

**Hampstead Physical Training College**

**1885—1895**

**Founded in 1885**



**Jane Claydon**

**2021**

**© Jane Claydon and The Österberg Collection**

**Appendices & References**

## Appendix I

### What became of The Hampstead Gymnasium in 1895?

Information is limited but some details can be pieced together. Jonathan May recorded in *Madame Bergman-Österberg* that Allan Broman, Madame's brother-in law and Kate Marshall(1893),who had been lecturing at St George's Teacher Training College in Edinburgh, were appointed by Madame, to initially run the Gymnasium from September 1895. Helen Greene became Principal in 1900 when she qualified, before the students were transferred to Dartford, in October 1901. (Helen returned to Dartford as Principal in 1917 and remained in post until 1919.)

The Hampstead Gymnasium itself was continued for a small group of students by way of a day training college. Allan Broman, who later ran the first course at the Paddington Street Gymnasium, (71) was appointed to teach gymnastics. Miss K. Marshall was brought back from Scotland, where she had gained experience in teacher training, to help with the lecturing, and the services of Miss Alma Wikner, newly arrived from the C.G.I., were obtained. Miss Wikner took charge of the venture. (72) The experiment, without the direct driving force of Madame Österberg, herself occupied with establishing the old College in new buildings, does not seem to have been a notable success, and soon the students and staff of the little

annexe moved to Dartford. One of the students involved in the transfer, Mary N. Pearson, later returned to Hampstead and, with her mother, took over Reremonde for gymnastic and dancing lessons. Madame Österberg maintained a managerial interest in Broadhurst Gardens for another decade, at one stage asking Miss Greene, who qualified in 1900, to become Principal there. (73) The Hampstead Gymnasium remained in the hands of the Pearson family until the First World War. Later it was sold, and today is used as a restaurant.

© *Madame Bergman-Österberg*

For, as Professor Törngren foretold, Miss Wikner is a born teacher, and her work as such has been a constant and never-failing happiness to herself, and inspiration to her students.

Her work in England began in October, 1900, and for four terms she taught at Broadhurst Gardens, Hampstead, the original home of the Österberg College. But in October, 1901, the Hampstead students were removed to Kingsfield, and it was in January the following year Miss Wikner began her work at College.

*The Bergman Österberg Union Magazine* published in 1920, included an article about Miss Alma Wikner. It mentioned she started her teaching in England in 1900 at 1 Broadhurst Gardens. (See the details, left.)

Hilda Pagan and Mary Osborne (later Mrs M.N. Pearson) were two of the students involved in the move from Hampstead to Kingsfield in October 1901. Hilda, in a letter published in the *St George's Chronicle* dated 1901, provides information. She stated that Hampstead was re opened in 1900 and that the training was exactly the same as at Dartford but, as the college had no grounds, they did not play games. She explained:

*We feel that this blank is more than made up for by the neighbouring swimming pool and by extra dancing lessons which the Dartford students greatly covet. Our lecturer for anatomy is an old friend of St George's, Miss Marshall... Madame Österberg herself comes every week or so to see us. None of us live at the Hampstead Gymnasium so that is best suited to London girls or to those like myself who can stay with relations near by.*

Hilda stayed with her Uncle and Aunt, Tom and Anna Osborne, parents of Mary (May) Osborne who also attended the college at Hampstead. Madame moved Mary to Dartford.

Mary qualified in 1901 and later married and was known as Mary N. Pearson.

The extract from a letter, right, written by Mary Osborne provides further confirmation about: the re opening of Hampstead, her transference to Dartford and later, when she had finished her training in 1901, her involvement with her mother, Anna Newton Tait Osborne, in the running of the Hampstead Gymnasium.

© *The Österberg Collection*  
I have very happy memories of the college in its Hampstead days. I attended classes as a child with enthusiasm & afterwards was a student there when Madame re-opened it for a short time for training. She soon removed us to Kingsfield & after I had completed my training, my mother & I took it over for

## Appendix II

### Gymnastics Tables produced by Madame Bergman Österberg in 1887

These were designed to be used by the schools run by the London School Board but, they give an insight into the type of gymnastics the students undertook in preparation for teaching. Much of the teaching practice was done in what would now be known as primary schools.

These four pages, from the publication, provide information about commanding, the use of the voice and the specific words, including the emphasis used by the teacher when taking a class.

Jonathan May, in *Madame Bergman-Österberg*, on pages 27–29 provides information about this publication, suggesting Madame produced it for the London School Board teachers she was leaving behind. He provides a precis of the document and reproduced Table I.

## LING'S SWEDISH SYSTEM.

### GYMNASTIC TABLES

(WITHOUT APPARATUS)

Published for use in London Board Schools

BY

MARTINA BERGMAN ÖSTERBERG,

From the Royal Institute of Gymnastics, Stockholm,  
Superintendent of Physical Education in Girls' and Infants'  
Departments of the London School Board.

© The Österberg Collection

#### TABLE II.

1. Po-sition! Hips—firm! Tiptoe raising. Left foot begin—**one, two**, etc. Attention—**one, two!** Po-sition! Re-**pose!**
2. Po-sition! Head backward—**bend!** Head upward—**raise!** Repeat—**one, two!** Re-**pose!**
3. Po-sition! Arms upward—**stretch, two!** Arms downward—**stretch, two!** Repeat—**stretch, two, three, four!** Re-**pose!**
4. Po-sition! Hips—firm! Heels—**raise!** Heels sink! Repeat—**one, two!** Po-sition! Re-**pose!** © The Österberg Collection
5. Po-sition! Neck—**rest!** Hips—firm! Po-sition! Repeat—**one, two, three!** Re-**pose!**
6. Po-sition! Hips—firm! Feet sideways—**place, two!** Trunk to the left—**turn!** Trunk forward—**turn!** Trunk to the right—**turn!** Trunk forward—**turn!** Repeat—**one, two, three, four!** Feet together—**place, two!** Po-sition! Re-**pose!**
7. Marching, sounding the third step. For Command: see page 9.
8. Po-sition! Arms outward—**stretch, two!** Arms downward—**stretch, two!** Repeat—**stretch, two, three, four!** Re-**pose!**

**Order of Tables.** The Tables are to be used successively in the order arranged. A new table must not be practised before the previous one is well performed by the whole of the class. The time spent in getting the elementary exercises perfect is never lost. The first three tables are specially arranged in order to meet the requirements of the seven year old children. The exercises in the first two tables will be found suitable for children under this age.

**Command.** Great distinction should be made between the *Word of Attention* (which tells the class what movement is to be taken), and the *Word of Execution* (which tells when the movement is to be performed). A short pause should be made between these two words.

The *Word of Attention* should be given in a calm, descriptive manner.

The *Word of Execution* should be given in a short, sharp, decisive way, except in the case of slow movements, as trunk-bendings, knee-flexions, etc.

#### © The Österberg Collection

**Repetition.** Each movement should be repeated three or four times. When the exercise is well known by the class, the whole of the Command need not be given a second time.

It is then sufficient to direct: Repeat—**one, two (three, four)!**

**Voice.** The voice should be modulated in Commanding. Too high a pitch is less decisive and inharmonious.

**Time.** In foot movements precision is gained by the class sounding a certain step simultaneously and distinctly: in arm-stretching, heel-raising, and knee-bending, etc., by counting aloud.

**Corrections.** Corrections should be short and clear.

They should never be made when the children are placed in a difficult position but *after* the movement, during repose.

The teacher should correctly perform each new movement in front of her class before Commanding it.

## Appendix III

### The Galton Experiment

An article headed *Reminiscences* published in the *Bergman Österberg Union Magazine* dated 1965, made reference to Anna Pagan going to South Kensington with Kate Marshall for tests to measure her breathing. The *1893 Report* produced by Mary S. Tait, during Madame's absence in America, recorded additional information.

More details are available at: <https://wellcomecollection.org/works/zn4mh4k>

This website provides access to correspondence between Mary S. Tait and Dr Francis Galton and details about the individual students who participated.

#### MBÖ's Report 1895 © The Österberg Collection

Laboratory, South Kensington Museum, of the development of the individual Students—Seniors—measured twice within the year. The Lung Capacity of the Students is far above the average, as you will see below, where we give the average of the measurements of the Students taken in July, 1893. [The general average Lung Capacity for Women being about 140 cubic inches.]

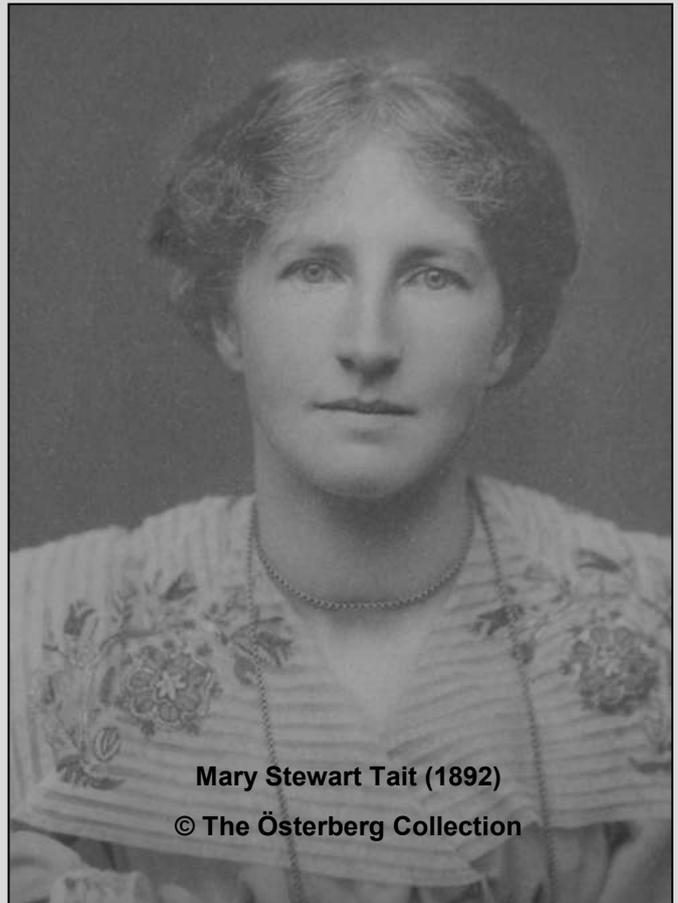
##### AVERAGE OF STUDENTS TAKEN SUMMER TERM, 1893.

Age .. .. .	21 years, 2½ months
Head length .. .. .	in inches 7.31
Head breadth .. .. .	.. .. . 5.73
Height standing .. .. .	.. .. . 64.49
Height sitting .. .. .	.. .. . 33.97
Span of arms .. .. .	.. .. . 63.93
Weight .. .. .	.. lbs. 123.01
Left grasp .. .. .	.. .. . 56.5
Right grasp .. .. .	.. .. . 59.71
Lung capacity .. .. .	in cubic in. 184.42
Re-action to sight, in hundredths of a second	18.32
Re-action to sound .. .. .	.. .. . 14.75
Measurement across chest from arm-pit to arm-pit, in inches—	
Uninflated .. .. .	.. .. . 14
Inflated .. .. .	.. .. . 14.64
Measurement round lower ribs, in inches—	
Uninflated .. .. .	.. .. . 27.88
Inflated .. .. .	.. .. . 29.62
Measurement round waist, in inches—	
Uninflated .. .. .	.. .. . 25.84
Inflated .. .. .	.. .. . 26.83

Colour sense in all cases normal.

Six cases of Astigmatism.

Hearing in all cases normal.



Mary Stewart Tait (1892)

© The Österberg Collection

About 24 Hampstead students and four staff took part in these measurement testing sessions which took place at the Anthropometrical Laboratory at the South Kensington Museum.

Two, of the four staff were identified: Mary S. Tait (1892) and Emily Baker (1891).

Measurements were taken in October 1892 and in July 1893, for lung capacity, height, strength, reaction to sound and light, as indicated above.

Careful records were noted about each student which included name, place of birth and age.

Madame's Report, which mentioned this testing, was not published until 1895.

## Appendix IV

### Four students, with links to Madame Bergman Österberg and the Hampstead Physical Training College, started their own colleges

Four new colleges of Physical Training were created by these students:

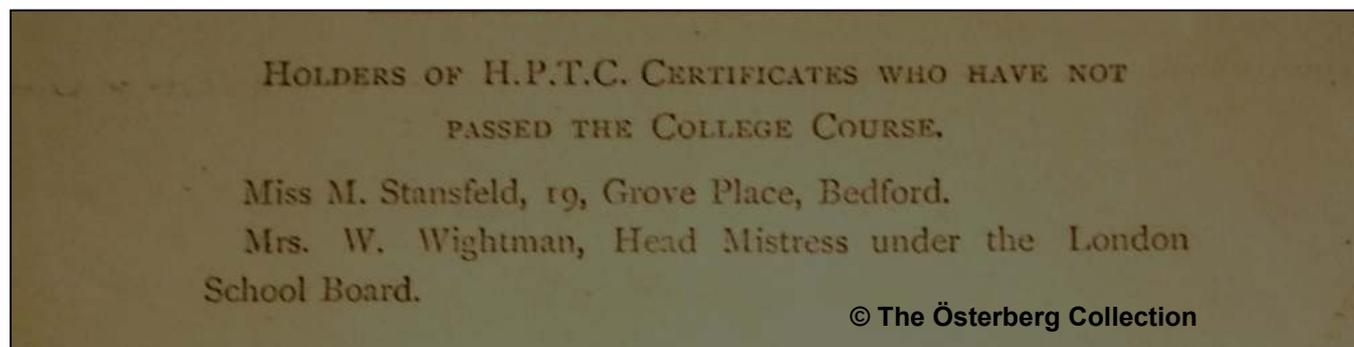
In 1897, Anstey College of Physical Training by Rhoda Anstey (1895)

By 1899, The Swedish Institute for Physical Education, in Clifton, Bristol by Theodora Johnson (1887)

In 1903, Bedford College of Physical Training by Margaret Stansfeld

In 1904, The Manchester Physical Training College by Gertrude Thomas (1891)

**Margaret Stansfeld** was born in March 1860, in Islington. She enrolled in courses for female board school teachers, which had been offered by Madame Bergman Österberg in 1881. Later, she was recruited by Madame, in 1885, to teach some classes at Hampstead, but she left, in 1888, to teach at Bedford High School. Margaret did not complete a two year course. Madame's Report dated 1898 makes this clear. Mrs W. Wightman's background is not known.



**Theodora Johnson (1887)** See pages 25-27 of this document

#### **Gertrude Thomas (1891)**

Gertrude Thomas was born 1871 in Bwlchgwyn, Cardiganshire, Wales. The census, taken in spring 1891, stated she was a student school mistress. *Madame's Report* published in 1893, recorded Gertrude was teaching at Ellerslie College, in Manchester. By 1898 she was working in a private practice in Manchester and the census, in 1901, indicated she was a gymnastics instructor in a school in Manchester. However, by 1904 Gertrude had set up her own Physical Training College in Manchester, which was reported in the *Journal of Education* in August 1904. An advertisement for the Manchester Physical Training College appeared in the *Journal of Education* in 1908.

#### **Rhoda Anstey (1895)**

Rhoda Anstey was born in 1865, in Devon. *Madame's Report* dated 1895 recorded that she set up the Hygienic Home in South Petherton, Somerset. In 1897 she moved to The Leasowes, Halesowen and established her college. One of her peers at college, Jessie Baker, the younger sister of Emily Baker, went to assist Rhoda at Halesowen. In 1899, Rhoda was a founder member of the Ling Association and by 1907 she had relocated her college to Chester Road, in Erdington. Rhoda was a keen supporter of the women's suffrage movement and in 1909 was a founder member of the Gymnastics Teachers' Suffrage Society. She and some of her students took part in suffrage marches. In 1911 Rhoda gave no answers to the census recorders and wrote on the form:

*No Vote No Census! I protest against the injustice done to women rate-payers by the continued refusal of the government to give them the vote, and hereby refuse to fill in the census forms for my household.' Rhoda Anstey, Principal of Anstey College.*

Rhoda was a member of the Women's Temperance Association, the Food and Dress Reform League and the Women's Social and Political Union.

## Appendix V

### Friendships

#### Extracts from Kelvin J. Street's thesis *Female culture in physical training colleges 1885—1918*

In his thesis, Kelvin Street addressed the issue of friendships at Hampstead and later at Dartford:

*However, student friendships were monitored by staff. Salt (Dartford, 1916) for one, was in support of such actions, 'Talking to other people I find that we were rather grateful that discipline was strict and we were segregated and after all most of us did get married in the end!'*

*One thing she always remembers of college was avoiding sticky friendships. 'We had to go about in threes or more. And a good thing too!'* <sup>45</sup>

*This echoes Madame's view upon finding Anna Pagan sitting on the knee of her friend Frances Perkins.* <sup>46</sup>

*Madame's comments on 'Swermerei' shows her distaste of special friendships.* <sup>47</sup> *There was an informal battle between students wanting to have special friends as well as general friends. Staff tried to control signs of this behaviour when they came upon it. In the above case Madame gets her way in the incident but has no effect on Pagan's emotional feelings towards Perkins. Students' admiration for each other, and in particular for senior students did occur.*

*Anna Pagan comments that, Polly [senior student] is looking lovelier than ever.*

Kelvin Street also wrote about Hilda Pagan, Anna's sister:

*Her sister Hannah Pagan (Dartford, 1902) also comments as an onlooker on student friendship. 'Two o'clock Saturday when Miss Matcheas and May Osborne have left together for London each looking more exquisitely love-daft than the other is naturally the time of all others when I think hardest of home. So here I am in a deck chair across the fields sending my greetings home.'*

*And later, in other letters to Anna, she notes 'Four more days of Mary (Osborne) I wish you could have seen her as a student with her beautiful flat back and lovely movements and Miss Le Couteur [senior student] has such a sweet womanly face. . .'*

*Senior and junior students could come together on a more individual basis; Anna Pagan comments, Polly is looking lovelier than ever. It is jolly to know her, as it gives me a higher standing. Clearly the relationship has a status advantage for Pagan amongst her peers. She seems to be pleased by this advantage, without forgetting that Polly is her hierarchical superior. In noticing that I am going over to the others' house today to see Miss Marshall's room and photographs.* <sup>99</sup> *Pagan refers to the senior student by her proper title of 'Miss.' This invitation into a senior's inner sanctum would be an honour for a junior student like Pagan.*

#### Original references

<sup>45</sup> Questionnaire completed by Salt

<sup>46</sup> See Chapter 4 for details of the full incident

<sup>47</sup> Anna Pagan. *Description of Life at College 1892-1894*

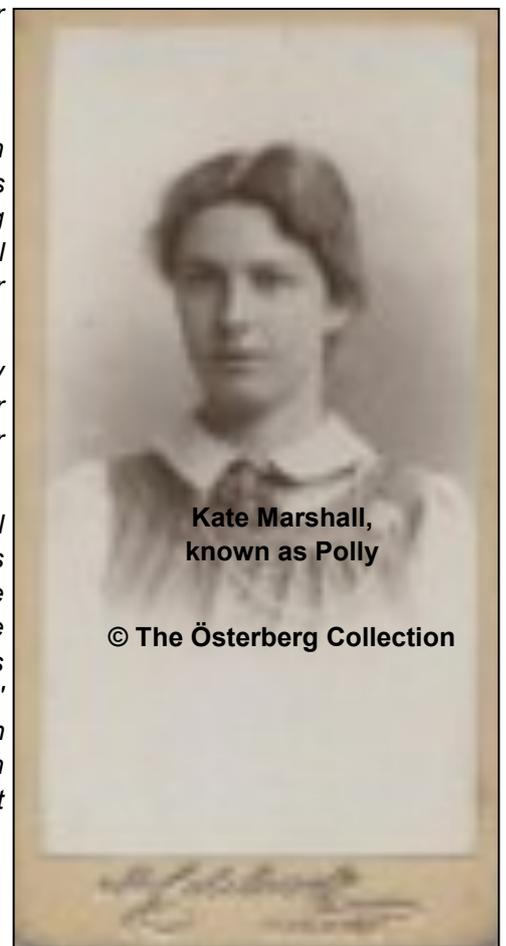
<sup>99</sup> Letters, Anna Pagan to Madge, 18th of October, 1892

#### Additional information

Salt was Helen Margaret Salt

Miss Le Couteur was Dorothy Couteur, who later became Principal of Dartford. She was in post in the summer of 1930.

Mary Osborne was known as May. They are the same person. *Miss Matcheas was probably Louise Magwick*



## **Conclusion**

***You have no idea, how important it is that gymnastics should be taught by a thoroughly trained teacher.  
The work needs my constant supervision.***

Madame Bergman Österberg, quoted in *Hearth and Home* December 31st 1891

Madame, took a leap of faith when she opened her college at Hampstead. However, she was able, very successfully, to lay the foundations of her future work during her ten years at 1 Broadhurst Gardens. Approximately 58 students completed the two year course during this period and were employed in schools and colleges at home and abroad. Initially, she continued with her work with the London School Board.

The publication of *Gymnastics Tables* in 1887, at a time when Madame was responsible for her college as well as continuing her work with the London School Board, demonstrates her commitment to these London schools. The pamphlet also provides some information about the style of gymnastics she was teaching her students.

The important public relations role of demonstrations was developed during the Hampstead days. They enabled members of the medical profession, dignitaries and the public to be introduced to her ideas and to observe her methods. By the end of her ten years of work at Hampstead, Madame, had acquired a group of influential contacts at home and abroad. These admirers in turn *spread the word* about her philosophy and her vision for the future health of women.

Madame taught her students gymnastics and introduced fencing but, becoming aware of the games being played in the emerging girls' day and boarding schools, she also employed a professional to coach cricket and tennis to her students at Neasden. She reacted quickly to the requirements of the newly appointed, well educated, Headmistresses of recently established girls' schools. The swimming baths at Hampstead were well used by the students and basketball was introduced, in an informal way, following Madame's return from a visit to America in 1893. This early introduction to a non-implement game, enabled her students to subsequently develop the game which became known as netball. It became a hugely popular game, played around the globe. Madame's students took part in research, under the supervision of Dr Francis Galton, at the Anthropometrical Laboratory of the South Kensington Museum, which aimed to produce measurements of the average student.

The new gymnastics costume was created in 1892 and later worn, in various forms, by schoolgirls all over the world. Mary Stewart Tait has traditionally been credited with the creation of the new tunic. In 1936, Anna Broman, Madame's niece, provided information that the tunic was based on Andrea del Sarto's portrait of *Himself as a Young Man*. Vida Sturge (1893) in a letter written to Miss Alexander, probably in 1958 and in a subsequent letter to Jonathan May in 1965, suggested Mary Tait was the designer. However, Ethel Creemer Rowe, at Hampstead between 1891—1894 (she undertook three years of training) said, in a letter addressed to Miss Jeans in 1952, that Madame had designed it. Recollections seem to vary. Anna Pagan's letters do not attribute the design to either Mary Tait or Madame. With conflicting evidence, perhaps the view has to be taken that the tunic was a collaboration between the Principal and the Superintendent (Vice-Principal), Mary Tait, at Hampstead.

By 1893 students, trained by Madame, had been appointed key members of her teaching staff. Other qualified students were working as far afield as South Africa, Baltimore in the USA, as well as in England, Scotland, Wales, Ireland and the Channel Islands. Most were undertaking pioneering work in school and colleges and others were working in private practice.

Madame attempted to set up a day, teacher training college at The Hampstead Gymnasium when she moved her college to Dartford but, without her constant presence, energy and drive it was not a success and the students transferred to Dartford in 1901.

Hampstead was Madame's *spring board*. It enabled her to experiment, network and develop her ideas. Madame provided her students with the opportunity to have a career and be financially independent. Once qualified, they could be self sufficient and work for School Boards as she had done, or be employed in a variety of school or other settings. Some students who enjoyed the medical aspects of the course went on to undertake further training to qualify as doctors, medical gymnasts, or physiotherapists.

***I never doubted for one moment that I should succeed***

Madame Bergman Österberg, quoted in the *Women's Herald* June 20th 1891

## References

- Cruden, Colin *The History of Anstey College of Physical Education 1897-1972* Published by Anstey College 1974
- Fletcher, Sheila *The Female Tradition in English Physical Education 1880-1980* Althone Press 1984
- Galton, Dr Francis The Galton papers are held at <https://wellcomecollection.org/works/zn4mhz4k>
- McCrone, Kathleen E. *Playing the Game. Sport and the Physical Emancipation of English Women 1870–1914* Published by the University Press of Kentucky 1988
- Street, Kelvin John *Female culture in physical training colleges 1885—1918* Submitted PhD Thesis 1999 De Montfort University
- Stevenson, Kate *A cultural history of school uniforms* Exeter Press 2021
- The Österberg Collection:
- Bergman Österberg Union Magazines online
  - Bergman Österberg's Report 1893
  - Bergman Österberg, Martina *Ling's Swedish System, Gymnastics Tables* Published for use in London School Boards in 1887 by J. Martin & Sons
  - Creemer Rowe, Ethel Letter recording memories of Hampstead, addressed to Miss Jeans, dated 1952
  - Johnson, Theodora *The Swedish system of physical education: its medical and general aspects 1897* [https://archive.org/stream/b28054088/b28054088\\_djvu.txt](https://archive.org/stream/b28054088/b28054088_djvu.txt)
  - May, Jonathan *Madame Bergman-Österberg Pioneer of Physical Education and Games for Girls and Women* Published for The University of London Institute of Education by George Harrap & Co Ltd 1969
  - Pagan, Anna *Hampstead Physical Training College 1892-1894*
  - Pagan, Anna Personal letters written to family members and friends while at Hampstead
  - Pomfret, Albert *Dartford College 1885-1985* Printed by Thames Polytechnic 1985
  - Sturge, Vida Letters recording memories of Hampstead, written later in life.
  - The Österberg Collection Hall of Fame
  - The Kingsfield Book of Remembrance
- The St George's Chronicle* 1894, 1901 and 1905
- Webb, Ida M. *Women's Physical Education in Great Britain, 1800-1966, with special reference to teacher training.* Submitted for the degree, Master of Education, April 1967 University of Leicester. (Available online)
- Webb, Ida M. *The Challenge of Change in Physical Education* Falmer Press 1999

## Further reading

- Kennard, June A. *Woman Sport and Society in Victorian England.* Dissertation submitted to the University of North Carolina, Greensboro in 1974 in partial fulfilment of the requirements for the degree of Doctor of Education [https://libres.uncg.edu/ir/uncg/f/Kennard\\_uncg\\_7422020.PDF](https://libres.uncg.edu/ir/uncg/f/Kennard_uncg_7422020.PDF)
- <http://archive.org/stream/mountaineeringa00raebgoog> Harry Raeburn's *Mountaineers Art.* See Chapter Ten for the costume Ruth Raeburn designed for lady climbers.
- <https://americanalpineclub.org/library-blog/2018/2/5/for-the-lady-mountaineer>
- Ladies Scottish Climbing Club Journal March 1929 Edited by Florence M. MacLeod, available on the National Library of Scotland website  
<https://reveal.nls.uk/aiming-high/climbing-club/>
- Warner, Patricia Campbell *The Gym Slip: The Origins of the English Schoolgirl Tunic* Published in *Dress* Volume 22 published in 1995.

It may be necessary to copy and paste the web addresses into google or another search engine