraduates.

## **BA CREATIVE ARTS OR COMBINED STUDIES**

Broadly, career prospects fall within the range for BA graduates generally, but Bretton students will have the advantage of extensive practical experience. Students on the Creative Arts course will have a good specialist background as well as an understanding of the Arts in general and will be well equipped to seek posts in national or local government agencies, commerce or industry, where their personal and communication skills will be appreciated. Those wishing to teach can follow their degree by a year of training at any institution, including Bretton Hall, catering for postgraduates. Similarly postgraduate professional training in other areas, e.g. personnel management, librarianship, business management, will be open to graduates at other institutions.

## **BEd**

In recent years the demand for BEd graduates has been falling. This is because of a declining birth-rate and economic cut-backs in education. But it should be noted that there is still a shortage of secondary school teachers of certain subjects, including music, mathematics, religious studies, home economics/crafts. Furthermore, the Department of Education and Science has declared its support for the BEd as a desirable route to teaching in primary and middle schools. It may be some time before employment prospects in teaching are as assured as they were ten years ago, but the BEd is increasingly recognised as a suitable graduate qualification for other careers also, particularly those requiring communications skills and the ability to relate to people.





## SCHOOL OF DRAMA AND THEATRE STUDIES (INCLUDING DANCE)

The School of Drama and Theatre Studies came into being in 1975 with the establishment of the College degrees of BA Creative Arts and BA (Hons) Drama, both validated by Leeds University. Prior to that time, although the Drama Department had concentrated primarily upon training teachers of drama, students from the courses did enter a wide range of branches of the theatre (including acting, theatre-in-education, music for theatre, theatre publicity, theatre technology and playwriting).

Degrees in Drama now cater for students who wish to enter the professional theatre or apply drama and dance skills to other areas such as radio, television, arts centres, and a range of personal openings in industry, therapy or education.

The School of Drama still trains specialist teachers of drama through the Postgraduate Certificate in Education.

At the foundation of all courses is the view that Drama and Dance are both expressive arts and performance arts. The expressive side of the work aims to release and develop the person and the artist, the performance side seeks to aid the artist in sharing and communicating his skill and interpretation.

### **The drama way of working at Bretton Hall**

The Drama Department at Bretton Hall has pioneered drama training for many years, basing the work on the belief that as drama is **doing** the best way to study it is to become practically involved with its activities. Acting is a crucial means of both learning and com-

munication, and the skills involved, such as concentration, imagination, observation and understanding with regard to human relationships, are those required by most individuals in whatever walk of life they choose to operate. All those wishing to work in and through Drama/Theatre need to be fully trained and conversant with the skills of the profession, and also need to develop a rich bank of resources and a clear knowledge and understanding of the background history, philosophy and function of the theatre. So, while the studies give ample opportunity for rigorous investigation of theatre, the production of plays and a knowledge of various media involved, the work is experienced in a context not only of the entertainment industry but also as a way of exploring the very nature and ways of Man.

Drama at Bretton is not taught through formal lectures: at the basis of the work are the classes in movement, voice and improvisation; students have the opportunity of gaining historical knowledge and perspective through what has been called the "immersion" method. They experience aspects of the history of drama by being involved not just with plays but also with song, dance, poetry and prose of the period. Each major study area involves a residential field visit. For instance, when studying the Elizabethan period the group stays in Stratford or London; they re-enact, in costume, aspects of Elizabeth I's visit to Kenilworth at Kenilworth Castle; they reconstruct an Elizabethan theatre within the Experimental Theatre at Bretton and present an anthology of verse, song and prose in the 16th Century house at Bromsgrove. Bretton drama students are fortunate in having a site on the hillside overlooking the lake with a neo-classical temple and dancing floor where they can perform Greek plays as darkness changes into early morning light.

Dance at Bretton similarly stresses the synthesis of dance technique, composition and appreciation, where the students' individual abilities and interests are encouraged and developed through exploration of a





variety of approaches. While the aim is not simply to train in dance performance, the students have the opportunity to explore ideas, share them and present them to college audiences. Stress is laid on the study of the art of dance in different contexts, especially the inter-relationship of dance with other art forms.

Through its close proximity to the M1 and M62 motorways, the College has easy access to several provincial theatres including Leeds Playhouse and Grand Theatre, Sheffield Crucible, Harrogate Theatre Royal, York Theatre Royal, Bolton Octagon, the Contact and the Royal Exchange, Manchester.

Bretton School of Drama and Theatre Studies is included in the Arts Council small touring venues and each term hosts visiting companies.

Within the College students have, therefore, a unique opportunity both to take part in and see a wide range of theatre performances, from documentary to the classics, from Greek to modern; all in a great variety of environments.

## COURSES

### BA (Hons)

- a three year degree which has two alternative points of emphasis:

**Scheme A** - full time drama and theatre studies focusing especially on drama as "product" through acting and directing skills; or **Scheme B** - concerned more with drama as a "process" where drama is studied alongside Human Communication OR Dance.

### BA (Ord)

- a three year course in creative arts or combined studies (without teacher-training content), with drama as a major, minor or subsidiary course, and dance available as a subsidiary.

### BEd (Hons)

- the fourth year following BEd (Ord) for current students and for serving teachers on secondment (up to 3/5 can be drama).

### Postgraduate Certificate in Education

- one year course leading to qualified teacher status as a specialist teacher of drama and English.

## COURSE OUTLINES

Each course has a sense of unity, even though it may be organised on a unit structure. It is hoped that while attention is being paid to any one aspect, methods and materials will be drawn from, and cross-reference made to, the other aspects of the course, so that each student can derive the maximum benefit from varying approaches. The units are, and should be seen to be, inter-related.

## BA (Hons) Drama

### Scheme A

#### Year One

Basic course in: vocal and physical expression, improvisation, acting techniques, foundation of drama, dramatic criticism, sound and light in the theatre, group work methods; workshops on a major figure in acting theory and practice developed into a documentary production and a workshop on Grotowski's "Poor theatre" method.

Further specialization can then take place at the end of year one:

#### Year Two

More intensive training in voice and movement including period movement and dance.

Acting and improvisation; production workshops on Commedia dell'Arte.

The classical text: study and interpretation of a role from different styles of dramatic text with special reference to creating the roles for performance:

(a) one Shakespearean character to be performed in productions as part of the Shakespeare Festival and (b) one role from a 20th century classic to be performed as part of the summer festival.

Theatre background studies of each of the set periods and texts.

#### Year Three

Continuation of intensive voice and movement training. Acting and directing workshop. A special study. A Festival of modern plays. Final productions in College, in local theatres and a short London season.

### Scheme B (subject to University approval)

A flexible course where there is opportunity to study applied drama together with **either** Human Communication **or** Dance.

The following elements are offered:

1. Improvised Drama a basic course of expression and communication.
2. Documentary Drama a study of technique and theories leading towards creating a documentary theatre piece.
3. Sound and Light in Drama experiments in handling and using tape recorders, lighting, and many kinds of projection.
4. Communications human interaction, characteristics and criteria of various forms of communication.
5. Man and Society analysis of communications with particular reference to social interaction.
6. Introduction to Dance theory and practice basic practice and theory of movement principles.
7. Nature of Dance consideration of the development of contemporary dance and dance as ritual and recreation.
8. Perspective in Drama I (Elizabethan Studies) a study of Drama documents of the Renaissance in England.
9. Perspective in Drama II (Social and Historical background to Elizabethan Drama) practical investigation of plays and their background 1576-1642.
10. Theatre in Education a practical study of history, methods and materials of theatre in education.



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|--|---|
| 11. Communication: the cultural context.       | an exploration of the differing functions of language and media.                  |
| 12. Man in Society: the Individual and Culture | a study of social change in communication, mass media and the arts.               |
| 13. Dance in Social and Historical Contrast    | a practical investigation of the dance of earlier periods and 20th century dance. |
| 14. Dance in the Community                     | dance applied in such areas as education, industry and therapy.                   |
| 15. Drama of Fiction                           | a practical exploration of methods and material in dramatizing fiction.           |
| 16. Special Topic                              | individual study of an aspect of community drama.                                 |
| 17. Contemporary Fringe and Community Drama    | an exploration of play texts and documents of Fringe and Community Theatre.       |
| 18. Drama Laboratory                           | an examination of uses of improvisation in areas other than theatre.              |
| 19. Individual Project                         | a study in theory and practice of a topic arising from any aspect of the course.  |

## BA (Ord)

A unit course where the main aims are: development of personal qualities of the individuals; provision of opportunities for increasing knowledge of several aspects of drama and dance, including literature and technical aspects of communication and presentation.

The following are the **Drama** units offered:

- |                             |   |
|-----------------------------|---|
| 1. Improvisation I          | as a means of developing spontaneity, imagination, characterization. Workshops experimenting with forms of documentary play making.               |
| 2. Improvisation II         | through the study of folklore, mythology and other prose and verse sources, the exploration of a range of dramatizing material.                   |
| 3. Drama of Sound and Light | experiment in tape recording, lighting and many kinds of projectors.  |
| 4. Drama pre-Shakespeare    | an examination of some of the many facets which go to make up texts for the Greek/Mediaeval theatre and their relationships to Shakespeare plays. |
| 5. Shakespeare              | investigation of themes in prescribed Shakespeare texts.  |
| 6. Acting                   | theories and practice of skills and rhythm of acting.   |
| 7. Drama post-Shakespeare   | investigations of some of the major impressive movements in Drama of 18th and 19th century.   |
| 8. Contemporary Theatre     | an examination of some of the many facets which go to making of theatre today.  |
| 9. Directing                | a practical study of the role of the director in drama.   |







The following are the **Dance** units offered:

1. Dance Perspectives a study of techniques, improvisation, movement study and dance forms.
2. Contemporary Dance including dance composition, appreciation and criticism, and 20th Century history of dance.
3. Dance Composition experience of composition and presentation of own dances, and examination of dance philosophies.

### **BEd (Hons) - in Year Four**

More advanced study including preparing for lecture demonstrations in an approved aspect of drama teaching.

Some special features of Drama in these degrees:

1. Validated by the University of Leeds.
2. Honours or Ordinary BA in three years.
3. Practice and theory interwoven.
4. Plenty of academic rigour but no formal lectures.
5. Individual and group projects and assignments replace all formal examination papers.
6. Opportunities to explore technical and creative and applied drama as well as dramatic texts and their performance.
7. Excellent facilities including Experimental Theatre, Open Air Theatre and Proscenium Theatre.
8. Experimental Theatre adaptable to major historic theatre form.
9. Residential study periods in major theatre areas.

### **Facilities of the School of Drama and Theatre Studies**

The College has good facilities in terms of studios, theatres and rehearsal space; there are well-established wardrobe collections and workshops.

Main theatre spaces

Experimental Theatre

Workshop Theatre

College Hall

also Studio Theatres: tutorial projects

Greek Area

Upper Lake site

and open air theatres

including two specially equipped for radio work.

Four Sound and Light Studios

Drama Wardrobe

A collection of some 2,000 costumes covering all the major periods with facilities for designing and making costumes.

Drama Workshops

have facilities for constructions of scenery and props.

The Norris Collection

and Audio-visual aid area:

over 10,000 theatre illustrations, and a growing collection of slides, tapes, play sets, effects, records and facilities for copying material.

Library

The College library has over 50,000 books with a substantial drama and theatre collection.

Drama tutorial wing

consisting of tutors' rooms and drama administrative office, kitchen and coffee areas.

Seminar Rooms

with T.V. and radio for specialised viewing and listening equipped with closed circuit cameras and video recording facilities.

College Media Centre

equipped with closed circuit cameras and video recording facilities.

## SCHOOL OF MUSIC

Music has been a major subject at Bretton since the foundation of the College. The Department's reputation in training music teachers via the BEd and PGCE courses is well-known throughout the country. Since 1976 music has also been offered for the BA Creative Arts/Combined Studies degree, as a major or a minor subject.

The Bretton approach to music steers a mid-course between the highly theoretical approach of University music courses and the intensely practical/performance base of the specialist music colleges. Skill in performance or composition is taught against a background of essential theoretical and historical perspectives, and enlivened by opportunities for creative experimentation and performance both inside and outside College. Standards are high but the emphasis is on a variety of experience so that the student can build a firm foundation for a full and vigorous musical life.

The Department maintains regular meetings of a full symphony orchestra and choral society, together with a chamber choir, wind band, and several small ensembles including a swing band and baroque ensemble. The Music Society is a student organisation which arranges concerts in liaison with the Department, and assists in the organisation of special outside visits. A Calendar of Events is issued each term, which details all presentations, both in the Department and by the Department outside College. The number of concerts presented outside College is increasing, and presentations in the local West and South Yorkshire towns and cities provide an invaluable experience for instrumental groups and choirs. Participation in the Wakefield Festival, the West Riding Cathedrals Festival and local

music societies provides numerous lively contact opportunities for students. Collaboration with Dance and Drama Departments has already produced exciting dance, music theatre and operatic productions of considerable interest, and future plans include further joint explorations which aim to attract similar appreciative outside audiences.

## COURSES

The BA course is designed for those intending to enter the field of radio, television and sound studio production, music, dance and theatre projects, arts administration or general careers open to BA graduates, including postgraduate training for teaching. The BEd course provides for those intending to enter the full-time or peripatetic teaching profession, and includes education study programmes in the second and third year, appropriate to the age range of school children they wish to teach, incorporating the study of all related classroom skills such as accompaniment, conducting, voice production and orchestral instrument techniques. A high standard of musicianship is encouraged, and this is constantly called upon, whether in orchestral, choral and ensemble activities, or in the teaching-practice classrooms. A fourth year leading to BEd (Hons) is also available.

The courses in music aim to provide for fundamental academic and practical development for a student with a full commitment to the subject, whilst at the same time offering a student with only one or two units of music a series of clearly defined self-sufficient and useful study programme possibilities which will be a suitable complement to other subject areas. The first year course, whether for BA or BEd students, lays down the foundations of music studies by way of General Musicianship classes, and a high standard of practical performance studies.

The Department has an outstanding team of visiting instrumental tutors, covering all usual orchestral studies together with percussion, guitar, piano, organ, harpsichord, three specialists in voice training





and specialist tuition within the Early Music programme for baroque string instruments, including the viola d'amore. Electronic, computer and synthesiser studies are also offered as instrumental lessons.

Creative work plays a large part in the concept of the complete course, and within this there is a strong emphasis upon the study and exploration of twentieth century music and the social circumstances surrounding the creative expression of our own time. The examination of social backgrounds is extended to cover several centuries in the new 'Music in Society' programme. Recently incorporated is the study of electronic music by way of practical sessions in the use of the equipment, treated as an instrumental study in the second year, which will prepare the way for creative work to be more than simple exploration in the third year.

## OUTLINE OF COURSES

### General Musicianship (Years 1 and 2)

A wide ranging general course, extending over two years, in which groups of up to 12 students are involved in aural and analytical work, sight singing and keyboard skills.

### Creative Studies (Year 1)

Exploratory sessions based upon 20th Century styles and techniques examined through the study of set works and through improvisational work; an introductory course for those doing **Composition** in the second and third years.

### Performance

A range of instrumental studies is offered, and voice training. Most students are encouraged to take external diplomas in their main instrument during the second year, where this is suitable, and secondary instrumental studies now include working in the electronic studio during the second and third year.

In the third year the range of studies becomes somewhat wider to include the study course **Music in Society** and **Conducting and Orchestration**, and students are also expected to work on their own **study project** (thesis or composition) during the year.

### Music Education

The music education course begins in the second year of the BEd programme and includes the study of basic classroom skills and associated subjects, linked with practical teaching experience in local schools. Considerable emphasis is placed on a creative approach to music teaching. The high quality of work in this area leads to Bretton students' being widely sought as music teachers in many parts of the country.







## DEPARTMENT OF EXPRESSIVE ARTS

The arts have, or should have, a central role in our lives, and every activity in the Department reflects that belief. Whether the medium is paint, fabric, clay, words, film, sound - one could mention many others - we can use it to express ourselves and our perceptions of the world, and to bring some shape and design to those perceptions; we value and respond to the work of artists and craftsmen who have achieved this; and we know that the arts have this fundamental importance not only for ourselves as individuals but for the community - the way we express to each other our sense of ourselves and of our shared concerns as social beings.

The following pages describe courses that develop these ideas in Art and Design (both Visual Arts and Fashion and Textiles), English, and Inter-Arts Studies. Within each area these three elements are strong and inter-related:

- i) personal exploration and creative endeavour;
- ii) study of the achieved art-work of others;
- (iii) concern for the place of the arts in the community.

These ideas, too, underpin our courses on the teaching of the arts in schools.

With these common interests, the different subjects relate readily to each other, and to the Music and Drama Schools. The Department has pioneered two developments that have given particular impetus to our approach to the arts. The first is **Inter-Arts Studies**, the interdisciplinary course that brings all the arts together and gives an op-

portunity for students to set their special studies in the context of a broader but practical understanding of the arts. The second development is the **attachment scheme**, in which all second-year BA Creative Arts students gain practical experience in the world of the professional artist.

Bretton is itself stimulating to the expressive artist, as an environment, as a close-knit community always buzzing with activities in the arts; and also because contact is maintained with the arts outside - in the courses, in the attachment, and by visiting sculptors, painters, craftsmen, theatre groups, writers and many others who bring their work and stimulus to the College.

The degree courses ask for a real commitment to one or two arts, but offer also an awareness of the wider significance of the arts in contemporary life. They provide a firm basis for those preparing to teach or to enter the field of the practising artist or craftsman, and also for a wide range of work in arts administration, community arts, and the expressive media.





## ART AND DESIGN: VISUAL ARTS

Visual Arts has existed as a major study area in the College since 1949. Concentration was upon the training of teachers until 1975; from that date the BA Creative Arts degree was added to the existing BEd degree. From 1981 certain unit courses will be shared by the Visual Arts and Fashion and Textiles areas.

The study of the Visual Arts at Bretton provides an opportunity to participate in the world of the arts; to mix with and work alongside artists and students committed to art and design; and to have contact with those equally committed to the world of drama, music, writing and dance. The environment is visually very stimulating. It can provide a source of continuous inspiration, and has encouraged students to work on large scale open air projects. A continuous art exhibition programme is arranged by the study area, with art films and lectures and demonstrations by practising artists and craftspersons. The Yorkshire Sculpture Park, occupying part of the College grounds, provides contact with professional artists and an insight into the mounting of major exhibitions. The Visual Arts staff are practising artists and/or involved in research work. A Fellow in Sculpture is attached to the Sculpture Park and College.

The College provides a unique opportunity for the study of art education in relationship to the practice and development of contemporary art. Since its inception the College has been concerned with the arts in society. This continuing awareness is reflected first in the BA 'attachment' scheme, originated to provide practical experience of the arts in the community, and secondly in opportunities provided for the wider public to attend lectures, films, conferences, exhibitions and the Sculpture Park. The study of the theory and prac-

tice of art education is undertaken by BEd students and postgraduates. Links with schools, colleges and the advisory art education service are strong. A good working relationship has also been established with galleries and museums in the College vicinity. Currently there is a teacher/fellow in art education attached to the College.

The degree syllabus falls into three broad areas:

(i) **Practical Studies**

This includes drawing and design work, as well as studio skills in painting, printmaking with photography and ceramics with sculpture.

(ii) **Historical and Theoretical Studies**

Concerned with the history of achievements in the Visual Arts through a consideration of the aesthetic, psychological and social aspects of Art and Design forms.

(iii) **Art Educational Studies**

Concerned with the study of the theory and practice of art education so that the student will develop an understanding of the role and function of art education.

The courses in Visual Arts are designed to be flexible and thus able to accommodate a variety of students with differing requirements working alongside each other. The nature and style of work carried out in studio workshops allow for a considerable degree of independence in the choice of course direction. The study area encourages independence and individuality as an essential element within a creative education. It also firmly believes in developing sound craftsmanship and a well informed critical awareness based upon art history and theory studies.

The first year of the Visual Arts course is concerned with a broad introduction to the practical aspects as well as the historical/theoretical.

Units available are:

- (i) Drawing and Design;
- (ii) Practical Studies I (2D and 3D workshops);
- (iii) History and Nature of Art and Design I (introductory survey).

In the second year more specific skills are developed and a growing independence in choice of direction. Units available are:

- (i) Practical Studies II (from Painting, Printmaking, Ceramics with Sculpture);
- (ii) History and Nature of Art and Design II (modern movement mid-19th - 20th century).

Third year work is entirely individual study developing and extending skills and ideas from year two. In addition, BEd students will undertake professional studies in Art Education. Units available are:

- (i) Practical Studies III (from Painting, Printmaking, Ceramics with Sculpture);
- (ii) Independent Study (BA students only);
- (iii) Art Education (BEd students only);

Good studio facilities are available both in the old mansion and adjacent new building. In the painting studio there is both individual and group work space. The ceramics and sculpture studios have facilities for a variety of processes with clay, wood, metal, plaster and fibre glass. Outside yards give extra space for kiln building, metal casting, etc. Printmaking occupies a suite of rooms catering for silkscreen, etching and blockprinting. A large seminar room and an art education workshop are available for art historical and art educational studies for BA, BEd and postgraduate students. The study area also contains photographic dark rooms and a central art materials store.





## ART AND DESIGN: FASHION AND TEXTILES

Fashion and Textiles studies were established at Bretton Hall twenty years ago, originally to provide a two-year training for teachers of needle crafts. Since then we at Bretton have seen - and actively promoted - a major change in the concept of the "needlecraft" teacher from that of a certified technician handing on basic skills to her pupils to that of a graduate, versatile and creative member of an art/craft/design team in a secondary school. The introduction of our BA degree has brought into the area students seeking a career which is not directed towards teaching but which is not specifically "trade" orientated. Their different goals and interests have greatly enriched our work.

To accommodate this diversity of interests a pattern of courses in Fashion and Textiles has been devised to allow students a good measure of freedom of choice and action, while maintaining a balance between the depth and breadth of their studies and between the creative and technical elements which are both equally essential to their development as designers and craftspersons.

Our energies and resources in practical work are largely concentrated on three main studio options:

### **Fashion: Dress design and pattern drafting**

The world of dress design on all levels from couture to the high street is very much one of today, tomorrow and next season. The Fashion course looks for students who are forward and outward looking, able to understand and react to the demands of such a world. Since pupils in secondary schools are as aware of fashion as adults - often more so

- we look for BEd students who are no less lively and positive than BA students but with that extra urge to communicate essential to the teacher.

### **Embroidery: hand and machine**

This course aims to develop in its students a creative and original approach to embroidery. Personal choice and investigation of original source material and its translation into suitable embroidery techniques is a continuing activity throughout the course. Students research contemporary trends and technical innovations as well as the historical background of their craft, all the time strengthening their awareness and understanding of its subtleties. Their practical work is carried out through guided experimentation and individual examination of techniques, fabrics and threads. Other areas of textile work are explored and are often combined with more direct embroidery methods when students and staff see that this will lead to the enrichment of a project.

### **Textiles**

Students will follow a broad course of study covering the wide aspect of textile design. The aim is to equip students with aesthetic awareness and appreciation of the basic elements of textiles. It also furthers design development and explores aspects of pattern through basic design, colour theory and analytic drawing related to textiles where repetition of pattern is an essential part. The course has been planned to take into account individual interests, abilities and needs of students and aims to develop the potential of a student as a textile designer/crafts person. Students will have the opportunity to study aspects of screen printing, elementary photography, batik, tapestry, rugs, off-loom weaving, etc.

**Other courses** which further an understanding of design principles are:

- (i) History and Nature of Art and Design I and II, and
- (ii) Drawing and Design

Craft activities in jewellery, dress accessories and leather-wear, supporting the main options, are also available.

Any combination of these courses will result in a demanding programme. But we are not an introverted work area. We aim to give our students the opportunity to expand their personal interests through the multiplicity of experiences open to them at Bretton; through joint projects, through contact and shared activity with students and staff working in other disciplines, through the West Yorkshire environment itself.

Bretton Hall - though it makes its first visual impact as an eighteenth century country mansion - is situated in an area which is traditionally a stronghold of the clothing and textile industries. Opportunities are here for students to feel a little of the reality of these industries, to see the raw stuff of their crafts processed in the dyeworks, the tanneries, the mills - often still satanic enough - or to rummage through warehouses full of fent-ends or a treasure trove of yarns in infinite variety. Students also make visits further afield to centres such as London, Bath or Manchester where they can develop their ideas in galleries, museums, studios and specialised exhibitions.

Fashion and Textiles regards all its students as designers; we do not expect to find a difference in ability between BA students and BEd students. Nevertheless, we see the necessity for a difference in professional experience. An examination of the theory and methodology of teaching the textile crafts through lectures, group discussions and practical work is required study in the BEd degree syllabus. Teaching practice is undertaken in local schools, many of which have long-established links with the Fashion and Textile area.

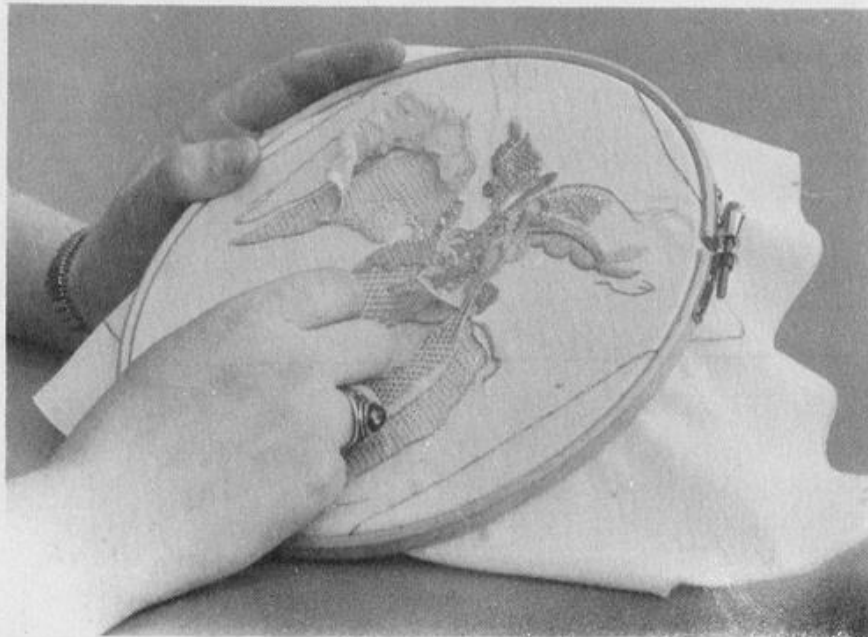
In the second year "attachment" scheme, BA students enjoy a period of work experience relevant to their College studies. Recent placements include a craft workshop, a magazine, a theatre war-





drobe, and the costume department of a museum.

Our studios are part of the fabric of the Hall itself. Our glass-roofed Print Room was once a conservatory. The Needlecraft Studio was an orangery, windowed from floor to ceiling on two sides. In addition we have a Design Room used for design work, stitchery and "clean" activities. An outside workshop on the terrace contains additional facilities for screen preparation and a photographic dark room. In Fashion and Textiles there is an air of activity and challenge within a pleasant and spacious environment.



## ENGLISH

English is the expressive art we have practised all our lives, mostly without realising it. Language is our natural medium. We all have a personal investment in it; by using it we create our world, our sense of ourselves and of our relations with others.

In the English course at Bretton, the personal commitment and active involvement of the student are central. English is an expressive medium, with which to explore ideas, feelings and experience, and give them shape and meaning. Essays or stories don't spring ready-made out of our heads: they are the outcome of an exploratory and shaping process. This will have included clarifying our initial thoughts, comparing them with the views of others (in a lively seminar discussion, or with a tutor, or in our reading); practical work may have been involved, such as helping plan and perform a presentation, or gathering material for a documentary.

English offers a rich variety of literature; our main endeavour is to enjoy and understand it. Again, our personal involvement is crucial, in two ways: the means by which a work of literary art is achieved is more readily appreciated if we have practised and considered the writing process ourselves; and reading is not a passive activity - when we respond fully, we recreate in our imagination the world embodied in the literature. A special feature of the course is the attention given to fostering this response to literature - helping the process by which the individually-felt response grows confidently into a fully-rounded appreciation.

These approaches are established in a first-year course taken by all students, **Introductory English**. A parallel course, **Literature and**

**Society**, opens up the other main perspective in English studies, the ways in which literature reflects and interprets the life of its time. For students who wish to develop their creative work or their interest in how language is used in the world around us, there are optional courses in **Creative Writing**, **Short Story** and **Language**. **The Child's World** is another option, of particular value to intending teachers.

BEd students will find that our whole approach to English offers both personal enrichment and an excellent basis for developing work in schools. English and professional courses at the College are well-known for the attention they give to the importance of language in the growth and learning of children, and how this can be fostered in teaching. Links with a wide range of local schools enable this work always to have a practical basis.

Second and third-year courses apply in depth the approaches outlined above to selected areas and periods of literature. Characteristically, study is initiated by tutors, leading to exploration with seminar groups of ten or twelve; there is ample opportunity also for small-group projects and tutorials; and extensive private reading and writing are encouraged. In the second and third years students may choose to develop an independent long study, with individual tutorial guidance, on a topic which could be literary, or creative, or concerned with teaching. In the second year, BEd students examine and practise the teaching of English. There is an optional course also on **Documentary**, in which students study and create documentary work in writing, film and television.

The English courses are arranged to allow you to vary the emphasis according to your interests and needs. Whether you are a BA or a BEd student, taking English as a major or a minor study, prefer literary study or wish to keep a balance with personal and creative work, you are able to make suitable choices between and within courses. English links well with your other studies, whether these are Arts subjects, In-



ter-Arts studies, teaching or Human and Environmental studies. Contacts are maintained with the outside world, through visiting writers, theatre and other trips, and the second-year attachment.

Tutors have a wide range of interests, and their guidance and support are readily available. Within this framework, they will challenge you to develop a personally-centred involvement in your work, to take initiatives, and to build an assured and well-informed command of the areas of English studies you have undertaken.



## INTER-ARTS STUDIES

Inter-Arts was introduced into the College in 1976 as a new and exciting experiment in the integration of the arts in higher education. It is now a fully established and flourishing Area of Study within the BA degree but happily still as exciting and adventurous. The course provides a context in which students specialising in one or two of the Arts Areas of Study can work closely together, employing the skills and insights of their subject strengths to explore jointly the interaction and inter-relation of the arts.

"The course gives a chance to discover more about creative processes through looking into the arts of the past and present and relating these to our own creative work."

"One's own creativity is stimulated and extended by working with students from different disciplines, within a basically creative environment."

(Student comments)

We encourage you to explore the expressive possibilities of different media (including film, T.V., dance, documentary, photography).

"There is a great opportunity to work in new media and to discover possibilities of mixing different media in a variety of forms."

Inter-Arts gives you the opportunity to do things you have never done before or thought you could do."

"At school I was told that my singing voice sounded like chalk scraping under a door. At the end of one of my projects we did an old music hall production and I actually sang; it still sounded like chalk scraping under a door, but I did it."

(Student comments)

The course opens up questions about the nature of the creative process, which qualities the arts have in common and how they dif-

fer, what art is and how it relates to the individual. But it is also centrally concerned with the ways in which art relates to society. We have worked with the physically and mentally handicapped, with old people, examined Arts Centres and participated with major community theatre groups. Great stress is placed on making contact with what is currently taking place in the arts and there is a full and varied programme of visits throughout the course to exhibitions, concerts, theatres, as well as visits to College from significant artists, groups and administrators. As part of the second year work, students undertake an attachment working alongside professionals, observing how things are done, giving a practical focus to the more creative and theoretical aspects of the course and opening up ideas about careers in the arts.

"My attachment at the Playhouse taught me some basic but essential knowledge about working in a theatre ... Especially interesting and exciting was interviewing people and discovering how stimulating the administrative side of the theatre is as well as the side that the audience usually see."

(Student comment)

The course stresses the inter-relation between practical, creative work and the development of skills in analysis and reflection, and there is a carefully scheduled progression through the three years to achieve this. The first year is workshop-based, leading to a variety of practical projects out of which issues for study and research arise. The second year uses fascinating developments in the arts during the twentieth century to raise key issues concerning the arts. The third year offers three units enabling the student to form broader perspectives:

**The Two Worlds of the Arts**, which examines the aesthetic and social questions; **Bringing the Arts to the Public**, which looks at the possibilities of organisation, administration and funding; an **Independent Study**, providing the opportunity to consider in depth an individually chosen topic.

A major achievement of the course has been the degree to which students can influence what takes place and their consequent involvement.

"I wanted to make a film and in Inter-Arts I was able to do just that. No-one was interested, so I made it with someone from another year who was. That's how flexible the course is."

(Student comment)

What do you need to be an Inter-Arts student?

You need to have skills and perceptions from at least one of the arts to offer; an intelligent interest in areas outside your specialism and in the arts in the community; a liking for new and challenging situations; a willingness to participate, to 'learn by doing'; a liking for the give and take of working closely with others; a capacity for self-initiated work, and a wish to frame and pursue your own goals in your work; a desire to grapple with difficult and complex ideas and to relate these to your own experience of the arts; an openness controlled by self-discipline and self-awareness; a view of the world and the arts as a rich source of personal experience. Or at least you need to wish to develop these qualities in yourself.



## DEPARTMENT OF PROFESSIONAL AND HUMAN STUDIES

The Department incorporates a wide range of activities and courses as part of BEd and BA degrees, the Certificate in Social Service (C.S.S.), the Postgraduate Certificate in Education, the Advanced Diploma in Guidance and Counselling and In-Service courses for teachers, social service personnel and educational welfare officers. Areas of studies and work include, amongst others:

**Studies in the Environment**, which focus on the historical, urban, biological, rural and man-made environments;

**Human Sciences**, concerned with the individual within his social context

**Religious Studies**, which includes the study of Christianity and other world religions;

**Educational Studies**, both at pre-service and post-qualifying levels for teachers;

**Curriculum Studies**, for intending and serving teachers of the primary (5-11) and middle years (8-13) age groups as well as professional studies for secondary teachers.

In addition, the Department is involved in the work of the **Language Development Unit**, which carries out research and curriculum development work based on schools and undertaken in co-operation with local authority advisers and groups of teachers and supported by grants from the Schools Council. Work in **Continuing Education** is concerned with 'pre-entry' or 'second chance' courses for mature students within the district.

Furthermore, members of the Department are responsible for or closely involved with the work of the **Media Centre, Mathematical studies, Physical Education and Outdoor Activities** (including

sailing and canoeing), the Bretton Nature Reserve and the Bretton Country Park.

Areas of research and curriculum development within the Department range from research into local history, based on extensive archives connected with the Bretton Estate and spanning a period of several centuries and the archives of neighbouring towns, to developmental work in the fields of Special Education, Continuing Education, Social Service provisions, Guidance and Counselling, Communication and Media Studies, and the research of the Language Development Unit.

As you read through the following pages we hope you will see the collective ideas of the Department, which places people, their beliefs, hopes, fears, ambitions, desires, activities and lives in the centre of our studies. This enables our students to acquire knowledge that will help them to understand themselves and others better, both as individuals and as members of groups, whether within the family, school, town, factory, nation or the world.

All this takes place within a College that was established to provide education in the creative and expressive arts and this in turn is reflected in the work of the Department. Just as participation in the arts means being involved in creative endeavour and personal exploration so these perspectives are carried through into professional and human studies, building upon student's personal experience in order to make analysis and theory meaningful.

## STUDIES IN THE ENVIRONMENT

Bretton Hall is ideally situated for studies in the environment. Opportunities for experiential/practical work exist both within the extensive college grounds and in the local and regional areas. Bretton Lakes Nature Reserve with its 50 acres of open water, river and wooded areas, which is designated by the Nature Conservancy Council as a Site of Special Scientific Interest, provides outstanding opportunities for ecological work which relates to many of the courses offered. Adjacent to the nature reserve is a recently established Country Park which offers further opportunities for study. The Bretton archives dating from the 14th century provide unique opportunities for individual and group based research on the historical/social aspects of the area. Rural and industrial villages, in both agricultural and moorland settings, and the towns and cities of South and West Yorkshire are easily accessible by virtue of the College's position within a mile of the M1 motorway.

Fundamental to the approach to our studies at Bretton is the use of this environment in all its aspects as a resource for learning from first hand experience. As a consequence, fieldwork is a major feature of most of the courses available, ranging from single sessions to residential weeks. Extensive use is also made of film and videotape material and contributions from outside experts working in a variety of fields are used to supplement and enrich course teaching. Projects undertaken in the locality are frequently conducted in collaboration with local authorities, giving more reality and purpose to study. For students particularly interested in working with children, nature trails around the college grounds offer additional opportunities for observing and working with children of all ages, in an environment away

from the classroom.

College based learning resources include pleasant, well equipped laboratories and workrooms which incorporate dark room facilities for photographic work.

The following units of study are available to BA and BEd students, providing a variety of sequences through the three years. Advice is readily available to assist students to select those units which form the most effective, composite course of study for their particular interests and needs.

Year 1

### **Community and Settlement I (a)**

A first-hand study of smaller settlements in South West Yorkshire and elsewhere establishing working methods and developing skills for settlement interpretation.

### **Community and Settlement I (b) "Man and the Land"**

The evolution of the English landscape from the earliest times to the early 19th century using field work and documents wherever appropriate.

### **Environment of Man I**

The future of "Spaceship Earth" - a consideration of issues arising from the interaction of man with his environment at local and global levels.

### **Natural Environment I**

The natural history of the British landscape including the first-hand study of a variety of natural environments.

### **Biology of Man I**

Man's place in the animal kingdom; aspects of human genetics and physiology; an introduction to human behaviour.

Year 2

### **Community and Settlement II "Culture of Cities I"**

The development, structures and significance of towns and cities in



Britain with particular reference to the 18th and 19th centuries.

**Environment of Man II**

People and the environment in modern Britain: powers, responsibilities and decision making; pollution, degradation and reclamation; urban ecology and urban aesthetics.

**Natural Environment II**

A detailed study of aquatic environments and the soil, including an individual study on a selected ecological topic.

**Biology of Man II**

The control of human physiological processes; case studies in human genetics; animal behaviour relating to man; including an individual investigation on a selected aspect.

Year 3

**Community and Settlement III (a) "Culture of Cities II"**

The contemporary city: redevelopment, blight and decay. Studies of the central business district, of inner-city issues, urban sprawl and its containment.

**Community and Settlement III (b) "This was their world"**

A detailed study of aspects of the social history of 19th century England from documentary sources with an opportunity for students to engage in original research.

**Environment of Man III**

An exploration of the rural landscape in an urban society through an examination of its changing character in response to pressure on rural space, agricultural practices and recreational provision.

**Natural Environment III**

Man's role in the shaping of the landscape; the structure and pattern of change in natural communities.

**Biology of Man III**

Issues in human health, social aspects of genetics, adaptations of humans to the physical environment. An individual project on some aspect of health or technology related to human welfare.

**Independent Study**

A first-hand study individually conducted and presented as a dissertation, which allows students to make an in-depth examination of a selected aspect of the environment.



## HUMAN SCIENCES

If you are interested in people, want to work with people or will be looking for a job where you can see yourself in charge of people, these are courses for you.

The courses are designed for students who are thinking of a career in recreational services, personnel and administration, management, teaching, social work, local government, civil service, commerce, private or public industries. In other words, they are planned for those who either intend to work in jobs that require greater knowledge of other people and awareness of oneself or for those who simply want to know more about human behaviour.

The studies explore the growth and development of the individual and the range of human social experiences. They try to develop in students a deeper understanding of themselves, others and the society in which they live through a study of the individual, groups and society and its influences on work, home and recreational activities.

Course contents are mainly drawn from the perspectives of Psychology, Social Psychology, Sociology and from other relevant areas such as the Arts, Communication and Language Studies, Education and Social Work.

Students are strongly encouraged to participate actively in their learning process through discussion, practical work, writing and selection of specific topics to be studied either by the group as a whole or by the individual. The latter is possible since courses have a built-in degree of flexibility to enable students to relate their work to their

other studies and areas of interest.

Human Sciences is a three year course open to BA students as a minor (2 units per year) or subsidiary (1 unit per year) course. Some BEd students may wish to take a first year course in the area. There are two strands running through the three years which focus on: **Man in Society; Community, Education and Social Work.**

Year 1

### **Man in Society I**

This course is designed as an introduction to **Man in Society** using the perspectives, concepts and methods of the social sciences. The main focus is the individual's experience and interpretation of the various social influences encountered in a variety of contexts. There will be an opportunity for students to develop their own areas of interest in the form of project work. The range of specific topics which can be included in the course is very broad, therefore a final selection of the course content will be made not only with respect to basic course requirements, but also the students' interests including their other areas of study.

### **The World of Education and Social Work**

This course considers how the content, practices and organisation of education and social work can only be understood within the context of modern society. Students will study selected aspects of these services e.g. the arts in education, education and the role of women, the personal social services and voluntary organisations, residential social work with children and social work in hospitals.

Year 2

### **Man in Society II**

An extension of the material of course 1. Topics to be studied will include an examination of differences in culture, communication and

non-communication between people, the effect of attitudes and prejudices, the way individuals perceive themselves and others.

### **Social Issues in Modern Britain**

A study both theoretical and practical of social issues selected from a list that may include such topics as: work and recreation, unemployment, industrial relations, multicultural society, education, crime, delinquency and violence, disablement and handicap, the elderly, the arts in society.

Year 3

### **Man in Society III**

The orientation of the course assumes that much of life in contemporary society has to be lived in and through organisations. This course aims to help students understand the interaction between people within organisational settings, how the quality of their life may be affected by it and how an understanding of the organisational behaviour may enable them to influence it. Special emphasis will be placed on work and job situations. It is hoped that through their practical study students will have an opportunity to explore the type of job for which they wish to apply on leaving College.

### **Urban and Community Studies**

The aim of this course is to give a deeper understanding of urbanised society and its effect on different communities. Topics to be examined will be selected from a list that includes: the scope of community work, rural communities, inner city areas, race and colour new communities, social planning, leisure activities, social policy, the contribution of the arts, the urban political economy.

Year 2 or Year 3

### **Individual Study**

Students may elect to explore under tutorial supervision a topic which is of particular interest to them.

### **Individual Residential Study**

Under careful tutorial guidance a student may choose to study a residential institution or community in which she/he has a particular interest.

The work and progress in the different courses is assessed in a variety of appropriate ways, including practical work files, essays, projects, reports on practical work, written papers, tape or film recordings.





## RELIGIOUS STUDIES

Religious Studies is available as a second teaching subject for BEd students and as a subsidiary subject (1 unit per year) for BA (Ord). It is not necessary to have studied the subject previously and the subject is open to anyone, regardless of their personal religious standpoint.

Year 1

### **Dimensions of Religion**

This is the basic foundation course which all students take. It consists of an exploration of the nature of religion via its different dimensions: doctrinal, mythical, ritual, ethical, social and experiential. These dimensions are applied to the study of three religions: Christianity, Islam and Hinduism. Apart from lectures and seminar work, much use is made of film material and visits to places of worship in local immigrant communities.

Year 2

### **Biblical Studies/Professional Preparation**

The first and third terms of this course are devoted to Biblical Studies, examining the main historical and religious developments in Old and

New Testaments and becoming familiar with the techniques of modern critical scholarship. The middle term offers a half-term professional preparation course, dealing with the aims and methods of teaching religious education in schools. BA students may choose to join in this professional preparation element or do further work in Biblical Studies.

Year 1/2

### **Issues in Religious Belief**

BEd students wishing to take 2 units in the first year follow this course alongside 'Dimensions of Religion'. BA students may take this course in the second year instead of Biblical Studies. The course consists of exploration and discussion of key issues in religious belief. There is considerable freedom for students to suggest issues themselves, but some possible ones are: rational arguments for and against religious belief; science and religion; religion and morality; religious experience.

Year 3

### **Independent Study**

Students wishing to continue with Religious Studies in the third year do an independent study on a topic chosen in consultation with tutors, and leading to a long essay of 6,000 words. The topic can be any subject in which the student is interested and for which there are adequate facilities in the library and for tutorial supervision.



## EDUCATIONAL STUDIES, PRACTICAL TEACHING AND CURRICULUM STUDIES

These areas of study are designed for the intending teacher. All students follow units in Educational Studies. Those who wish to teach children in the primary (5-11) or middle (8-13) age ranges will take appropriate units from Curriculum Studies. Students who intend to teach in secondary schools will choose units relevant to the school curriculum from the major areas of study that they follow. In addition the unit Secondary Professional Studies will be available.

Practical teaching is an essential part of professional training, involving observation of and work with children both in College and in schools. Students will spend a total of three weeks in schools as blocks of time in year 1. The two major practices occur in years 2 and 3, the one in the second year lasting half a term and in year 3 lasting a whole term.

Curriculum Studies is associated and linked with Educational Studies. The psychological, sociological and philosophical principles which lie behind the work of the school can be examined in the context of practical experience with children.

### EDUCATIONAL STUDIES

In Educational Studies the kind of contribution, at a practical and theoretical level, that disciplines such as psychology, sociology and philosophy make to education is explored in areas such as understanding the ways in which children develop, the interaction between teachers and pupils, the nature of school and the society in

which it exists, how children think. In addition a range of current educational issues is examined and discussed.

All students take the **introductory course** in Year 1. Through tutorials, seminars, reading, lectures and practical work with children, students come to an understanding of the basic features of children's development, schools and their organisations, the social context of development at home and school, and the thinking which underlies particular changes in the school curriculum.

The common course continues in the first half of year 2 when students have the opportunity to broaden and deepen their understanding of topics such as language and thought, personality, the basis of the curriculum, and there are opportunities to examine how the educational system has developed both here and in other countries. These courses will prepare students to select two courses from those listed below which will then occupy the remainder of year 2 and year 3. One is chosen from

**Philosophy of Education**  
**Psychology of Education**  
**Sociology of Education**

The other is taken from

**Comparative Education.** A survey of the educational systems of some major countries and an examination of educational issues from a global viewpoint.

**Educational Technology.** An introduction to a modern systematic approach to lesson and course planning and to the selection of audio-visual aids and other resources.

**Education of Children with Special Needs.** Educational problems of children who have physical, intellectual or personality problems.

**Reading and Reading Problems.** An in-depth study of modern approaches to teaching reading and the diagnosis and treatment of reading disabilities for primary and middle years students.

**Education in a Multi-cultural Society.** Studies of children from minority cultural groups and the educational provision that exists for them.

In addition an **individual study** is also available in Year 3 for secondary students who wish to pursue an educational topic in which they are particularly interested.

## CURRICULUM STUDIES

The aim of these courses is to prepare students so that they leave the College with a good knowledge of the curriculum in primary or middle schools and can thus teach their chosen age range with confidence. Bretton Hall is favourably placed in an area which offers easy access to first schools (4-8, 4-9, or 4-10 years), and middle schools (8-12, 9-13, or 10-13 years) as well as the more usual infant and junior schools. Consequently the College is able to provide students with wide experience of different types of school so that particular needs can be catered for. Full advantage is taken of this and throughout the course students have frequent working visits to schools as well as extended block teaching practices. In addition most students take advantage of the regular opportunities to accompany schools to local authority field centres in the Yorkshire Dales, the Lake District, the Pennines or to Hornsea on the East Coast for periods of up to one week at a time or to help children re-live the past at the local working museum, Clarke Hall. Moreover, many hundreds of children come to Bretton each year to study the natural environment and our help is often enlisted.

Our close contact with schools means that the curriculum courses are constantly preparing students for actual working situations. Students take two units of curriculum studies in all three years of the BEd Ordinary degree with a further two units being available for the BEd Honours course in year four.

The basic courses will ensure that students are equipped to teach their chosen age range in language and reading, mathematics, physical education and movement, art, music, religious and moral education and environmental science. Various optional courses allow more specialisation since some of these areas can be studied in more depth and there is opportunity for students to research their own interests through an independent curriculum study. In addition a good grounding is given in the use of modern teaching aids.

A team of tutors carefully monitor each student's progress ensuring that help and encouragement is always available.

## SECOND TEACHING SUBJECTS FOR BEd SECONDARY STUDENTS

Teachers in secondary schools are frequently required to teach more than one subject. Accordingly, students preparing to teach the secondary age range are required to take a minimum of 2 units (1 in year 1, 1 in year 2) of a second teaching subject. They may, if they wish, add a further unit in year 1 and 1 unit in year 3 where these units are available. The second teaching subject is chosen from: English, Mathematics, Religious Studies, Education of children with special needs. All these are areas where teachers are often asked to 'help out' in addition to teaching their main subject.

## ENGLISH

Details of the English courses are given in the English section of this Prospectus. The courses which are offered for BEd second teaching subject purposes are:

Year 1 **Either** Introductory English **or** The Child's World (an additional unit, if required, may be chosen from the other first





year English courses).

Year 2 English In Education

Year 3 A third year course, if required, may be chosen in consultation with English tutors.

## MATHEMATICS

The ability to teach Mathematics is a useful qualification for a teacher. The College offers two 1 unit courses in Mathematics, one in the first year and one in the second. The two courses together are designed to prepare students to teach Mathematics at the lower end of a secondary school; the first year unit is also very suitable for Middle Years students.

The courses involve the exploration of fundamental concepts. Thus we would consider, for example, how negative numbers arise or why the product of two negatives is a positive or how our intuitive ideas of symmetry may be refined. The insights gained are used to prepare work undertaken in schools.

The (minimal) entry requirement is normally a Grade B in Mathematics at 'O' level.

The following topics are studied over two years:

1. Algebra and Geometry: sets and functions; vectors and vector algebra; matrices and matrix transformations; algebra and geometry of complex numbers; symmetry.
2. Finite Mathematics: elementary probability theory and its applications; elementary statistics; computing.
3. Mathematical Education: the place of Mathematics in the school curriculum; the content and teaching of Mathematics in school.

## RELIGIOUS STUDIES

Details of courses are given in the Religious Studies section of the Prospectus.

## EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE SECONDARY SCHOOL

Recent educational reports have indicated that there is a shortage of teachers who are suitably qualified in working with children of secondary age who have special educational needs.

It is hoped that students who follow this course will be able to help children who for a variety of reasons are classified as secondary school slow learners.

The course is made up of two units, one of which will be followed in the first year and the second, which allows for more specialised study, in the second year.

The course is innovatory at secondary level, in that it will consider not only the student's main study area as a medium for remedial teaching but will also examine how remedial work may be promoted through a wide range of subjects such as art, music, drama, environmental science and mathematics. The importance of developing reading skills in all content areas will also be examined.

There will be a balance between theoretical and practical studies. The latter will consist of a series of visits to a wide range of special educational units, including a week's attachment to one of these practical workshops in several study areas and also micro-teaching involving closed circuit television work.

This course is seen as giving the student a highly valued second teaching option in an important and necessary area of secondary education.

In addition, students intending to teach in secondary schools follow a **Professional Studies course**. This extends over three years and involves the study of professional skills to do with language and communication in the classroom, planning and organisation of lessons, use of teaching aids, assessing the needs of individual pupils, and specialist skills required for teaching the student's main subject.





## **POSTGRADUATE CERTIFICATE IN EDUCATION**

and

## **SPECIALIST CERTIFICATE IN EDUCATION** (One Year Course) for Music Diplomates

Potential applicants are advised to read the earlier parts of this prospectus for information about the general facilities that the College offers.

Postgraduates and one year students form a highly valued part of the College community. Their particular expertise is welcomed in the College's artistic life - in music, art and drama. Some students are from Bretton's own BA degree courses but the majority are from other colleges, polytechnics and universities all over the country. Residential facilities are available for a proportion of students. Others live in approved lodgings, with transport provided, or in independent cottages and flats in the area.

### **COURSES**

Primary/Middle course (8-13years).

Secondary specialist courses: Art, Music, Drama, English.

Peripatetic instrumental teaching course.

### **COURSE STRUCTURE AND CONTENT** **PRIMARY/MIDDLE**

The course is designed to prepare students for teaching the age range 8-13 years. The ages at which children transfer from one stage of

education to the next varies from area to area but the range 8-13 covers the majority of junior and middle schools. With this in mind considerable experience of these types of school is built into the course, with one day a week attachments leading to block teaching practices in both junior and middle schools.

A serious attempt is made to link theory and practice. Work in College, especially in the Education and Child Development courses, is to a large extent based upon experiences gained in school. Students are given a good grounding in the core of the curriculum. Language (including the Teaching of Reading) and Mathematics are covered extensively and there are shorter courses in Physical Education, Religious Education, Art and Music. Some of these are extended further through a system of options.

Students are also given the opportunity to develop their specialisms through long courses in Music (particularly suitable for those with specialist qualifications in Music) or some other option, normally Studies in the Environment.

In this way, we hope to prepare thoroughly competent class teachers who also have a specialism which will enable them to take a leading role in their schools.

Qualifications for entry: a degree in a subject appropriate to pursuing teaching specialisms in Music or Studies in the Environment.

Assessment: by course work in the various sections of the course (no examinations) and practical performance on teaching practice.

## SECONDARY AND PERIPATETIC COURSES

Whether students are working towards the PGCE or the Specialist Certificate in Education (music diplomates) they share much of their work in a common structure. The course begins with observation in school and from this the study of the theory and practice of education develops. Students follow courses in educational studies, their main subject with reference to teaching in schools, and a supporting study. English students take Drama as a supporting study, Drama students take English. Peripatetic students extend their instrumental expertise in instruments other than their main one. Art and Music (class teaching) students have a choice of supporting study from subjects which schools frequently ask for as a 'second string', viz. English, lower school Mathematics, Religious Studies, Education of Slow Learners, Studies in the Environment. In addition, Art, Music and Peripatetic students take a course in Language and Communication, designed to develop professional skills.

Teaching practice is organized in two blocks of about five weeks, one in the first term and one in the final term.

Assessment is by course work in the various sections of the course (no examinations) and practical performance on teaching practice.

## EDUCATIONAL STUDIES

Beginning from observation in schools, the use of film and novels, and personal recollection, the principles and practice of education are introduced through lectures and small group seminars. The approach is not via the disciplines of educational studies - philosophy, psychology, sociology, history etc., but via an interdisciplinary approach studying selected educational issues. Close attention is given to 'professional' work, preparing students for teaching practice and their initial teaching experience.

## ART

The aim of the course is to help students become successful Art teachers through a practical and critical approach to the teaching of Art. The study of Art Education will include:

1. The planning and development of an Art programme for secondary education including a consideration of the nature of Art, the study of the Art curriculum and an examination of methods.
2. A study of children's Art work with particular attention to motivation, evaluation and the stages in the development of children's drawings.
3. Resources for Art teaching including museums, Art galleries, audio-visual aids, methods and materials.
4. The role of Art in general education looking at changing aims, historical development, the examination system and the relationship of Art to other subjects and society.

Guidance will be given throughout the course to enable students to re-direct their past discipline into general education and develop confidence in the handling of different media and methods of working e.g., through Art workshops appropriate to teaching situations.

Facilities are available in the Art Department to enable students to continue their own work. Student-initiated workshops are encouraged to promote the sharing of knowledge and techniques.

The Art Department organises a varied programme of exhibitions, lectures and films. Good contacts are maintained with local schools and Colleges where we organise projects. Teachers and advisers contribute to courses and provide displays of children's work.

### Qualifications for entry

Normally a degree in Art History, Fine Arts or Design or a graduate diploma awarded by a College of Art or Polytechnic Department.

## MUSIC

Courses include:

Secondary - for the intending school music specialist.

Peripatetic - for the instrumentalist who wishes to be a peripatetic teacher.

The aim is to prepare students for teaching in a variety of schools and includes work for school choirs and orchestras as well as class teaching techniques.

Traditional aspects of aural training and literacy, song teaching and music-listening are studied alongside modern approaches to creative music-making including sound textural techniques, Orff-Schulwerk and, in some cases, creative use of tape-recording and electronics.

The approach is essentially practical and students work with children in schools from the beginning of the course.

Tuition is available in skills which will be useful in the classroom - singing, guitar playing, keyboard facility, and aural development games - or in the study of an instrument.

Peripatetic students study instruments related to their own to establish a working knowledge of a group or 'family' of instruments. Their work includes the aspects of classroom teaching outlined above and also group teaching methods, instrumental repertoire, arranging and simple conducting.

Music-making opportunities in College are excellent. There are good practising facilities and flourishing orchestras, bands and choirs.

There are opportunities to work with students from other arts areas in Drama, English and Art. The course attracts people from a variety of

backgrounds from Colleges of Art and Music to polytechnics, universities and the professional Music world.

### Qualifications for Entry

For the PGCE course: a degree in Music; a graduate diploma provided that the holder has at least 5 G.C.E. 'O' levels including English Language or a mixture of 4/5 'O' and 'A' levels.

For the non-graduate (specialist) course: normally a diploma obtained after three years of study plus 3 G.C.E. 'O' levels including English Language but excluding Music.





## DRAMA

Teaching is a broad term and the skills involved can be applied in many walks of life. Bretton students have obtained posts in a variety of places including Arts Centres, Theatre Centres, Theatre in Education teams, Colleges of Further Education and all kinds of schools.

The overall aim of the course is to provide opportunities for the individual to:

1. develop his own expressive and communicative skills;
2. appreciate the process involved so that he can assist in the development of similar opportunities and conditions for others;
3. understand the uses of Drama in the process of education and work towards an individual philosophy of Drama in education;
4. relate Drama with English as areas of expression and experience;
5. acquire basic teaching techniques from which others can be evolved.

The approach is largely practical to help the Drama specialist

- (a) to introduce Drama as a class activity - employing movement, language, writing, reading and acting - and to see it as a contribution towards personal development;
- (b) to encourage children in the art of improvisation - having special regard to concentration, imagination, thought and activity which is fundamentally spontaneous and constructive.

### Qualification for Entry

Normally a degree in English or related studies but students with degrees in other studies will be considered.

## ENGLISH

The course centres on the place of talk, drama, reading and writing in English teaching with particular attention to the needs of children with average and below average ability.

The aim is to provide opportunities to develop a personal approach to English teaching through:

1. observation of children's use of language and response to it;
2. group discussions and planning of English projects;
3. critical analysis of current trends in English teaching;
4. practical experience in creative writing and drama;
5. development of relevant teaching arts and skills.

The method is to study specific and practical questions, leading on to broader questions of principle. As far as possible students are engaged in the activities with which they will hope to involve children e.g., creative writing, group work.

It is hoped to encourage new insights into language in and beyond the classroom and in so doing enable students to develop a critical and exploratory approach to their teaching.

**N.B.** Work in Drama is an integral part of the course and students will be able to choose options within English and Drama to produce a programme suited to their needs and aptitudes.

### Qualifications for Entry

A degree in English or related studies.

## ADMISSION

Please note that from 1983 entry, all candidates for teacher training courses must have G.C.E. 'O' level passes at Grade C or above in English Language and Mathematics.

## APPLICATIONS AND INTERVIEWS

Apply to:  
The Admissions Secretary,  
Bretton Hall College of Higher Education,  
West Bretton, Wakefield, West Yorkshire WF4 4LG  
Tel: Bretton (092 485) 261

Applicants will be invited to come for interview, formal or exploratory, to meet staff and students and talk about their own work.



## COLLEGE DEPARTMENTS AND STAFF

**Principal:** J.L. Taylor, Ph.D., M.Sc., Dip.Arch., ARIBA., MRTPI

**Vice-Principal:** Mrs. A.M. Staples, Ph.D., B.Sc.

### DEPARTMENT OF PROFESSIONAL AND HUMAN STUDIES

Head of Dept: J.H. Briel, B.Sc., P.G.Dip.Ed.

#### Education

J.H. Briel, B.Sc., P.G.Dip.Ed. Head of Subject

Mrs. M. Allen, B.Sc., M.Ed., Adv.Dip.Ed.Guid.

D. Burns. Cert. in Ed., Dip. Ed. Guid.

T.J. Cater, B.A., M.A., Cert.in Ed.

D.A. Eames, B.Sc., Cert.in Ed., Dip.Prim.Ed.

Miss J. Collinson, Teachers' Cert., Dip.Child Devel.

Mrs. P. Cook, B.A., Cert. P.S.W., Dip.Soc.St., M.B.P.S.

Miss I. Farmer, B.A., Ph.D., Teachers' Dip.

L.V. Hanlon, Dip. A.E.S., M.Ed.

Mrs. J. Hull, B.Sc., Adv. Dip.Ed.St.

R.E.D. Lister, Teaching Cert, Dip.Prim.Ed.

(Counsellor in Residence)

C. Newby, L.R.A.M., Cert.in Ed., Dip.Ed.Guid.

V. Quinn, B.A., P.G.C.E.

D.W. Sisson, B.A., D.M.A., Cert.in Ed., Dip.Soc.St., Dip.Soc. & Psychol.

Z. Stavrinides, B.A.

W.P. Sugrue, B.Sc., P.G.C.E., Ac.Dip.Ed.

Mrs. M. Brown, A.G.S.M., (speech) (part-time)

#### Physical Education & Movement

R.A. Burrell, Dip.P.E., D.M.S.

C. Goulding, B.A., Cert.in Ed., Dip.P.E., M.A.

Mrs. J. Robinson, Cert.in Ed., Dip.Prim.Ed.

#### Mathematics

M.J. Byard, B.Sc., Teachers' Dip.

P.H. Engineer, M.A.

#### Science/Studies in the Environment

M.T. Brook, B.Sc., M.I.Biol., P.G.C.E. Head of Subject

T.L. Rowland-Jones, M.A., M.I.Biol., P.G.C.E., Adv. Dip.Ed.

D.M. Wales, B.Sc., N.D.A., Cert.in Ed.

#### Studies in the Environment

C. Pearce, B.A.

Mrs. M.I. Dodds, B.A., Cert.in Ed. (part-time)

Mrs. M. McGowan, B.A., Ac. Dip.Geog., Teachers' Cert

#### Audio-Visual Aids

Mrs. J. Ayton, Cert.in Ed., Tech. (half-time)

#### Religious Studies

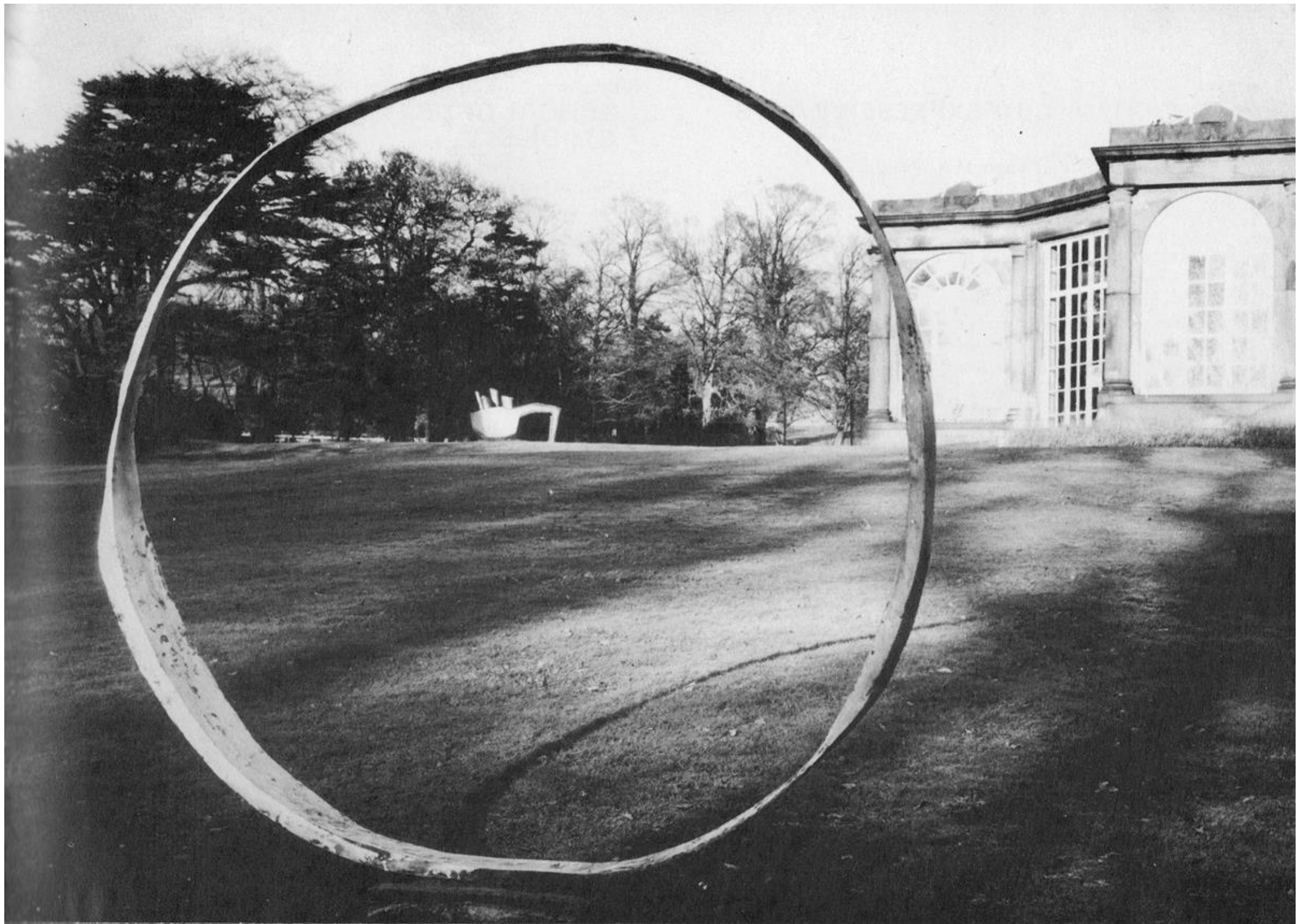
R.A. Hawke, B.A., M.A., P.G.C.E. Head of Subject

#### English/Education

Mrs. A. Williams, B.A., Ac.Dip.Ed., P.G.C.E.

**Senior Counsellor:** C.J. Newby, L.R.A.M., Cert.in Ed., Guid.





## DEPARTMENT OF EXPRESSIVE ARTS

Head of Dept: D.W.H. Watson, M.A., P.G.Dip.Ed.

### English

D.W.H. Watson, M.A., P.G.Dip.Ed. Head of Subject

D. Bromley, B.A., Cert.in Ed.

A.C. Brown, M.A.

J.F.W. Brown, B.A., B.Phil.(Ed)

I.K. Dempster, M.A., Cert. in Ed.

Mrs. A. M. Ireland, B.A., Cert. in Ed.

D. Lambert, B.A., Cert.in Ed., Dip.Drama

K. Marsden, B.A., M.Phil. P.G.C.E.

A. Tatham, Cert.in Ed. Dip.Prim.Ed.

A. Macdonald, M.A., Dip.Ed., A.L.A. (Librarian)

Mrs. E. Macdonald, B.A., Dip.Ed. (part-time)

### Visual Arts

A.J. Reeve, N.D.D., Cert.in Ed., Head of Subject

J.M. Anderson, N.D.D., A.T.C., Dip.A.E.

P.E. Murray, N.D.D., Dip.A.E.

J.W. Robison, B.A., M.A.

E.Z.E. Roder, N.D.D., A.T.D.

Mrs. S.W.King, Dip.A.D. (part-time)

Mrs. J. Rothenburg, Cert.in Design, Cert.Ed., Cert. in Printmaking (part-time)

T. Wood, B.A. (part-time)

### Fashion and Textiles

Miss J.F. Hickey, N.D.D., A.T.D., Head of Subject

R. Young

Mrs. A. Hall, N.D.D., A.T.D., Cert. in Ed. (part-time)

## SCHOOL OF DRAMA AND THEATRE STUDIES

Head of Dept: J. Hodgson, M.A., B.A., L.R.A.M., P.G.Dip.Ed.

P. Bond, M.A., P.G.C.E.

Ms. T. J. Buckland, B.A., M.Phil.

Miss J. Butterworth, Cert.in Ed., Dip. Laban Art of Movement, Dip.Ed.

P. Butterworth, M.A., Cert. in Ed.

M.J. Casey, B.A.

P.H. Clements, Cert.in Ed., Cert. in Child Drama

Mrs. A. Coldron, B.A., Dip.in Ed.

P. Cowen, M.A.

Miss S.E. Jennett, B.A., P.G.C.E.

T. Kedge, B.A., M.A., Dip. in Sp. & Dr.

A. Pritchard, M.A., Dip.Ed., Dip.Drama

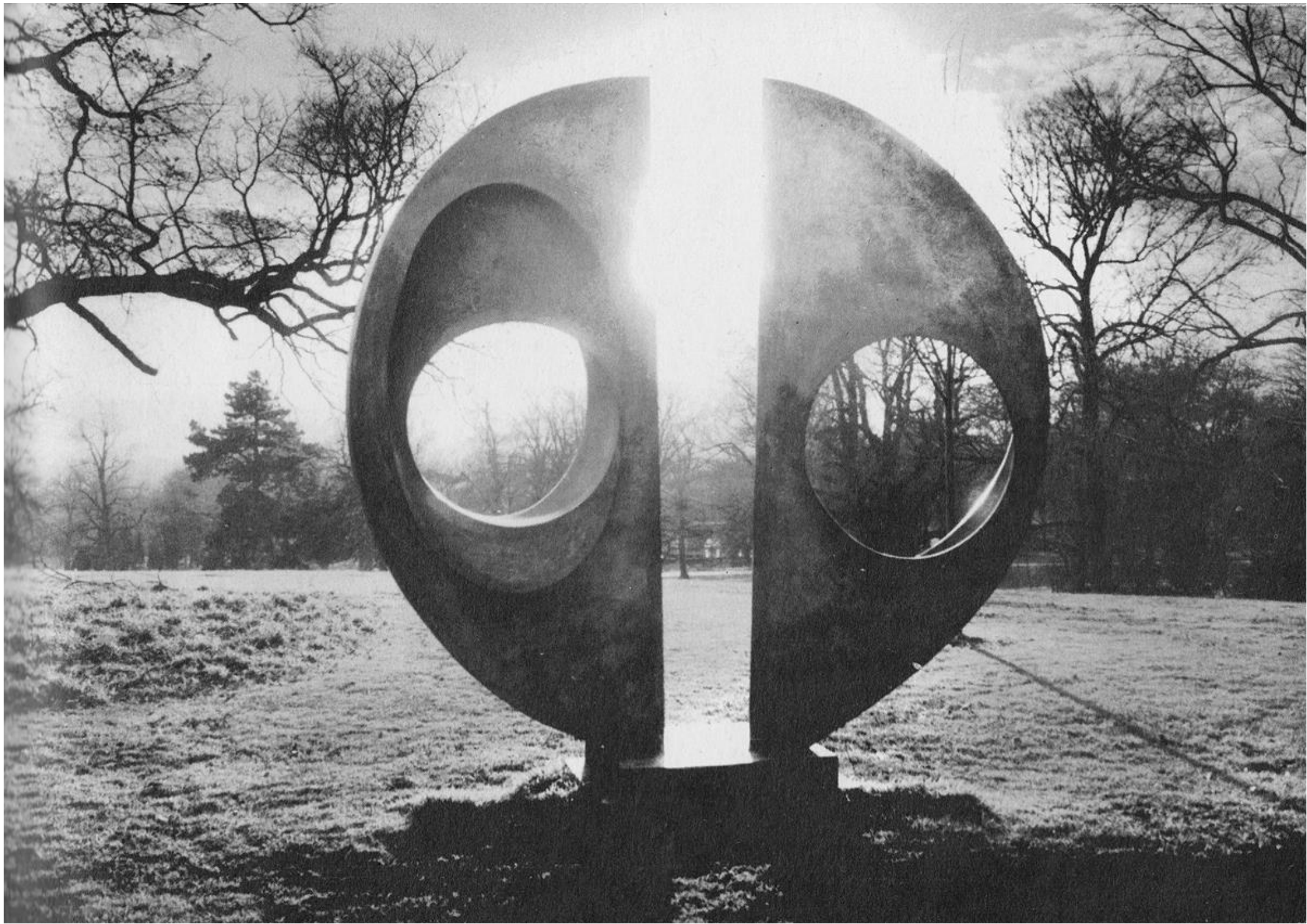
C. Marowitz, LAMDA Dip.

## YORKKSHIRE SCULPTURE PARK

Director: P.E. Murray, N.D.D. Dip A.E.

Curator/Education Officer: G. Young, B.A., M.A., P.G.C.E.

Artist in Residence: David Nash





## SCHOOL OF MUSIC

Head of Dept: P.J.G. Standford, F.G.S.M., M.Mus

### Full-time staff

G. Arran, B.A., Dip. in Ed.  
P.W. Cutts, M.A., A.R.C.M., A.R.C.O.  
D. Druce, B.A., Mus.B.  
J.A. Foreman, A.R.C.M., S.T.M.C.  
K. Glaves, B.A., L.R.A.M., P.G.Dip.Ed., Dip.Sec.Ed.  
P.O. Mann, B.Mus., F.R.C.O., L.R.A.M., A.R.C.M., Cert. in Ed.  
P.R. Priest, G.G.S.M., Cert.Ed.(Tech)  
J. Wild, A.R.M.C.M., L.R.A.M., L.T.C.L.



### Visiting Music Tutors

Miss J. Allister, L.R.A.M., F.R.A.M., F.G.S.M., F.G.S.M.  
(Emeritus) (Voice)  
R.Q. Bamforth (Bassoon)  
J. Barrow, A.R.M.C.M. (Flute)  
Miss D.M. Bird, M.Litt., Mus.B., L.R.A.M.  
K.S.C. Bolton, L.T.C.L. (Guitar)  
Mrs. P. Denny, L.R.A.M., A.R.C.M. (Pianoforte)  
Miss J. Dixon, B.A. (Pianoforte)  
Mrs. C. Druce, A.G.S.M. (Clarinet)  
N. Dyson (Brass)  
K.S. Edwards, B.A., P.G.C.E. (Percussion)  
J. Ellison (Clarinet)  
B. Greensmith, A.R.C.M., L.T.C.L. ('cello)  
J. Highcock (Voice)  
G. Hirst (Recorder)  
F. Horner L.T.C.L. (Violin)  
A. Houghton, A.R.M.C.M. (Clarinet)  
Mrs. J. Jameson G.R.S.M., L.R.A.M., A.R.C.M. (pianoforte)  
Mrs. M. Lacoux, A.R.M.C.M. (voice)  
H. Marsden, B.A., L.R.A.M. (Violin)  
P. McCarthy B.A., A.R.C.M. (Double Bass)  
M. J. McKenna, A.R.C.M., L.G.S.M., G.R.S.M. (Oboe)  
Mrs. J. Sowerby, A.R.M.C.M., G.R.S.M., A.R.M.C.M. (Viola)  
K. Swallow, M.Mus., A.R.M.C.M., L.T.C.L. (Pianoforte)  
J.G. Walker, L.L.C.M., F.L.C.M., Cert. in Ed. (Trumpet)  
D. Wise (French Horn)





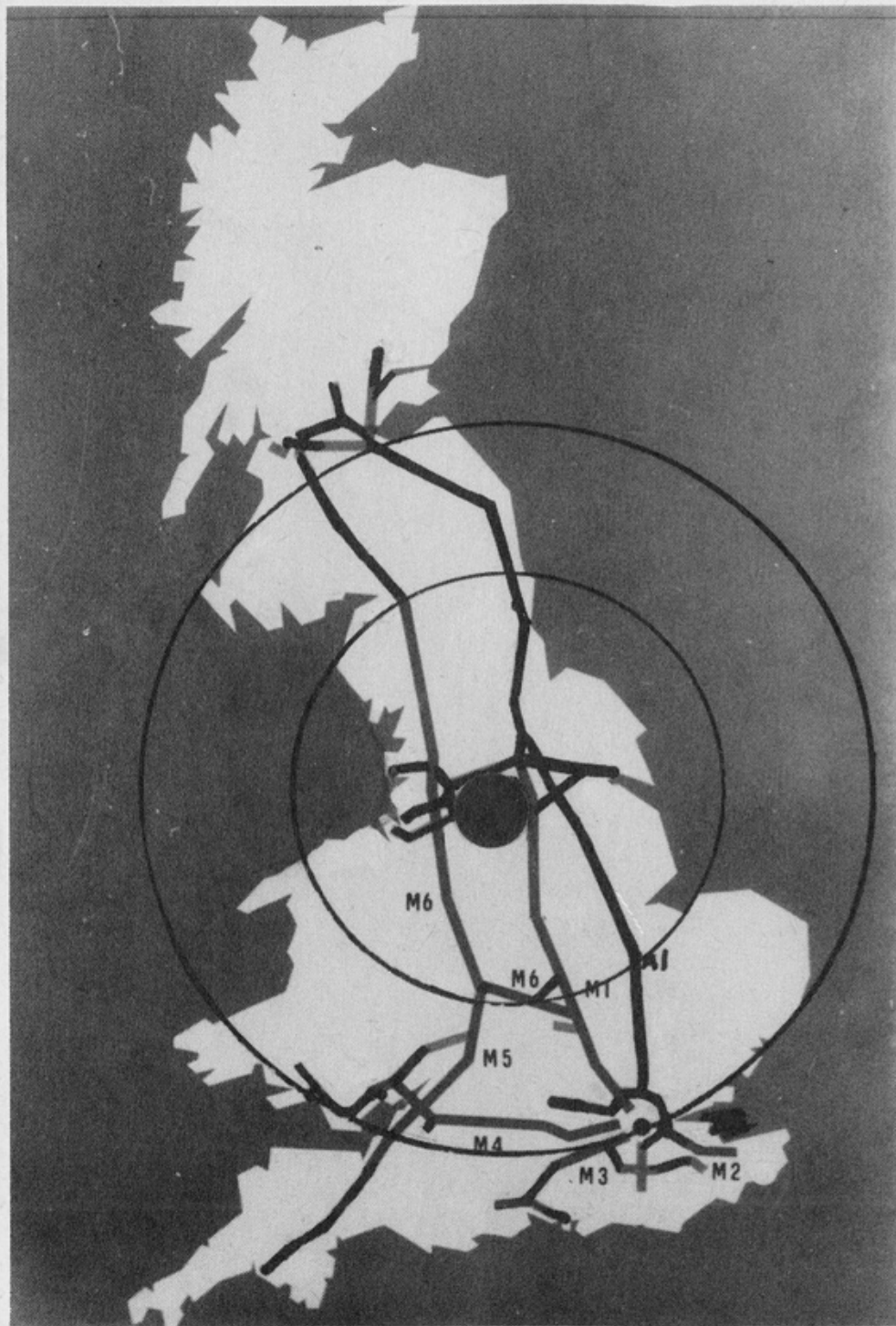


## LANDMARKS IN THE HISTORY OF BRETTON HALL

- 1720 The present Mansion built by Sir William Wentworth.
- 1815 Sir Jeffrey Wyatville commissioned to build extensions to the Mansion.
- 1830 The Stable Block built by George Basevi.
- 1948 Viscount Allendale, K.G., sold the house and estate to the West Riding County Council
- 1949 Bretton Hall College founded and John F. Friend appointed the Foundation Principal.
- 1961 Sir Hubert Read appointed as the first Bretton Visiting Fellow.
- 1967 BEd (Hons) degree approved as a Collegiate Degree of the University of Leeds.
- 1968 On John Friend's retirement Dr. Alyn S. Davies appointed Principal.
- 1973 Bretton Lakes Nature Reserve established as a joint project of the College and Yorkshire Naturalists' Trust.
- 1974 As a result of Local Government Re-organisation Bretton Hall College and its grounds came under the Wakefield Metropolitan District Council.
- 1975 New York University Annual Postgraduate Summer School began.
- 1975 BA degrees programme approved.
- 1977 The Yorkshire Sculpture Park opened at Bretton Hall. Bretton Deer Park was acquired by the Wakefield Metropolitan District Council, with grant aid from the Countryside Commission, to establish the Bretton Country Park.
- 1981 Dr. John L. Taylor appointed Principal.







**Bretton**  
 By Road... Distance from

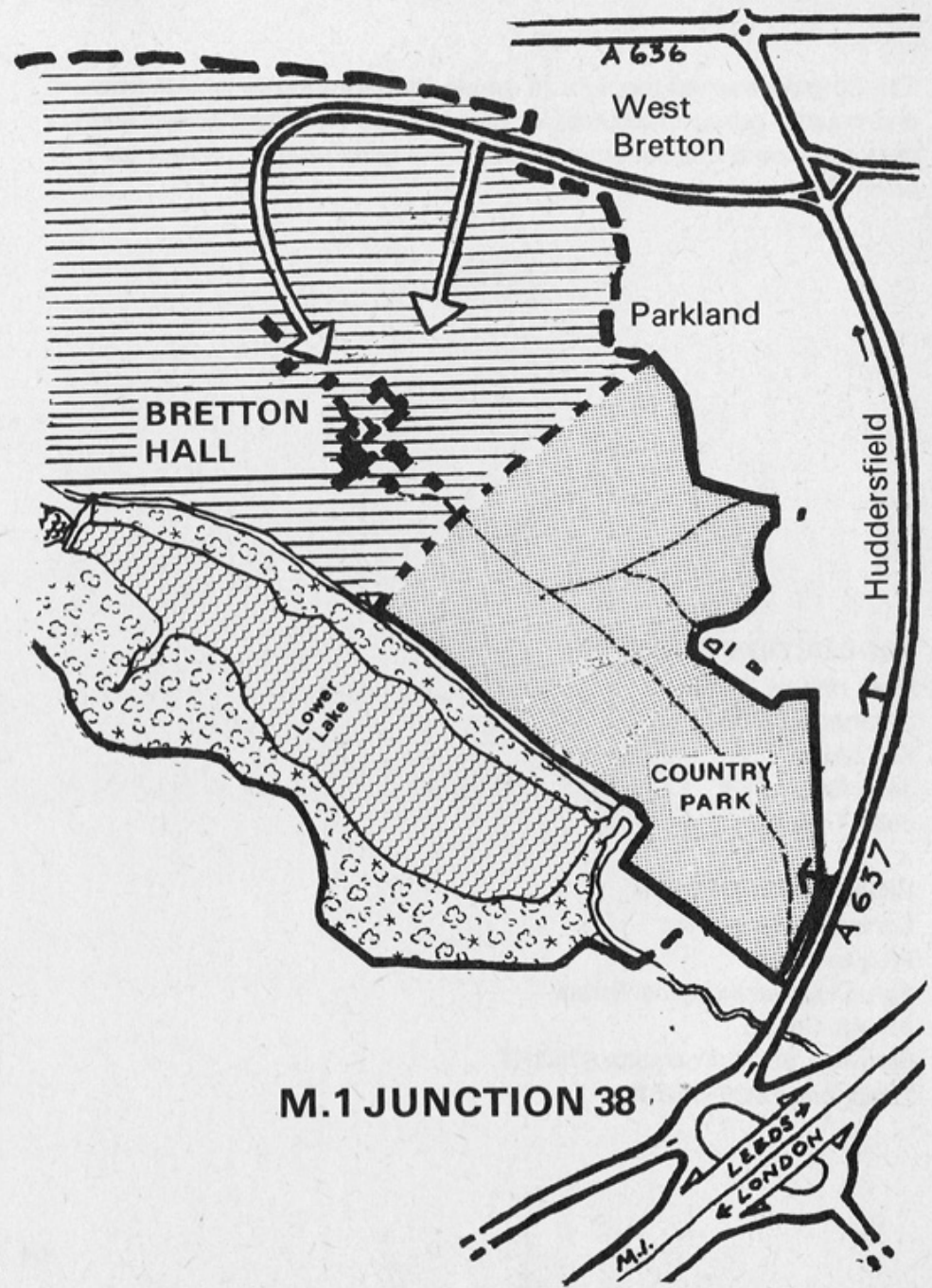
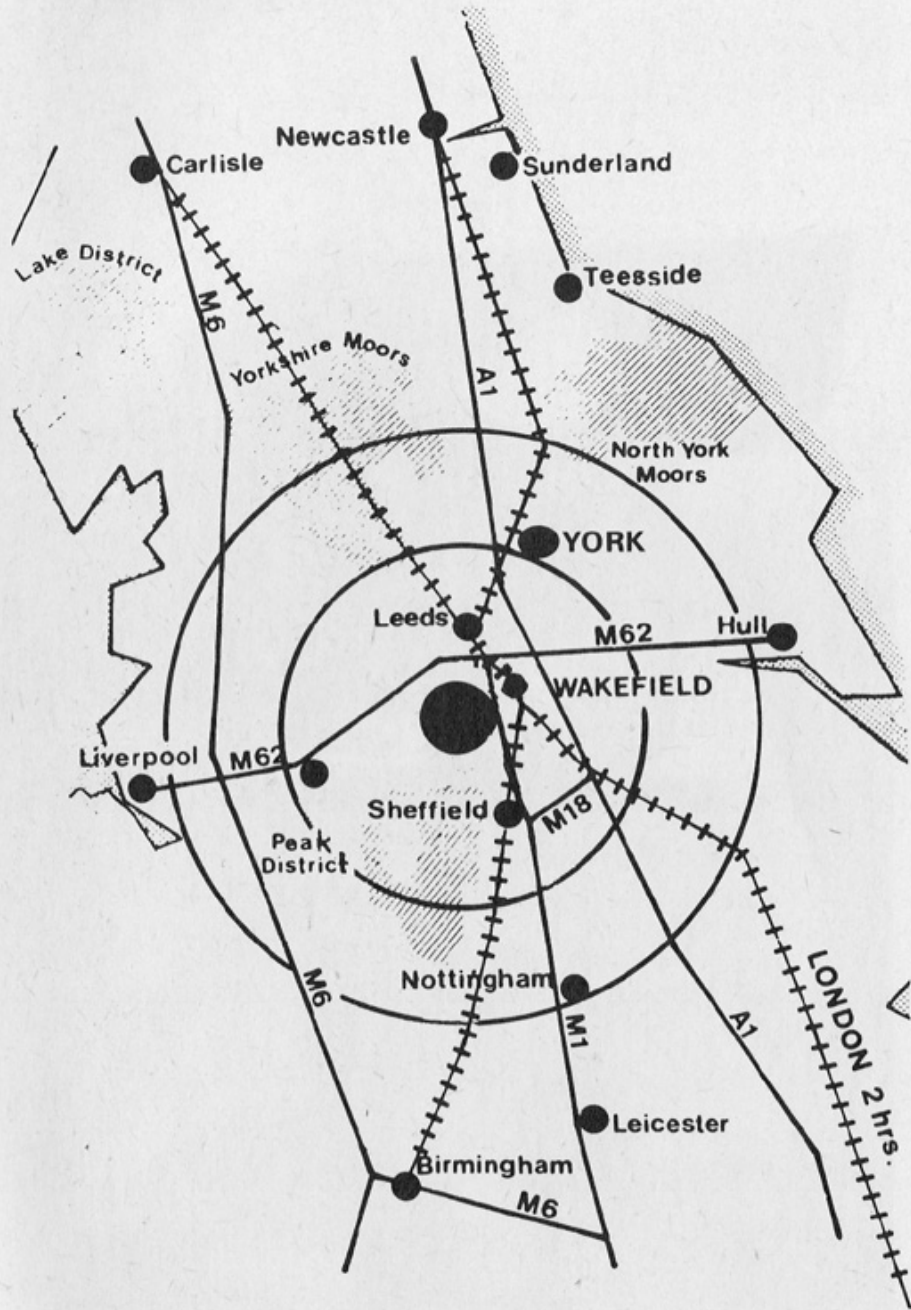
London .....	174
Birmingham .....	93
Bristol .....	178
Leicester .....	79
Newcastle .....	108
Nottingham .....	55
Leeds .....	16
Sheffield .....	18
Wakefield .....	6
Yorks .....	42

**By Rail... (B.R. Wakefield)**

London 2 hrs.

**By Coach... (Barnsley or Wakefield)**

London 3½ hrs.



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The College reserves the right to refrain from offering or to withdraw any course, group of courses or programmes published herein and does not intend this document to form the basis of any contract between itself and a student.

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Barugh Green Industrial Estate,  
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Barnsley, South Yorkshire S75 1HT  
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