Eileen Alexander is 100
Language teaching, the first bursary
Adopting a greyhound
Farewells to Joyce, Tim and Tony
Dear Readers,

Like Alice in Wonderland we return to our normal size after the last issue, which was a special, 'bumper edition'. The Coalition, however, did try to force us to further reduce the number and quality of pages but we stood up to them!

I hope that you find this issue interesting but I must remind you that without contributions we have no newsletter. Your latest news, insight regarding your interests, travels, current involvements and achievements, your memories of college, books and other recommendations - all are welcome. I think it's very important that the newsletter offers a range of material. So, please think about this and create a piece, it doesn't matter how short. It is also great if you can add a photo. Please email it to me at one of the addresses printed on the left hand side of this page.

Finally, I would like to thank Patti for doing the layout for this edition and all those who have contributed to it.

With best wishes, Philip Rundall.
when I was elected to the chair of the RSMA, almost three years ago, I set myself a few ‘targets’. Not simply because it was all the rage at the time, but more to fit in with the college motto ‘Respice Finem’, which I have always thought to be particularly appropriate for those involved in lesson planning. Among other things, this report will address the degree to which some of those targets have been met. Some are still awaiting achievement and will probably stand more chance of being so if I don’t name them (such as a wine store in which to put wine purchased from the use of our share in the Wine Society). I shall also draw a veil over those I have decided to abandon.

We have continued to take steps towards becoming more actively involved in the life of the College. With the majority of members on email, news of college events is now circulated regularly and quickly so that RSMs, who wish to do so, can join in with college events. We have, for example, competed for the second year running in the Homerton Charity Quiz Night. We came sixth out of the seven teams taking part, so there was inevitably a lot of talk along the theme of the original Olympian spirit about ‘taking part being the important thing’. Without doubt, every member of our team had a most enjoyable evening and our thanks are due to Jim Morrison and Sue Conrad, who organised a most successful across-college event, which raised £150 for the Cambridge Children’s Hospice. Nevertheless, we will need to brush up on a number of areas before next year. I have to admit that I didn’t know where on earth (literally) is the lowest point on dry land below sea level.*

Another positive development has been to meet the frequently expressed wish of members at the AGM for an organised RSMA Formal Hall. I have adopted the habit in the past of trying to attend all Formal Halls, so that at least one recognisable and friendly face would be at the table should any RSM wish to stay for a meal after attending one of the seminars, which precede it. I have taken the stance that it would be best for groups of colleagues, attracted by a particular seminar topic, to make their own arrangements. In all honesty this approach has not worked. This year we took the decision to designate the RSMA Formal Hall to be on the same evening as the Lent Term Alumni Formal Hall. Formal invitations were sent from the college’s Alumni Office and our thanks are extended to Alison Holroyd, Cathy Bogg, and Dr. Ian Morrison for their excellent organisation of what proved to be a most enjoyable evening. This combination of meeting past students and taking advantage of college organisation has proved to be a neat way of further welding our association to the activities and life of the college.

We now have an RSMA page on the college website. The address is www.homerton.cam.ac.uk and by clicking onto ‘Teaching’ an RSMA section will be seen. As yet, it’s content is limited and needs updating, but it’s a start and if there are any colleagues who fancy developing it, I shall be delighted to hear from him, her, or them.

The first award of our Charter Bursary in Teacher Education was awarded to Chloe Davies, B.A., who gave an excellent presentation (included in this Newsletter) to our AGM on her teaching experience in Nepal, during the period between graduation and the start of her Cambridge PGCE programme. Membership this year has benefited from the acceptance by Dr. Eileen Alexander of Honorary Membership, whilst the ‘young blood’ has come from the addition to our numbers of Dr. Anne Sinkinson, Dr. Stephen Tomkins, Holly Anderson and Geoffrey Mizen. We offer them all a warm welcome and look forward to their significant contribution to our activities. In addition we offer Stephen our sincere congratulations on being elected to an Emeritus Fellowship. Congratulations, too, to another of our colleagues, Professor David Bridges, who was elected to Emeritus status at the same time as Stephen.

I feel confident that Dr. Alexander will not feel offended by my reference to ‘young blood’. Despite the fact that on 2nd April this year she became our first centenarian, no one who attended our Michaelmas Term seminar and luncheon, at which Dr. Peter Warner gave his excellent presentation on ‘Homerton at War’, will forget her lively and lucid first-hand account of how to put out incendiary bombs with sandbags.

In recognition of Eileen’s special birthday and her distinguished career and contribution...... Continued
to the college, the committee agreed to award, for this year only, a prize in her name to the student who has contributed most to sport at Homerton. The winner of this award will be announced on Graduation Day.

The ‘Crumblies’ Choir are no more, but this is certainly not due to their unforgettable initial public performance at the memorial celebration for John Hammond last September. It was felt that the name might deter some RSMs from taking part, and after due consideration and wide consultation we have now become the classier ‘Emeritus’. Meetings (not rehearsals) of what I personally prefer to think of as a ‘therapeutic noise-making body’, rather than a choir, have been regular throughout the year and well attended, though low in numbers in the bass section. Led jointly, and superbly, by Barbara Pointon and Jane Cursiter, the sessions are great fun, offering the full range of musicality, from cleaned up versions of Rugby songs to choral works, which have probably not been performed since the 12th century.

The social aspect of our association has always been a difficult area of the work of the Committee. In the past it has been the practice to rotate responsibility for organising excursions and lectures among all members of the committee. This year we have decided to focus this aspect of our activity, and have been fortunate to be able to co-opt Pauline Curtis, who as a recent ex-secretary knows the workings of the committee well, to take on the specific role of coordinating events and visits.

Pauline’s co-option was in part the consequence of the sad loss of Tony Robinson, who died in October last year. Tony was a staunch supporter of the RSMA and a relatively recently elected member of the Committee. He brought to that role his characteristic enthusiasm and good sense. A fuller tribute to him will be found on Page 10 and on Page 12 one to Tim Everton, who lost his battle against cancer in late March. We shall miss them both immensely and extend our sincere condolences to their families.

Attendance will always be an issue in the success of any event and one factor in determining that will be the degree to which sufficient advanced notice can be given. With that in mind, the 2011 AGM will follow the new ‘tradition’ of taking place during the Alumni weekend at 2 pm on 24th September.

Above are the two pictures by Philip Rundall selected for the Royal Watercolour Society Open Competition 2011
Homerton Retired Senior Members have been delighted to welcome Eileen to a number of their recent meetings, all of which she has thoroughly enjoyed – particularly the seminar on Homerton in the war. Eileen was appointed to the Homerton staff to teach physical in 1937 by Miss Skillicorn. She was seconded to join the ATS from 1941-1945 and on her return to Homerton was appointed Vice-Principal of the college. She speaks very warmly of Miss Skillicorn and feels that working with her was very significant in her subsequent career.

Eileen was born in Staffordshire in 1911. The family moved to London and she attended North London Collegiate School. She trained as a physical education teacher at Dartford and took up her first teaching post at Felixstowe College for Girls in 1932. In 1935 she moved to work at Tamworth High School. (It was amazing to find that also on the staff for her first term was my mother – who was teaching French.) Her next job was at Homerton. She remembers her interview vividly – she had to take a gymnastics lesson in the gymnasium as Miss Skillicorn and others watched from the stage. Some memories of Eileen’s time at Homerton can be found in the College archives. Eileen left Homerton in 1946 to become an HMI, a position she held until 1951 when she was appointed as Principal of Bedford College of Physical Education.

In the 20 years that Eileen was at Bedford the size of the college grew from 150 – 450 students and her staff grew from 9 to 43. To accommodate this huge increase in student numbers she oversaw significant building projects as well as acquiring a good many houses for student residence. She played a leading role in the development of physical education during these years and was awarded the OBE in 1973 for this work. In addition Eileen was President of the Physical Education Association from 1959-1961, and was a member of the Sports Council and the CCPR Executive Committee. She received an Honorary Degree from De Montfort University in 1995.

Eileen still lives in her own home and is determined to stay there as long as possible! She marked her birthday with a small lunch party at a favourite restaurant.
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ive years ago I was sitting one evening in an Essex country pub when two magnificent greyhounds were led through the bar. The landlord told me that they were his dogs and when I asked him whether they needed a lot of exercise, he replied that one of the great advantages of the breed is that they require very little and that they spend a large part of the day snoozing. The landlord was obviously overweight, so this all seemed to fit. Indeed, it seemed to me that he rarely ventured far from the bar.

This was the start of my interest in Greyhounds. I had already been warming to the idea of taking on another dog after sitting, on many occasions, in the farm kitchen of Cheryl Horsley (a friend, who was an outstanding Homerton B.Ed. art student) with her black labrador sleeping by my feet. With Patti going away so much it seemed to be an attractive idea to have a dog once more. Before rushing in to making a decision I began to do some research. I had seen the Retired Greyhound Trust adverts in the press. 'The 40 mph couch potato' was made to sound irresistible. The internet was a great source of information and I also bought several useful books, including Greyhounds for Dummies, which is excellent. Via the internet I contacted a wonderful woman called Annie who is the main person in East Anglia connected with re-homing greyhounds. Through her I visited two racing kennels on several occasions, each time walking a range of dogs. If a particular dog appealed, then I would walk it each time I visited.

I ended up taking on Queenie (racing name Night Charter). She was the first dog I walked. She was black with a white bib and white tip to her tail. I had really wanted a brindle but Queenie was the dog I felt really relaxed with. Greyhounds are quite large dogs but Queenie was on the smaller end of the scale. One author describes the greyhound as being rather like a folding table that can fit in to a quite small space when required. I think this is very true.

Above all greyhounds are calm, gentle and quiet dogs. Queenie rarely barks. She will signal when she wishes to be let in or out of the house with a small sound which can build up to a bark if you don't hear her. She is brilliant on a lead, the lead hanging in an arc so that you could, if you wish, carry a tray of drinks while walking.

A racing dog will have been kept in a kennel and will not have experienced living in a home before. Queenie took about three weeks to work out how to climb the stairs. Some dogs can be spooked by a television, glass doors, vacuum cleaners and other household things we take for granted. Queenie was fine with everything apart from the stairs but she now sleeps in my studio at the top of the house.

Ex-racers are generally fed on a dried food designed for the breed 'at rest'. They don't eat a huge amount so they are relatively cheap to feed. Boarding fees for dogs can range from £7 to £20 a day - the advantage of an ex-racer direct from a racing kennels is that they'll look after your dog. I pay £4 a day. The people at the kennels know and love her and she's among other greyhounds.

Queenie is great with young children. To them she's as big as a pony but they can wander round with her on the lead, Queenie patiently following. BUT, she isn't gentle with cats. It is, however, possible to train her and indeed lots of greyhounds do live happily with cats. She also chases rabbits and hares but with other breeds of dog, she's absolutely fine. The only major thing you have to be careful about, particularly early on, is not to leave the front door open so that she can escape. This she did on day two and she ran full pelt down Blinco Grove, along Rock Road, turning right into a crowded Cherry Hinton Road, ending up in the public bar of The Rock. This was really scary! But just in case you think she's a bit of boozzer, the next time she did it, we had a call from Rock Road library.

So, for anyone thinking of getting a dog I would urge them to consider adopting a greyhound. Thousands of these dogs are available because of the racing industry. As a breed they are one of the oldest; they are a very special breed, a magnificent breed. Since taking on Queenie I have gone up the Gogs most days, regardless of weather, enjoying meeting an amazing range of dog owners from the veritable 'bag lady' to Alice Goodman, the poet and librettist of Nixon in China, with her three lurchers and a terrier. But the greatest pleasure of all is to see Queenie run at full speed looking sideways at me as she passes, as if saying, 'don't I look great!'.

My final selling point is that being 'on stilts' a greyhound rarely needs a bath after a muddy winter walk - a great boon!
Having started my PGCE this week, my experiences from this summer have already helped me to appreciate the substantial differences and somewhat surprising similarities that exist between the Nepalese and English education system as well as giving me an edge of confidence in getting up and teaching in front of a full class as an ITT. I cannot express how great the experience was that I was so lucky to have out in Nepal, and now reflecting back upon it, I can appreciate the huge impact that it has already had on my life. 

Travelling out just a few days after graduation, it was sensory overload as I touched down in Kathmandu. The head teacher of the school came to meet me at the airport and took me back to his home and school where he welcomed and introduced me to his family and the families of the older students. The next day I was thrown in at the deep end as giving me an edge of confidence in getting to know them I think this reduction was due to the direct and indirect expenses incurred through schooling which meant it was a less viable option for many families of the older students. The classrooms were somewhat basic, but functional. In each classroom there was a board to write on (if any chalk or pens could be tracked down!), and there were plenty of rows of tables and chairs for the students to work at. I was almost surprised to see how well the students turned out to school; equipped with a pen, each student wore the full school uniform and took great pride in their appearance. Armied with a few books on teaching English as a foreign language and planning fun and engaging lessons with little in terms of resources, I felt that most lessons worked well and it was incredibly rewarding to see the significant improvements that each student made in both their conversational and written English during the short time that I spent at the school. Although the school adopted a policy of teaching all subjects through the medium of English, it was evident that many of the teachers struggled with this themselves and so I also tried to help them improve their English and confidence in speaking the language in turn for some lessons in Nepalese! I have come to appreciate the specific difficulties that students have when learning English as an additional language and hope that when I find myself in a school with a struggling EFL student I will be able to help them settle in and improve their English.

The school was the centre of the community, with many students and staff gathering after school to socialise. Through this I was really lucky to get to know many of the students, and one of the most surreal moments of the trip was staying up to the early hours watching the world cup final being projected onto the side of the school with everyone who had gathered. Whilst out in Nepal the students had 2 weeks holiday. Wanting to make the most of this time and soak up all that Nepal had to offer, myself and my housemate who I was out in Nepal with decided to take on a challenge of a lifetime and trek up into the Himalayas with the goal of getting submerged into the Sherpa lifestyle and potentially reaching Mount Everest base camp. During this round trip trek we visited many of the mountain schools including the infamous St. Hillary School in Khumjung at 3500m, set up by Sir Edmund Hillary himself in 1961 for the Sherpa children of the Khumbu region. A few days on, we were lucky enough to not only reach base camp at 5360m, but also arrive on what was the clearest day in the last few months due to it being the monsoon season whilst we were out there. Having got up at 4am to trek up to the peak of Kala Pattah at 5545m, I can honestly say, sitting there and watching the sunrise from behind Everest was the most phenomenal sight I have ever witnessed and am likely to witness for the rest of my life.

Leaving Nepal at the end of my 6 weeks out there was tough, as I had formed such great relationships with the students and everyone else who I had the pleasure to meet. Thanks to Facebook which has also taken off in Nepal, I have been able to stay in touch with many of the people I met and hope that sometime in the future I will be able to head back and see how everyone is getting on. I am extremely grateful to the Homerton RSMA for facilitating this incredible experience!
Homerton has a growing and well-established tradition for welcoming students from other countries. Only a few people, however, know that for five years we offered a course that qualified students to teach French and later German not only in the UK but, in the case of French, all over the world.

The PGCE Maîtrise; Français Langue Etrangère course was an initiative by the French Embassy, to offer a unique opportunity for British and French post-graduate students to obtain a dual teaching qualification. This so-called double diplôme, officially recognised in France and in Britain, qualified French and English student teachers to teach French as a foreign language in either country, and French world wide. In 1994 the French Embassy invited Homerton and the University of Nottingham to join the University of Lancaster in offering this 10+ month course. After considerable and complex negotiations the first mixed French and English student cohort started the PGCE-Maîtrise in Homerton in 1996.

Students spent the first six weeks in the College, from September 1st following two specially designed Foreign Language methodology and Educational Studies courses. From October to the end of January they were based in one of eight partner French universities – Aix-Marseille, Grenoble, Lyon, Pau, Nancy, Strasbourg, Paris V or Paris VIII. Here they joined French students on a French Maîtrise course of 260 hours focused on a theoretical basis for teaching French as a Foreign Language – cultural ethnology, French linguistics and didactics. When they returned to Cambridge in February they spent the rest of the school year until mid July continuing with their French and Educational studies. HMI were impressed with the course, seeing a considerable value not only in the linguistic competence of all its participants, both French and British, but also in their enhanced cultural awareness. The inspectors considered the students’ experience of living and studying in both countries and the additional professional expertise to be of particular benefit to them as teachers of French. The students, paired where possible throughout the year, had an opportunity to learn from each other. This was particularly helpful in France where the British students had a French partner to explain and familiarise them with the somewhat uncaring, bureaucratic French university system. They also shared accommodation during the year firstly in Homerton, then in France and from February in accommodation again in Cambridge. One group of eight – if I remember correctly five French and three English – shared a large house where meal time arrangements revealed some cultural differences. The English preferred to eat watching TV whilst the French insisted on a well balanced three course meal à table!

In 1998 I negotiated with the Austrian Minister of Education a similar partnership involving the Pädagogische Akademie des Bundes in Tirol, in Innsbruck. The joint qualification of PGCE and the Austrian Lehramt would qualify an Austrian – British cohort to teach English and German either in England or in Austrian Hauptschulen (secondary schools). The first student group started at Homerton in September, 1999. The French and Austrian students all followed the same course whilst they were in Cambridge, splitting in October for their studies in either France or in Innsbruck, then coming back to work together from February to July. Many of these students, Austrians, French and English are still good friends and keep in contact both with me and with each other.

Despite one student having to do a retake in France – which was successful – all participants from both countries gained the dual qualification of either PGCE Maîtrise; Français Langue Etrangère or PGCE Lehramt. Given the linguistic, cultural and academic demands of the courses this was a considerable achievement after ten months’ intensive work. The two projects sadly came to an end in July 2001 despite the undoubted success because of funding and administrative problems within the college and the university. As far as I have been able to find out, from the last group of 25 at least two of the Austrian students continue to teach in the UK, as do four of the French and six of the English. Many from this cohort and other years still keep in touch. Two of the French university tutors have also become personal friends. As two of the students said in ‘thank you’ notes, ‘Wow! What a year!’ ‘(We) achieved what at times appeared to be the impossible’.

The PGCE Maîtrise - teaching French as a foreign language and the European Teaching Programme by Barry Jones
Joyce Skinner was born in Lincoln on 5th September 1920, the eldest of two daughters of working class parents. Throughout her life she never forgot the working class aspirations and educational opportunities she experienced in the difficult times of unemployment and poverty in the 1920s and 30s. With her sister, Ruth, she wrote ‘Growing Up Downhill’ in 1989, which was a record of their childhood and a tribute to their parents. Extracts from this book were used in texts for the national curriculum history books.

Joyce was a gifted student and a scholarship to Lincoln Christ’s Hospital Girls’ High School at the age of 10 led to her going up to Somerville College, Oxford to read history in 1938. A condition of her free tuition was a requirement to teach after graduation and in 1941 she attended the Oxford University Department of Education. It was during this period of teacher training that she encountered a schoolgirl named Margaret Roberts, of Grantham, later better known as Margaret Thatcher. It is reported that she was “not that impressed by the young Margaret’s aptitude for history”. She taught history in a number of schools, including the Perse School for Girls in Cambridge, where she was Head of History from 1947-50. Her teaching was scholarly, yet with an ability to capture the interest and enthusiasm of those she taught. She had high standards for herself and expected no less from others.

In 1952 she was appointed to a Senior Lectureship at Homerton College, Cambridge in 1952 and became its Deputy Principal in 1961. During her time at Homerton she spent a year as a visiting lecturer at Queen’s College in New York.

In 1964 Joyce returned to her native city of Lincoln as Principal of Bishop Grosseteste College. Her breadth of vision for teacher education and a clear understanding of national and local political issues enabled her to guide the college through times of great change and uncertainty. Under her astute leadership the college became co-educational and its first degree course in education was introduced. College expansion saw the establishment of outposts in Scunthorpe and Grimsby, an in-service programme for serving teachers and new buildings, including the library.

In 1974 she left to take up the post of Director of the Cambridge Institute of Education, becoming a fellow of Hughes Hall. She served on many national academic bodies and became the first – and so far only – woman Academic Secretary of the University Council for the Education of Teachers. In 1975 she was honoured with a CBE for her services to education, and was subsequently awarded two honorary doctorates.

On her retirement in 1984, she again returned to Lincoln. A questioning, but devout Christian, with a strong religious belief she had maintained a lifelong association with the Cathedral. She became an active member of the cathedral community, chairing the Board of Mission and Unity for the Diocese; editing the quarterly journal of the Lincoln Cathedral Community Association and acting as a steward on the Information Desk. She continued her role as a Bishop’s Inspector, which involved reviewing theological colleges and courses around the country.

The Cathedral’s services, with its rich worship, music and splendour sustained her quiet faith until the end.
Tony Robinson
1945-2010

Tony was appointed as PE Lecturer at Homerton in 1982, bringing a wealth of experience from St Ivo and other schools, alongside his own sporting involvement as participant, coach and referee. He served Homerton and the Faculty of Education in many roles, from Senior Lecturer in the P.E Department, to Director of the Graduate Teacher Programme and latterly as Committee member for the Homerton Retired Senior Members’ Association.

Whoever suggested ‘Carpe Diem’ as a good maxim for life might well have had Tony in mind. His positive attitude, involvement and eager participation in all aspects of his professional life, his kindness and his capacity for work were striking, along with his efficiency......and he always had a very tidy office!

Memories of Tony’s contributions to the P.E Department are legion, whether through his contribution to developing the Primary course Games programme; his leadership of the Secondary PGCE optional PE course and then the Secondary PGCE Specialist Course; his running of extra-curricular coaching courses; in the daily observation and giving of feedback to primary students whose course included teaching Morley Memorial School children at Homerton during the College lunch break; or demonstrating the now famous ‘Snippets’, for the whole year group of primary students as they observed children at work in the Great Hall. ‘Snippets’ were small samples of PE learning, in Dance, Games and Gymnastics, presented to students at the start of each year’s course, with children from Morley Memorial School. On one occasion as Tony demonstrated a push pass, with a unihoc stick and beanbag, the beanbag burst, scattering beans liberally across the Great Hall floor to the surprise of 30 children, around 100 B.Ed students and the staff team ......a memorable start to that year’s course! Sharing expertise and working with staff and children in local schools were regular features of PE Department activity.

Extra-curricular coaching courses and sport were available to all students across the College. These included games such as – hockey, football, rugby, netball and tennis as well as gymnastics, dance and swimming. Hundreds of students attended courses in the evenings and at weekends to gain these and other coaching awards. Tony also offered vacation activity. Many students will remember the College Mountain Club, which started with walks in the Lake District and the Peaks and later ventured to the Dolomites and the Pyrenees.

Carole recalls that, whether his day began with an early meeting in Huntingdon, Peterborough or Cambridge, Tony would always be the first to arrive and he would have written letters, sent emails and received phone calls before the meeting was due to start. In Ghana he and Carole ran a 3 week vacation programme for 280 teacher trainers and, even before the return flight landed at Heathrow, he had already written the first draft of a new Graduate Teacher Programme for Primary teachers on the back of a British Airways menu!

Tony organised the PE Department Staff ‘Away Days’. On one occasion we (all beginners) tried to play Golf under his expert tuition and on another, we had a great workout at the Science in Sport Exhibition at The Science Museum in London. He was also the Department’s social secretary, organising the annual Christmas dinner and the termly staff lunches, with Renee Cramp and later Sue Coulson, the PE secretaries. On other occasions, at leisure, we ‘lunched’ in Calais, during channel tunnel experiences, taking in the hypermarket on the way home.

Stephen recalls that Tony was energetic, down-to–earth, eminently practical, focused and critical in his thinking. He applied the pedagogical analysis from his PE practice to wider areas of classroom practice and teacher appraisal. I always liked his sharply
pointed questioning. The person who was challenged was never ‘put down’ but always expected to see the solution to the problem as a result of the questioning. We all needed more of that. When we were in Ethiopia, Tony introduced the game of Rugby to the trainees at Kotebe College of Teacher Education. That was memorable!

He used the novelty of the game to demonstrate how one might teach anything. I will miss seeing him and he was young at heart. What a tragedy.

Mike worked closely with Tony since his appointment to Homerton in 1982. He recalls that, in his roles as PE lecturer and subsequently as PGCE Secondary Students School Placement Coordinator, Tony always impressed by his conscientiousness, his care for individuals and his humanity. When – following Kenneth Clarke’s Circular 9/92 – new school-based models of initial teacher education became the vogue, he typically saw opportunities where others saw problems, offering his own exciting vision when others became perplexed and discouraged. Introducing a Physical Education option within the Secondary PGCE course, he contributed significantly to improving the quality of the Varsity Rugby team, but only, he insisted, if the potential props and the hooker ‘could dance and meet the gymnastics requirements of the National Curriculum as well!’ Later he achieved distinction as the first Director of the Faculty of Education’s Graduate Teacher Programme, opening up opportunity and second chances for many who could not access or afford a traditional training route and who subsequently became inspiring teachers in schools throughout the region.

The Secondary PGCE PE course attracted not only successful Rugby players, six of whom assisted in winning the Varsity match, but also international sports people in Rowing, Ballroom Dance, Modern Pentathlon, Swimming and Hockey.

John tells us that he had the very great pleasure of working with Tony in a range of areas of College life. He also notes that the PE group provided the best of the Cambridge side in Varsity matches. ‘Tony played a major part in the foundation of the demanding certificate course taken, on top of their existing commitments, by PGCE students from all subjects, who wished to become leaders in the Duke of Edinburgh Award Scheme. On one occasion they were visited by H.R.H. Prince Edward, who has taken over the administration of the scheme from his father.

When Homerton was involved in the Articled Teacher Programme, the first pilot scheme involving school-based training, Tony was an enthusiastic tutor of the students involved and a staunch supporter of colleagues in schools. He was a stalwart friend and colleague and I shall never forget, knowing how much I hated meetings, his wry smile of support across a table during many a furiously pointless debate, would help to keep me sane!’

In summary, Tony was an inspirational teacher and mentor and a great sportsman with a huge sense of humour. He was generous and kind, lived life to the full and was a much valued and respected colleague. He is sorely missed.

“Considerable anxiety was caused to the Homerton P.E. Department by their discovery that very heavy and odd shaped balls were used in Ethiopian Rugby.”

Photo and quote: Stephen Tomkins

Tributes from Tony’s funeral service are obtainable from Ian Morrison/ Alison or Cathy in the Alumni Office.
Tim Everton became the first Dean of Educational Studies in the University of Cambridge Faculty of Education in August 2001, following the convergence between the University’s School of Education and the research and teaching activities of Homerton College. He succeeded Professor Donald McIntyre as Head of the new Faculty, and led it with distinction and vision through its formative years. Tim was a strategic thinker and a superb manager, who commanded respect throughout the University for his energy, his fair-mindedness and his ability to take tough decisions with grace and care. In October 2006, he resigned to pursue a new career in pub management, a dream he had nurtured from his student days onwards.

Born on 28 March 1951, Tim attended Queen Mary’s Grammar School, Walsall, winning an Open Exhibition in Mathematics at Keble College Oxford in 1970. After a brief period as a Research Assistant at the University of Aston, he took up mathematics teaching posts, first in Walsall and then in Shrewsbury. Following a Masters degree at the University of Keele, Tim began a career in teacher education, as Lecturer in Mathematics Education at the New University of Ulster, subsequently moving to the Leicester School of Education in 1983. Here Tim revitalised the Mathematics Education programme, and as Head of the University’s large initial teacher education PGCE course, he played a central role in developing the highly innovative Leicester Partnership Scheme, which saw the university tutor share the teaching and its evaluation with the student and the school mentor, thereby connecting this activity with the lifelong professional development of teachers and the process of school improvement.

At Leicester, Tim honed his leadership skills. As Head of the PGCE and a member of the School’s senior management team, he encouraged vigorous debate and insisted on collective responsibility. He played rugby for the local Aylestone Athletic club until the age of 40, took part in the fiercely contested University inter-departmental cricket cup, where his contribution was largely motivational, and gained an encyclopaedic knowledge of the local hostelries in the city and surrounding countryside.

Tim’s immense energy and enthusiasm, his leadership and innovative talent, inevitably brought him to the attention of others, and in 1992 he was appointed as Deputy Principal of Homerton College, Cambridge, becoming a founding Fellow of the reconstituted College in 2001 and Emeritus Fellow in 2007. Tim was a natural foil to the new Homerton Principal, Kate Pretty, as they brought together Kate’s experience and insights of the University and Tim’s extensive knowledge of teacher education. Together, they worked dynamically to re-establish Homerton’s reputation as one of the leading teacher education institutions nationally, to develop closer links with the University, and to establish the College as an outstanding centre of educational research. As a team, they provided strong leadership and a consistency of purpose which enabled colleagues to find a balance between research and teaching without threatening their confidence or self-esteem.

Tim’s efforts were central in helping Homerton emerge as a leading national provider of teacher education, with outstanding Ofsted grades, and he forged a close working relationship with Donald McIntyre, then the Head of the University’s School of Education.

Negotiations with the University presented many challenges for the College, but Tim faced them with patience, resilience and humour. His mathematical background allowed him to have an unrivalled grasp of the financial and planning aspects associated with convergence between the two institutions, and he forever kept his nerve and helped steer the School - College merger through to fruition. In 2001, all teacher education provision in Cambridge was merged in a new Faculty of Education, and Tim was a natural successor to Donald McIntyre as Head of Faculty. Bringing together different groups of staff, with different priorities, interests, eccentricities and talents, was no easy task but Tim addressed the task with enthusiasm and sensitivity, displaying an inner toughness and resilience which made him slow to anger. His natural authority and presence, his quick grasp of complex and multi-faceted issues, made him popular with students and colleagues alike, and in 2005, he led the move of the Faculty into splendid new buildings on the Hills Road site. Throughout his time as Head of Faculty, Tim worked assiduously to establish the reputation of the Faculty within the School of Humanities and
Social Sciences and the wider University, and proved to be a shrewd, dedicated and inspirational advocate for education.

Tim’s contribution to teacher education was widely acknowledged beyond the three different institutions in which he worked for over 25 years. He was Treasurer and member of the Executive Committee of UCET for a time, sat on national working parties and focus groups, and made a significant contribution to increasing the accessibility of A level Mathematics in the UK. His family life was a great source of strength when coping with difficult times at work. He met his wife, Val, when they were sixth formers and perhaps this experience led him to be very protective of his three daughters when they reached a similar age; indeed, on the occasion of one of their birthday parties, he donned his dinner jacket and insisted on acting as a bouncer at his own front door to ward off undesirable suitors.

Tim was an enormous presence in Cambridge teacher education for over 15 years; he continued as an education researcher despite his heavy administrative loads, on projects linked to developing the expertise of beginning teachers and exploring teachers’ status. Tim was a calm, reflective presence; his love of real ales and red wine, his commitment to real rugby where forwards dominate and backs rarely see the ball, his commitment to his colleagues and his students, all combined to make him an enormously engaging and human educationalist.

It had been a miserable fortnight since I had undergone a formidable interview at a well known West Country Training College, been offered a lectureship and had then turned it down. This decision had not been made on the basis of a sensible and rational appraisal but had been based on intuition and gut feeling. My feelings had not been helped by a friend who had called my refusal of the post “sheer madness”.

But then, out of the blue, a letter arrived from Homerton College suggesting that I might come for “an informal exploratory visit” concerning a vacancy in the Education Department. I was delighted though rather bemused since, in my ignorance, I had never heard of Homerton but a colleague at the school where I was teaching had been a student there and claimed that it “was the best in the country!”

Cambridge was not entirely new to me. Friends who had been students there years earlier had offered hospitality, [the opportunity to sleep on their floor] and so I had enjoyed pints at the “Eagle”, canoed up to Grantchester and risked life and limb climbing college railings to gain access after hours, but I had never ventured south of the railway bridge.

Soon after arriving at Homerton I met the Vice-Principal, Joyce Skinner, who showed me something of the college campus while talking of possible areas of teaching to which I might contribute. Since those that I suggested appeared to be covered by other members of the Education team my confidence was somewhat shaken. Then I met Tom Simms, head of the Education Department, formal in manner and elegant in style with bow tie and dark suit. He was courteous and benign and our talk went from education issues to windmills and weddings, his daughter having been recently married. I found it all rather bewildering.

Tea with the Principal came next. Arriving in good time I found the only person there was Esme waiting to serve tea. She was immaculate in white housecoat and stood by stiffly as if at attention. Was she housekeeper, maid or some kind of general factotum? I was nervous and attempted to pass the time of day by chatting about the weather but Esme, no doubt considering this to be presumptuous, froze me into silence.

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When Beryl Paston Brown came in the atmosphere lightened. She was warm and friendly and put me at my ease though I was still concerned about managing tea and questions at the same time. The sandwiches were elegant, thinly cut, cucumber, in a style to which I was not accustomed. It was only as the meeting concluded that I noticed that, in my nervousness I had been scoffing many more than would have appeared civilized.

All in all, it had been a somewhat mysterious day. The word ‘interview’ had never been mentioned and there had been no clear sign of how any criteria of selection had operated. I returned home and confessed that I had lost the chance of being selected, after all, it was clear that I had not passed the cucumber sandwich test.

A couple of days later a letter arrived from Homerton with the offer of a lectureship. There was no chance that I would turn this down; I had glimpsed something which, though still mysterious was full of promise. The ‘informal visit’ had worked out well.

coffee mornings

Coffee and chat in the Combination Room at 10.30am: Friday 27th May 24th June and 22nd July.

picnic luncheon

12.30am, Saturday 2nd July. Kindly hosted by Pauline and Godfrey Curtis in the garden at Gazeley, Gazeley Road, Trumpington. Following the ‘tradition’ started by John and Judith Hammond, you are invited to bring drinks and luncheon for a picnic in the sunshine with colleagues. Bread, Cheese, water and fruit will be provided.

rsma visits

15th May: Odsey Park, Ashwell 7th July: Bury St. Edmunds. Pauline will provide more details about the visit and the car pools.

committee meeting

28th July. Send comments, and matters for discussion to Trish Maude by 21st July.

rsma agm

2 pm, Sat. 24th September. Programme details and booking form will follow.

Carole’s Carols: Barbara Pointon, David Hindley at the keyboard and members of Emeritus in full flow. 17th December 2010