

# EDUCATION IN 1954

BEING THE REPORT OF  
THE MINISTRY OF EDUCATION AND THE  
STATISTICS OF PUBLIC EDUCATION  
FOR ENGLAND AND WALES

*Presented by the Minister of Education to Parliament  
by Command of Her Majesty  
July 1955*

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INTRODUCTION

MAY IT PLEASE YOUR MAJESTY

1. I submit to Your Majesty the Report of the Ministry of Education for the year 1954, during the first nine months of which my predecessor, the Rt. Hon. Florence Horsbrugh, G.B.E., was Minister of Education.

2. It was again one of the Department's main tasks to provide the additional schools and teachers demanded by the rising school population and by areas of new housing development. But during the year a stage was reached when it became possible to contemplate not merely keeping pace with these demands but some additional improvement of the educational service.

**Primary and Secondary Education**

3. The number of children in the maintained schools increased by about 120,000 in 1954; this compared with increases of 170,000 in 1953 and 236,000 in 1952. The number will continue to grow for a few years, but by smaller amounts each year, and the total is expected to begin to fall after 1958.

4. By the beginning of 1954 the number of children in the infant schools had already started to decline, but junior schools and classes were facing an increase of 160,000 in the year ahead. The secondary schools will not be receiving their largest increase in numbers until 1958, and the number of children in these schools will not reach its peak until the end of 1960.

5. The provision of the additional secondary school places needed is well in hand. In the 12 months ending 1st October, 1954, over 210,000 new places were brought into use by local education authorities and 75,000 of them were in secondary schools. The secondary school places under construction on 1st October numbered 200,000, and authorities' building programmes for 1954–55 provided for some 120,000 secondary school places out of a total of 187,000.

6. The increase in the number of teachers in 1953 was somewhat larger than that of 1952—6,100 against 5,700—but the increase in 1954 is estimated to have been even greater—over 7,000. Recruitment to training colleges providing two-year and three-year courses again showed an increase on the figure for the previous year. The entry of 11,768 students in 1954 was the highest so far recorded.

7. The number of pupils per full-time teacher was the same in January, 1954, as it had been a year earlier, but the general staffing position tended to improve during the year, since the number of children was growing less rapidly than in 1953 and the number of teachers was growing more rapidly. For the primary schools considered separately there was very little change during 1954; but if economic circumstances remain favourable and the annual increase in the number of teachers is maintained at something like the rate of 1953, most areas should find appreciable improvement within the next two years in the pupil-teacher ratio in their primary schools, and there should be a good prospect of reducing nearly all primary classes, by 1961 at the latest, to the regulation size of 40 pupils or less. In the secondary schools, over the period as a whole up to 1961, there should be sufficient teachers to maintain present staffing standards, which are themselves appreciably better than those of five years ago.

8. But though in general the recruitment of additional teachers remained encouraging, the supply of graduate teachers of mathematics and science continued to cause serious concern. The deficiency in 1954 was one of quality rather than quantity, but it seems likely that in the years ahead it will also be difficult to recruit enough of these teachers to meet the growing needs of the secondary schools.



9. Early in the year local education authorities were urged to ensure that all teachers qualified in mathematics and science were used to the best advantage and to take any other steps open to them to alleviate the position. And in March my predecessor informed authorities that, in deciding to approve the revised salary scales for teachers recommended by the Burnham Committee, she had assumed that authorities would be ready to make ample use of the provisions for allowances wherever it was appropriate. She asked them to submit in the autumn a statement showing their arrangements for the award of allowances and their estimated expenditure under this head in the current year. In November I sent this information to the Burnham Committee and asked them to let me know whether they thought that the existing arrangements for the remuneration of teachers engaged in more responsible or advanced work, particularly in science and mathematics, were adequate for their purpose and likely to lead to the needs of the schools being properly met. At the end of the year, also, consultations were taking place with the universities, industry and other departments to see whether some restraint in the recruitment of graduate scientists was possible over the next few years; it was obvious that the schools could obtain a larger share of the existing supply only if the other principal employers of scientists took a smaller one.

#### **Independent Schools**

10. My predecessor announced in July that Your Majesty's Government had decided to prepare to bring Part III of the Education Act, 1944, into operation in about 1957. In the meantime certain interim measures were taken to prevent the employment of unsuitable persons as teachers in independent schools.

#### **Special Schools**

11. The 44 new special schools opened during the year provided 2,786 additional places for handicapped pupils. Most of the new schools were for educationally sub-normal children.

12. Investigations into the waiting lists for special schools suggested that provision for the deaf and the partially deaf might well be adequate, once the abnormally large numbers born in 1940 and 1941 had left school; and that building projects already planned should suffice to meet the needs of epileptic children.

13. It was encouraging to find from a similar investigation that there were only 485 spastics among the total of 1,052 physically handicapped children whom authorities considered to be so handicapped that they ought to be in day or boarding special schools. Only 525 physically handicapped pupils were found to be actually awaiting places in boarding special schools, though there were another 325 children whose parents had not given permission for their attendance. If allowance is made for some refusals of this kind, it seemed probable that new boarding schools already being built would be sufficient to meet the demand.

14. The National Advisory Council on the Training and Supply of Teachers submitted a Report on the recruitment and training of teachers of handicapped pupils. Their main recommendation was that teachers in special schools should have undergone special training, in addition to an approved course of general teacher training, and have obtained a qualification as teachers of handicapped pupils. They proposed that, as from an appropriate date, new teachers in special schools should in general be required to have completed satisfactorily a special one-year course of training.

#### **Further Education**

15. In September the National Advisory Council on Education for Industry and Commerce submitted their revised proposals for a national award in advanced technology. During the year another 113 advanced courses at technical colleges were approved for the special 75 per cent grant, making

a total of 493, and the number of advanced short courses for scientists and technologists already employed in industry was practically doubled.

16. Building projects to the value of more than £7,500,000 were completed during 1954 at further education establishments, raising the post-war total to just under £18,000,000. The number of both full-time and part-time day students continued to rise.

17. There have been important changes in the apprenticeship system since the war, and schemes now commonly provide for the attendance of apprentices at the local technical college during working hours on one day a week. These developments are described in Chapter IV.

18. The Committee appointed by my predecessor in 1953, under the chairmanship of Dr. Eric Ashby, presented their report in July. They advised that the present partnership in adult education between voluntary bodies, universities, local education authorities and the Ministry should be maintained and that the latter should continue to make direct grants to responsible bodies. Their detailed recommendations, which would involve a number of changes in administration and procedure, were still being considered at the end of the year.

#### **Educational Building**

19. By the end of the year I was able to announce, in Circular No. 283, certain welcome developments in building policy. The growing emphasis on new secondary schools in the building programmes of recent years had done something to assist indirectly the progress of re-organising the remaining all-age schools. Nevertheless, by the end of the year there were still 212,000 senior pupils in all-age schools, over a quarter of them in rural areas. I therefore invited county authorities to make an early start with the completion of re-organisation in rural areas and to proceed on the assumption that all the new schools needed for this purpose would be started within the next five years. The response from local education authorities was excellent.

20. I was able to announce at the same time an increase for 1955-56 of £2,500,000 in the size of the annual building programme for technical education and the relaxation of certain restrictions on the type of course for which new technical college building can be approved.

21. Circular No. 283 also gave effect to certain other changes designed to give greater freedom in educational building. Besides raising the maximum permitted size of a "minor project" the Circular removed the limit on the total value of minor projects which a local education authority may start in any year. Authorities are now free to carry out any jobs costing less than £10,000 each at schools and other educational establishments, and they may be expected to use this freedom to improve unsatisfactory buildings as well as to provide additional facilities.

22. In addition, restrictions on the preparation of playing fields for schools and establishments of further education were removed and some relaxation was permitted in the conditions governing the payment of direct grants by my Department towards the capital cost of new facilities for adult and youth welfare, village halls, community centres, youth clubs and playing fields.

23. At the same time I had to emphasize the need for continued economy in educational expenditure and to make clear that we cannot advance on all sectors of the educational front at once. Only by selecting certain developments to be tackled first and by maintaining strict control over expenditure can we hope to make good the new advances which we have undertaken and then proceed to further advances without unreasonable delay.

#### **University Awards**

24. More than 14,000 students entered universities and university colleges in 1954 with financial assistance from public funds. Further progress was made towards more uniform practice among local education authorities both in standards of selection for awards and in rates of grant.



25. Thirty state scholarships were again offered for mature students—men and women over 25 years of age who were unable to take a university course at the normal age. The arrangements for these scholarships, which began in 1947, are reviewed in Chapter VII.

#### Central Advisory Councils for Education

26. The Central Advisory Council for Education for England completed their enquiry into the problem of premature school-leaving, and their Report on this subject was published in December. The Council found that the proportion of boys and girls leaving grammar schools at all ages below 18 declined, both in relation to the pre-war years and from year to year since the war. They concluded, however, mainly on evidence derived from a detailed enquiry addressed to a representative sample of grammar schools, that there were still considerable numbers of boys and girls who could profit from staying longer at school, including about 4,000 in one year who might have been capable of taking advanced courses in mathematics and science. They enquired into the main influences affecting the decision to leave school and found that one of the strongest was a child's home surroundings. The Report analysed the effect of this and other influences, including the financial factor, and made a number of recommendations affecting the Ministry, the local education authorities, the schools, industry and the professional bodies.

27. The activities of the Central Advisory Council for Education for Wales and Monmouthshire are described in Chapter VII.

#### Wales

28. The organisation of the Welsh Department was reviewed during 1954, and in October the office at Cardiff became the Welsh Office of the Welsh Department, with extended scope and increased responsibility.

29. The Welsh Joint Education Committee continued to co-ordinate the work in all fields of education in Wales and Monmouthshire—a task that is particularly important in relation to the provision of facilities for further education. The Committee's work is described in detail in Chapter VIII.

#### Finance

30. The Vote for the Ministry of Education for 1954-55, including a supplementary Vote of £4,948,000, amounted to £249,445,078, an increase of about £22,000,000 over the figure for the preceding year. The increase is explained by the need to provide an additional £25,000,000 for grants to local education authorities; other changes offset this to the extent of £3,000,000.

31. About £5,000,000 of the increase in grants to authorities arose out of the transfer to them, with effect from 1st October, 1954, of responsibility for the purchase of milk for the milk in schools scheme. Their expenditure ranks for 100 per cent. grant from the Ministry; the cost was formerly borne on the Vote for the Ministry of Food. The remainder of the increase was due to the continued increase in the school population and in the cost of goods and services and to increases in teachers' salary scales.

*David Eccles*

Minister of Education.

*G H Fleming*

Secretary.

July, 1955.

## CHAPTER I

# PRIMARY AND SECONDARY EDUCATION

### School Population

1. The chart and tables set out on pages 6 and 7 show the number of infant, junior and senior pupils who were on the rolls of maintained and assisted primary and secondary schools (other than nursery and special schools) on 1st January, in each of the years 1947 to 1954 inclusive, together with an estimate of the changes that are likely to take place in each of these sections of the school population year by year until January, 1967.

2. These figures provide both a useful background to any discussion of the problems confronting local education authorities and a clear indication of their magnitude and of the success with which they are being tackled. It will be seen that the school roll, in reaching a total of \*6,376,000, increased by 170,000 during 1953 compared with 232,000 in 1951 and 236,000 in 1952. At the beginning of 1954 teachers in infant schools had the satisfaction of knowing that they had coped during the previous summer term with the highest post-war demand that was to be made on them, while their colleagues were contemplating an increase of nearly 160,000 junior children in the year ahead, compared with 90,000 during 1953. The secondary schools were still only at the beginning of a long climb which is likely to see their rolls increase by more than three-quarters of a million before they reach their peak at the end of 1960. But they must be ready at latest by 1958 to brace themselves for the strain since during that year they will be facing the largest annual increase in their rolls amounting to more than 165,000 pupils. There is evidence later in this chapter to show that they will not be unprepared.

### School Supply

#### Provision of new Schools

3. Last year's Report showed that authorities had not allowed themselves to be lulled into a false sense of security by the slow build-up of the senior roll, but had brought into use 204,557 secondary school places during the four years ending 1st October, 1953. By a year later they had increased this total by 75,310, although the number of senior pupils is estimated to have risen in this period by less than 50,000. In the same year they had brought into use 137,010 new primary school places, which exceeded by 60,000 the number of additional junior and infant children.

4. During the calendar year 567 new schools—409 primary and 158 secondary—were completed and brought into use. These included the first three comprehensive schools to be opened since the war in premises designed specifically for the purpose. In addition, work was sufficiently advanced on 46 primary and 30 secondary schools to enable them to be taken into use. Thus 643 new schools were occupied during 1954, compared with 739 in 1953.

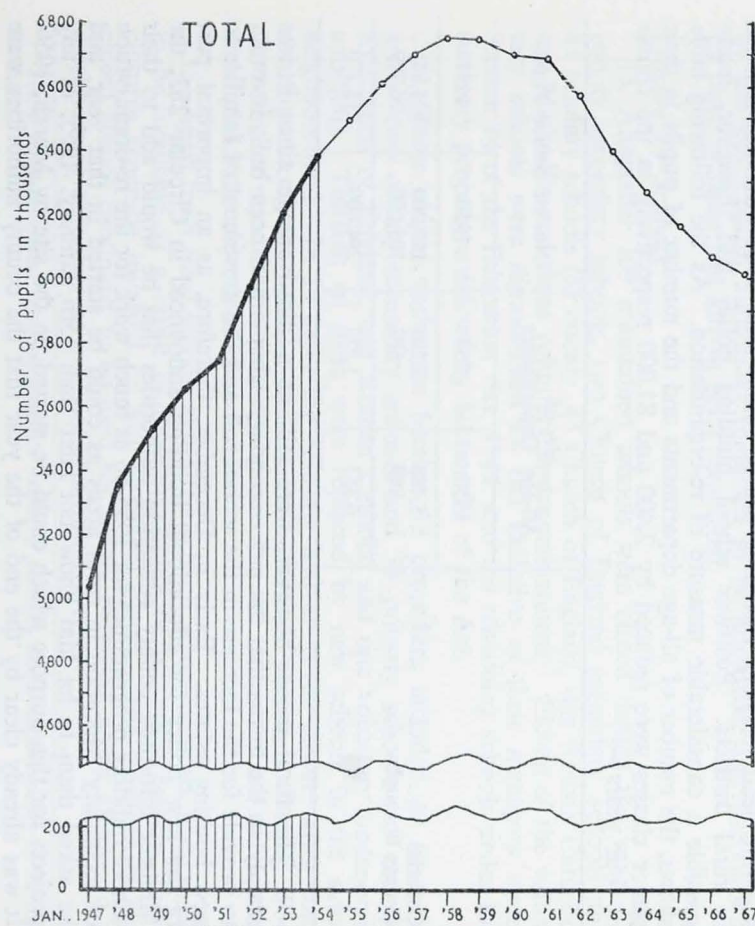
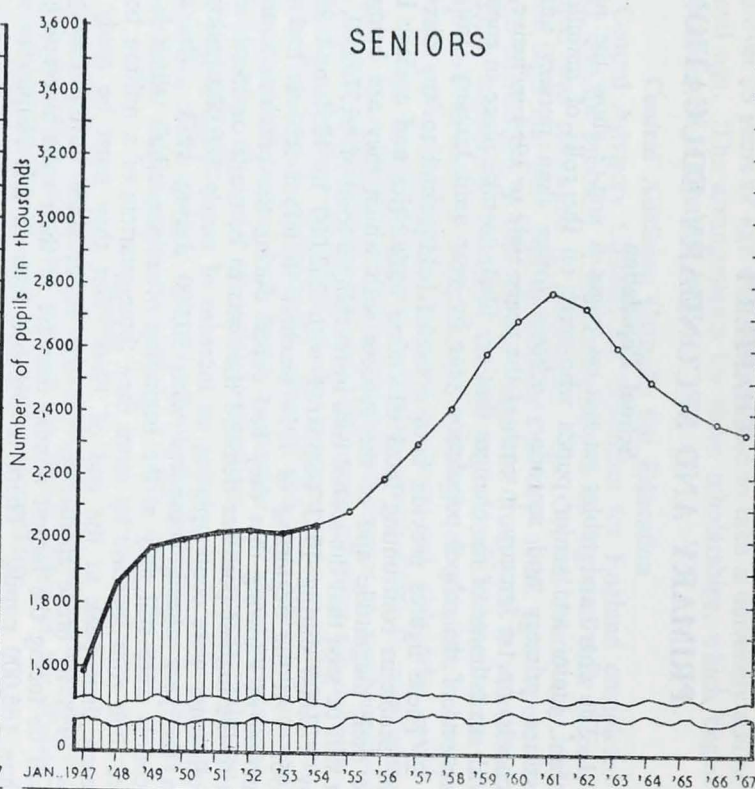
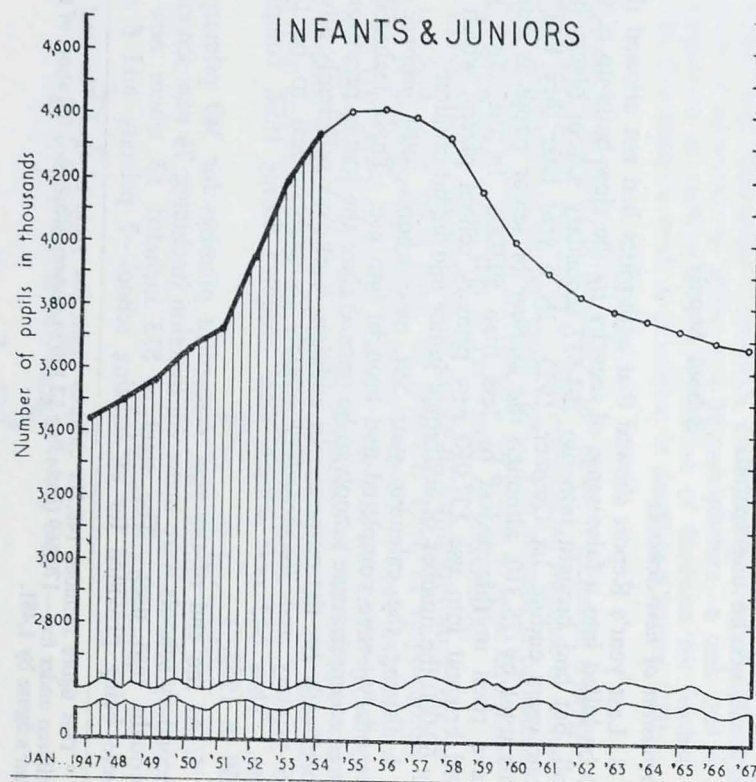
5. At the end of the year permanent premises for 389 primary and 424 secondary schools were under construction (including 76 new schools already brought into use). The total of 813 included 13 where new premises were being provided for an existing school—7 primary and 6 secondary.

\* This figure includes 148,519 children under five years of age. The total number of children under five—170,669 (including 22,150 in nursery schools)—fell short of the previous year's figure by 1,481.



# CHILDREN IN SCHOOL

IN MAINTAINED OR ASSISTED PRIMARY & SECONDARY  
SCHOOLS EXCLUDING NURSERY & SPECIAL SCHOOLS



YEAR	INFANTS		JUNIORS		INFANTS & JUNIORS		SENIORS		TOTAL	
	No.	differ-ences	No.	differ-ences	No.	differ-ences	No.	differ-ences	No.	differ-ences
1947	1,479		1,965		3,444		1,590		5,034	
1948	1,526	47	1,973	8	3,499	55	1,857	267	5,356	322
1949	1,607	81	1,953	-20	3,560	61	1,969	112	5,529	175
1950	1,710	103	1,947	-6	3,657	97	1,994	25	5,651	122
1951	1,729	19	1,992	45	3,721	64	2,016	22	5,738	87
1952	1,860	131	2,087	95	3,947	226	2,023	7	5,970	232
1953	1,991	131	2,203	116	4,194	247	2,013	-10	6,206	236
1954	2,045	54	2,293	90	4,338	144	2,038	25	6,376	170

YEAR	INFANTS		JUNIORS		INFANTS & JUNIORS		SENIORS		TOTAL	
	No.	differ-ences	No.	differ-ences	No.	differ-ences	No.	differ-ences	No.	differ-ences
1955	1,960	-85	2,451	158	4,411	73	2,084	46	6,495	119
1956	1,845	-115	2,571	120	4,416	5	2,192	108	6,608	113
1957	1,756	-89	2,642	71	4,398	-18	2,301	109	6,699	91
1958	1,704	-52	2,625	-17	4,329	-69	2,416	115	6,745	46
1959	1,674	-30	2,484	-141	4,158	-171	2,582	166	6,740	-5
1960	1,654	-20	2,352	-132	4,006	-152	2,690	108	6,696	-44
1961	1,644	-10	2,268	-84	3,912	-94	2,769	79	6,681	-15
1962	1,624	-20	2,211	-57	3,835	-77	2,731	-38	6,566	-115
1963	1,614	-10	2,178	-33	3,792	-43	2,603	-128	6,395	-171
1964	1,604	-10	2,157	-21	3,761	-31	2,501	-102	6,262	-133
1965	1,594	-10	2,137	-20	3,731	-30	2,423	-78	6,154	-108
1966	1,579	-15	2,117	-20	3,696	-35	2,364	-59	6,060	-94
1967	1,576	-3	2,097	-20	3,673	-23	2,335	-29	6,008	-52

Thousands



6. During 1954 the Minister approved, under Section 13 of the Education Act, 1944, proposals for 599 new primary and secondary schools—553 county, 37 Roman Catholic, eight Church of England and one Jewish.

7. It was significant for the future that on 1st October, 1954, there were 200,010 secondary school places under construction, compared with 147,105 and 177,835 on the same date in 1952 and 1953. Moreover, as the following table shows, authorities' building programmes for 1954-55 provided for substantially more secondary school places to be started than were started in any of the three previous years:

Programme	Primary	Secondary					Total
		Modern	Grammar	Technical	Comprehensive	Total	
*1951-52 ...	46,545	13,485	4,025	2,640	1,950	22,100	66,645
*1952-53 ...	110,470	68,715	14,160	4,320	8,355	95,550	206,020
*1953-54 ...	87,760	69,665	18,965	7,200	9,300	105,130	192,890
†1954-55 ...	65,440	85,060	19,815	10,090	6,450	121,415	186,855

\* Actually started.

† Included in approved programme up to 31st December, 1954.

#### Re-organisation

8. By 1st January, 1954, the number of children aged 13 attending all-age schools had fallen from 14·3 per cent a year earlier to 12·7 per cent of all children aged 13 in maintained and assisted schools. At the same date there were still as many as 212,770 pupils in the senior classes of 3,957 all-age schools and departments (other than senior departments under a separate head teacher), including nearly 64,000 who were attending schools in rural districts. Post-war school building policy had, however, made possible a considerable measure of re-organisation. As the following table shows, the number of all-age departments and the number of pupils in their senior classes were reduced by 2,400 and 81,000 respectively in the course of four years:—

	No. of All-age Departments		No. of Senior Pupils	
	1950	1954	1950	1954
	Counties ... ..	County Boroughs ... ..	Counties ... ..	County Boroughs ... ..
Counties ... ..	5,468	3,295	189,000	136,061
County Boroughs ... ..	889	662	105,000	76,709
	6,357	3,957	294,000	212,770

9. The rural areas, however, were still at a disadvantage since it was mainly in the towns that the new secondary schools had been built in order to provide for the increase in the school roll and the movement of families to new housing estates. Early in December, therefore, as an important part of the new policy for educational building announced in Circular 283, the Minister informed county education authorities that he would add to their school building programmes for 1955-56 as much work for the re-organisation of secondary education in rural areas as could be started in that year, and he asked them to let him know not later than 15th January, 1955, of any projects for this purpose which could be started on the site by March, 1956. It was already clear by the end of the year that the county authorities were

determined to take full advantage of this new opportunity and that they were likely to ask for between 130 and 150 new schools to be added to their programmes. At the same time these authorities were given advance notice that they would be asked to say what further work for rural re-organisation they proposed to start in their 1956-57 programmes on the assumption that all the work needed to complete this task would be started within five years.

#### Minor Projects

10. Since the end of the war local education authorities and managers and governors have spent more than £45,000,000 on minor projects for the extension and improvement of the schools and other educational establishments\* for which they are responsible. In 1954 authorities spent £5,307,000 on primary and secondary schools compared with £4,543,000 the year before, mainly on jobs costing more than £2,000 each.

11. For some years it had been necessary to exercise strict control over minor work of this kind by setting limits to authorities' total expenditure in any one year as well as to the amount that could be spent on any one project—£7,500 in 1954-55. In Circular 283 the Minister announced that he had decided immediately to raise to £10,000 the limit of cost for individual minor projects and simultaneously to abolish the limit on the total value of such projects that might be started in any year. The ban on the development of playing fields for existing schools was removed at the same time.

#### Development Plans

12. By the end of the year only seven of the development plans submitted by the 129 English authorities remained to be approved, and negotiations on three of these had almost been completed.

#### Closure of Schools

13. Altogether 109 maintained schools were closed during the year—24 county secondary schools, two Church of England secondary schools and 83 primary schools (35 county, 43 Church of England, one Roman Catholic, one Methodist and three voluntary undenominational). Eleven of the voluntary schools were discontinued on the initiative of their managers under Section 14 of the Education Act, 1944, and the remaining schools under the statutory procedure defined by Section 13 of the Act.

14. Those closed under the Section 13 procedure included 40 in rural areas—two county secondary schools and 38 primary schools (11 county, 25 Church of England, one Roman Catholic and one voluntary undenominational). Thirteen of them were replaced by new schools in the same neighbourhood. In 14 cases the Minister had approved closure after considering objections to the local education authority's proposal. During 1954 the Minister rejected nine other proposals for the closure of a rural school and upheld the objections in each case.

15. Apart from rural schools and a few schools whose premises had ceased to be available as a result of derequisitioning or for other reasons, these closures generally involved no loss of school places. The premises of the closed school continued to be used for school purposes, as an annexe to a neighbouring school or as a school of a different type.

\* These include special schools, teachers' training colleges and establishments of further education.



### Nursery Schools

16. There was again no significant change in nursery school provision. At the beginning of 1954 there were 457 maintained nursery schools, attended by 22,636 children, and 29 receiving direct grant or recognized as efficient, attended by 1,092 children. Three maintained schools were opened during the year and three were closed.

### The Supply of Teachers and the Size of Classes

17. The following table shows the number of full-time teachers employed in maintained and assisted primary and secondary schools (other than special schools) in January of each year from 1950 onwards. The increase during 1953 was greater than that of any previous year since the end of the emergency training scheme, and it is thought that an even larger increase was secured in 1954. The increases were again due to the growing number of married women who remained in, or returned to, teaching service.

	1950	1951	1952	1953	1954	1955 (est.)
Men ... ..	77,100	82,200	84,300	86,200	88,300	90,500
Women ... ..	132,000	133,800	137,600	141,400	145,400	150,500
Total ... ..	209,100	216,000	221,900	227,600	233,700	241,000
Increase over pre- vious year ...	5,800	6,900	5,900	5,700	6,100	7,300

18. During 1953 the number of infant and junior classes in maintained schools rose by 4,242 from 117,464 to 121,706. Despite the continued increase in the teaching force, there was a further rise in the number of classes with more than 40 pupils, though the increase was only 401 (from 40,046 to 40,447) compared with 4,883 in 1952. On the other hand the number of classes with over 50 pupils (included in the above totals) fell by 185 from 1,330 to 1,145, thus more than recovering the ground lost the previous year.

19. The number of senior classes rose during 1953 from 68,047 to 69,114, an increase of 1,067. The number with more than 30 pupils increased by 414 from 32,933 to 33,347.

20. In January, 1954, 47.1 per cent of the pupils in maintained primary and secondary schools were being taught in over-size classes, i.e., those exceeding the prescribed maxima of 40 for infant and junior classes and 30 for senior. This was a slight improvement on the position a year earlier when the percentage was 48.1.

21. In January, 1954, the number of pupils per full-time teacher was 32.1 for juniors and infants and 20.9 for seniors, as compared with 31.9 and 21.1 respectively in January, 1953, so that the additional 6,100 teachers roughly balanced the increase of 170,000 in the number of children. It is estimated that during 1954 there was an even larger increase in the number of teachers (over 7,000) but a smaller increase in the number of children (about 120,000).

22. The foregoing figures suggest that 1954 will prove to have marked an important turn in events. During the past few years the large post-war age groups have been pressing heavily on the primary schools, but that pressure is now beginning to pass to the secondary schools. In only certain limited respects and on a much smaller scale did the position in the primary schools

deteriorate during 1954. In other respects there was little change, and 1955 should therefore see the beginning of an improvement in the primary schools.

23. It is not possible to say precisely how the pupil-teacher ratios will move during the remaining years of the decade, for much will depend on local circumstances, on the policies of individual education authorities and on the willingness of teachers to transfer from primary to secondary schools. It was estimated in the 1951 Report of the National Advisory Council that an average annual increase of 3,200 teachers would be needed between January, 1954, and January, 1960, in order to maintain 1950 staffing standards. If they were calculating now the increase needed merely to maintain these standards, they would probably put the figure slightly higher because of the continued rise in the number and percentage of children staying at school beyond the compulsory school age. Even so, the actual increase in recent years has been so far above the level of 3,200 a year as to give solid grounds for hope of improvement. If economic circumstances remain favourable and an annual increase approaching that of 6,100 for 1953 can be maintained, there should in most areas be an appreciable improvement in the pupil-teacher ratio in primary schools within the next two years and there should be a good prospect of reducing nearly all primary classes, by 1961 at least, to the regulation size of 40 children or less. In the secondary schools, over the period as a whole up to 1961, there should be sufficient teachers to maintain present standards, which are appreciably better than those of 1950. There will, however, be difficulties in some areas and some temporary worsening will probably be unavoidable in the years of maximum pressure.

### Distribution of Women Teachers

24. Some progress was made under the scheme prescribing a maximum establishment of women teachers for each local education authority. Though the number of authorities unable to fill their establishment increased from 68 to 70, the number who were more than 5 per cent below it fell from 19 to 13. Those exceeding their establishment numbered 63, compared with 71 in 1953.

25. The 79 authorities who were below their establishment lacked 2,232 teachers between them, the smallest number since the scheme began.

### Graduate Teachers of Mathematics and Science

26. The supply of teachers of mathematics and science continued to attract a great deal of public attention. It was increasingly realised that if the needs of the schools were not properly met there would be very serious adverse effects on the life of the nation as a whole.

27. As a result of the publication in December, 1953, of the Report of the National Advisory Council, a conference was held in January under the auspices of the Federation of British Industries. Arising out of this conference, which was widely representative of the various employers of scientists, a committee was set up to consider methods of alleviating the shortage during the difficult years 1955-60 and of finding a long-term solution to the problem. The Report of this Committee was presented to the Minister in July. It made a number of recommendations covering, among other things, a progressive expansion of university science departments, an increase in the number of pupils taking science courses in grammar schools, a revision of teachers' salaries and a modification of national service for graduates intending to become science teachers. These recommendations were discussed at a meeting which the Minister had in December with representatives of the committee and of the Federation of British Industries.



28. The gravity of the problem was emphasised by the Seventh Annual Report of the Advisory Council on Scientific Policy, published in August. This stressed that it was a matter of national concern and underlined the serious consequences that would ensue for the industrial future of the country unless decisive steps were taken to meet the needs of the schools.

29. The existing deficiencies in the schools are mainly those of quality; the academic qualifications of the more recently recruited graduates in mathematics and science have shown a marked decline. Though there is also a numerical shortage, which is particularly acute in the girl's schools, the number of mathematics and science graduates, both men and women, in maintained primary and secondary schools has been increasing slightly, as shown below:—

		Men	Women	Total	Net Increase
1952	... ..	7,171	3,325	10,496	440
1953	... ..	7,392	3,459	10,851	355
1954	... ..	7,644	3,556	11,200	349

30. But the needs of the schools will rise very sharply during the next few years. It is estimated that by January, 1957, there will be about 263,000 more senior children in the schools than in January, 1954, and that by January, 1961, a further 468,000 will have been added. Large numbers of additional teachers will, therefore, be required and quite apart from existing difficulties about quality, the schools will be faced with the prospect of a grave difficulty in filling vacancies unless recruitment can be substantially improved.

31. In March the attention of all local education authorities was drawn to the Report of the National Advisory Council and they were urged to ensure that all teachers qualified in mathematics and science were used to the best advantage; they were asked to make the fullest possible arrangements between adjoining schools and technical colleges to overcome local shortages, to encourage teachers in mathematics and science to defer their retirement and to make use, wherever convenient, of married women who were willing to return to teaching and of the part-time services in the schools of scientists employed in industry and the universities.

32. In March, also, the former Minister informed local education authorities that, in deciding to approve the revised salary scales recommended by the Burnham Committee, she had assumed that, in applying them, authorities would be ready to make ample use of the provisions for allowances wherever it was appropriate. She attached great importance to the adequate and effective use of these provisions by all authorities and she proposed to review the position from time to time. For this purpose she asked authorities to submit by the end of September a statement of the principles on which they based their award of allowances together with an estimate of their total expenditure of this kind for the financial year 1954-55. In November the present Minister sent this information to the Burnham Committee and asked them to review the position and let him know whether they thought the existing arrangements for the remuneration of teachers engaged in more responsible or advanced work, particularly in science and mathematics, were adequate to their purpose and likely to lead to the needs of the schools being properly met.

33. As the supply of graduate scientists from the universities cannot be expanded quickly, it was realised that the schools could obtain a larger share of the existing supply only if the other principal employers of scientists absorbed a smaller share. At the end of the year consultations were in progress with the universities, industry and other government departments to see whether some restraint in recruitment during the next few years was possible.

## Voluntary Schools

### *Determination of Status*

34. By the end of 1954 only 11 areas remained (three counties and eight county boroughs) in which the time limit for the submission of applications for aided and special agreement had not expired. Out of the 8,913 voluntary schools in England, 4,473 had been given aided or special agreement status by orders under Section 15 (2) of the Education Act, 1944; 3,878 were controlled, 2,161 by orders under Section 15 (2) and 1,717 automatically because no application had been made for aided or special agreement status within the statutory time limit. In addition, 300 former transitionally assisted grammar schools had become voluntary schools, 136 aided and 164 controlled; 21 had still to have their status determined.

### *Governance of Schools*

35. By the end of the year 309 voluntary secondary schools (120 aided, 16 special agreement and 173 controlled) had their instrument and articles of government and 6,489 voluntary primary schools (3,323 aided, three special agreement and 3,163 controlled) their instrument of management, all made by order of the Minister.

### *Grants and Loans*

36. External repairs and minor alterations accounted for maintenance contributions paid under Section 102 of the Education Act, 1944, to the sum of £416,936, nearly 50 per cent more than in 1953; major projects for alterations to existing schools accounted for payments totalling £145,471. Instalments of grant totalling £170,807 were paid under Section 103 towards the cost of transferred and substituted schools and instalments amounting to £388,160 were paid under Section 104 towards the cost of schools for displaced pupils.

37. Loan advances during 1954 amounted to £242,434, bringing the total advances up to £607,278. Twenty-seven new loan agreements were concluded during the year, involving the sum of £363,991. With the 31 loan agreements previously concluded, these brought the total loan commitment to £909,856.

38. Thus, expenditure in 1954 on grant and loans under Sections 102-105 totalled £1,363,808. Roman Catholic schools received £671,084 in maintenance contribution and grants and £119,864 in loan advances; Church of England schools £379,404 and £117,335; and other voluntary schools (including former transitionally assisted schools) £70,885 and £5,235.

### *Voluntary School Building Progress*

39. In 1954 more school places came into use in new or rebuilt voluntary schools than in any previous post-war year. The following table illustrates the substantial contribution which the principal denominations have made



since the war towards providing the school places needed in the last few years :—

Voluntary Schools	In Use				Building in Progress			
	Church of England		Roman Catholic		Church of England		Roman Catholic	
	Schools	Places	Schools	Places	Schools	Places	Schools	Places
Rebuilt on site following fire or war damage ...	6	1,460	10	2,940	3	760	1	520
Transferred under Section 16 (1) ...	14	3,330	9	2,840	10	1,980	4	960
Substituted under Section 16 (2) ...	5	1,290	1	360	1	280	1	160
Displaced Pupils ...	1	120	29	9,480	1	160	26	8,400
Special Agreement ...	—	—	20	7,700	2	670	12	4,450
New without Grant ...	—	—	25	7,340	—	—	2	560
Total ...	26	6,200	94	30,660	17	3,850	46	15,050

The Church of England totals include 2,270 places in 11 controlled schools, for which the local education authority have full financial responsibility.

#### Independent Schools

40. Section 119 of the Education Act, 1944, provides that Part III of the Act shall come into operation on a date to be fixed by Order in Council. The then Minister examined in 1948 the question of exercising his powers under Part III to establish a register of independent schools and to withhold or withdraw registration. It was considered premature to bring Part III into operation at that time but it was decided that all independent schools could profitably be inspected under Section 77 (2) of the Act. This decision was announced in Circular 196 of January, 1949, and by the end of 1953 all but recently opened independent schools had been inspected.

41. The timing of the operation of Part III was reviewed again early in 1954, and representations were made to the Minister by several local authority associations that the powers contained in Part III were urgently needed to secure the closure of unsatisfactory independent schools and to exclude unsuitable persons from teaching in them. On 1st July the Minister told the House of Commons that if Part III were introduced forthwith when pressure on the schools was at its heaviest, the standards which could be required for registration would be too low and more harm than good would be done. As the pressure on the schools became less, the prospect of operating Part III satisfactorily would improve: the Government had, therefore, decided to prepare for it to come into force in about 1957 and, meanwhile, to adopt certain interim measures.

42. The interim measures announced were threefold. First, all independent schools were to be asked to supply particulars of their staffs. Where it appeared that an unsuitable person was being employed as a teacher, action would be taken by communicating first with the teacher and then, if necessary, with the authorities of the school. Secondly, Rules 16, which govern the recognition of independent schools as efficient, were to be amended to lay upon the governors or proprietors the requirement, already imposed upon grant-aided schools, to notify the Minister if a teacher's engagement was terminated, by dismissal or resignation, on account of misconduct, grave professional default or conviction of a criminal offence. Thirdly, the Home Secretary would provide particulars of convictions for serious offences against young people committed by persons engaged, or likely to be engaged, in the teaching profession.

43. A copy of the Minister's statement was sent to every known independent school within a week of its being made. Recognised efficient schools were told that they would be asked to send particulars of their staff when they made their annual return early in 1955. Unrecognised schools were told that they would be asked for a staff list early in the autumn term, 1954. The associations representing independent schools were consulted about these interim arrangements and expressed their readiness to co-operate with the Ministry in measures which they regarded as protecting the good repute of independent schools. The amendment to Rules 16 was communicated to all concerned on 12th July in Administrative Memorandum No. 475.

44. Out of a total of about 3,500 unrecognised schools known to the Ministry only some 200 had not submitted a staff list by the end of the year, and 75 or so of these were believed to have closed.

45. The inspection of independent schools continued. Eighty-two were inspected and reported on under the arrangements announced in Circular 196: 70 of these schools had not been reported on previously.

#### Recognition as Efficient

46. The number of independent schools in England and Wales recognised as efficient under Rules 16 rose to 1,347 at the end of the year, compared with 758 in October, 1938, and 949 in January, 1947.

#### Secondary School Examinations

##### General Certificate of Education

47. In the 1954 examinations for the General Certificate of Education the number of successful candidates in most subjects continued to rise. The following tables show the extent to which more candidates achieved success in these examinations, in comparison both with previous years in which the examinations were held and with the comparable levels of the former School Certificate and Higher School Certificate examinations :—

	Higher School Certificate (principal level)		G.C.E. "A" Level		
	1938	1948	1952	1953	1954
History ...	3,086	6,806	7,155	7,518	7,738
Geography ...	1,396	4,075	4,571	4,618	4,994
French ...	3,836	6,577	7,215	7,642	7,647
Mathematics ...	4,288	10,644	8,203	9,341	10,090
Physics ...	3,249	8,620	10,183*	10,929*	11,573*
Physics with Chemistry					

\* Relates to physics only.

	School Certificate Credit		G.C.E. "O" Level		
	1938	1948	1952	1953	1954
English Language* ...	44,526	65,074	83,386	98,697	97,507
History ...	31,125	43,266	40,052	47,742	48,152
Geography ...	26,378	41,324	41,454	48,998	50,749
French ...	39,584	50,436	51,827	61,699	57,826
Mathematics ...	38,925	51,729	54,785	66,507	66,007
Physics ...	17,667	32,116	31,243	38,645	40,604
Physics with Chemistry					
General Science ...	17,667	32,116	31,243	38,645	40,604

\* There has been an exceptional rate of increase in the number of candidates in this subject, partly due to entries from overseas.



In 1938, the 18 year-old age group numbered 806,000, compared with 588,000 in 1948 and 561,000 in 1954. For 16 year-olds the figures were in 1938, 716,000, in 1948, 572,000 and in 1954 573,000. It is therefore clear that the proportion of successful candidates to the whole age group has risen markedly since before the war.

#### *Associated Examining Board*

48. The ninth examining body provisionally approved by the Minister in 1953 took the name of "The Associated Examining Board for the General Certificate of Education". In the course of the summer the Board submitted its draft Regulations for the approval of the Secondary School Examinations Council, together with 47 syllabuses at Ordinary level and 35 syllabuses at Advanced level. These were considered by the Council and by the end of October decisions had been given in all cases, the large majority of syllabuses being approved. The Board announced its intention to conduct its first examination in the summer of 1955.

#### **Direct Grant Secondary Schools**

49. Between 1945 and 1952 the annual capitation grant payable by the Minister in respect of pupils in the upper schools of direct grant grammar schools was increased, by various stages, from £16 to £28 5s. 0d. per pupil. The costs of maintaining these schools were further increased by the introduction of new salary scales for teachers on the 1st April, 1954. The Minister decided, after consulting representatives of the schools, not to make a further increase in the capitation grant but to introduce an additional grant of £20 payable for each educational year in respect of each pupil who was a member of a sixth form on 1st July and who was not less than 17 years of age on that date or was intending to take two subjects at Advanced level in the examination for the General Certificate of Education in the next educational year. The first proportionate instalment of grant was payable in respect of the summer term, 1954. By 31st December, 1954, grant amounting to £61,360 had been paid in respect of 9,204 pupils.

#### **Regulations**

50. In order to give effect to the arrangement described in the previous paragraph the Minister amended Regulation 47 of the Schools Grant Regulations by inserting a new sub-paragraph 47 (i) (b).\*

51. In July the Minister amended the Local Education Authorities (Recoupment) Regulations, 1953,† so as to provide for the treatment of boarding pupils as pupils not belonging to the area of any authority in cases where the person with whom the pupil habitually resided during the holidays changed his place of residence between 1st September, 1949, and 31st March, 1952. Confusion had arisen because, though changes of residence after the latter date had brought the children concerned into the category of belonging to no authority, changes between the dates mentioned still left the responsibility with the original home authority. The amendment was made to reduce and simplify the administrative work falling on authorities.

\* The Schools Grant Amending Regulations No. 5, 1954. Statutory Instruments, 1954, No. 361. H.M.S.O. 2d.

† The Local Authorities (Recoupment) Amending Regulation, 1954. Statutory Instruments, 1954, No. 991. H.M.S.O. 2d.

## CHAPTER II SPECIAL SERVICES

### **The School Health Service**

1. The Chief Medical Officer's report on the health of the school child published in December, 1954, gave a full account of the service in 1952 and 1953.\* Tables 41 and 42 of the present Report give some general statistical information.

#### *B.C.G. Vaccination*

2. In November, 1953, the Minister of Health notified local health authorities that he would be prepared to approve the extension of their arrangements for anti-tuberculosis vaccination with B.C.G. vaccine to include school children between the ages of 13 and 14. By the end of 1954, 97 local health authorities in England and Wales had, in consultation with local education authorities, made such arrangements for the vaccination of school children.

#### *The School Dental Service*

3. There was again a welcome increase in the staff of the school dental service; by the end of 1954 it had risen to the equivalent of 979 full-time dental officers. Recruitment continued to be helped, no doubt, indirectly by the changes in the remuneration of practitioners in the general dental service of the national health service, but another factor was the introduction of improved Whitley Council salary scales for dental officers employed by local authorities.

4. There was evidence that local education authorities, anxious to secure additional dental staff, were providing better standards of dental clinic accommodation and equipment. One large authority issued displayed advertisements for dental officers which set out the excellent facilities provided for its dental service. The concern shown by local education authorities generally for the development of the school dental service was encouraging.

### **Handicapped Pupils and Special Schools**

#### *Special School Provision*

5. Tables 43 to 50 contain statistics about special schools for January, 1954. There were 712 special schools, with 4,126 full-time teachers, and the number of pupils had risen to 56,394, compared with 54,375 a year earlier. The following tables show how the progress made in 1953 was maintained and improved upon during 1954:

*New special schools opened in 1954*

	Day	Boarding	Total
Blind and partially sighted...	—	1	1
Deaf and partially deaf ...	—	3	3
Educationally sub-normal ...	13	15	28
Epileptic ...	—	—	—
Physically handicapped and delicate:			
Hospital ...	—	1	1
Other ...	—	3	3
Maladjusted ...	1	7	8
Speech defects ...	—	—	—
Totals ...	14	30	44

\* The Health of the School Child. H.M.S.O. 1954. 5s. 0d.



### New places provided in 1954

	Day	Boarding	Total
Blind and partially sighted...	—	28	28
Deaf and partially deaf ...	—	324	324
Educationally sub-normal ...	1,123	828	1,951
Epileptic ...	—	—	—
Physically handicapped and delicate:			
Hospital ...	—	30	30
Other ...	—	190	190
Maladjusted ...	48	215	263
Speech defects ...	—	—	—
Totals ...	1,171	1,615	2,786

The increase in provision for educationally sub-normal children is particularly significant, and this trend should become even more marked as building projects now in their preparatory stages are completed. The building programmes for 1954-55 and 1955-56 include proposals for 40 new schools of this type, providing a total of over 4,700 places. All but one of these schools will be in new buildings.

6. The number of pupils returned by local education authorities as awaiting places in special schools fell from 20,517 in December, 1952, to 19,861 in December, 1953 (see table 51). There was a decrease from 455 to 323 in the number of partially deaf children awaiting places, but a small increase from 182 to 216 in the number of blind. The provision of new places for the educationally sub-normal is, and must for some years remain, much the biggest problem.

### The Deaf and Partially Deaf

7. During 1954 the Ministry completed an investigation, begun in 1953, into the waiting lists for places in special schools for deaf and partially deaf pupils. The information obtained from local education authorities and boarding special schools showed that 624 children were awaiting places. Some 60 per cent of the totally deaf were under the age of 5 and 80 per cent under the age of 7. The partially deaf were more evenly spread over the age range and very few were under the age of 5.

8. The numbers of deaf children between 7 and 15 years of age showed a fairly constant percentage of about 0.05 of the school population as a whole, after making allowance for the exceptionally high incidence of deafness among children born in 1940 and 1941. It was not possible to make calculations of comparable reliability for the partially deaf, because of the greater difficulty of ascertainment, but the available evidence suggested that by the time the abnormally large age groups of 1940 and 1941 had left school there might be an approximate balance between the total supply and demand for boarding school places for the deaf and partially deaf. The results of this investigation were notified both to local education authorities and to the bodies responsible for boarding special schools for the deaf and partially deaf.

### The Epileptic

9. An investigation into the unsatisfied demand for places at special schools for the epileptic justified the hope that extensions already planned would be sufficient to meet all probable needs.

### The Physically Handicapped

10. A similar investigation was begun in 1954 into the waiting lists at special schools for physically handicapped children. Local education authorities supplied particulars of all such children who were considered suitable for a special school education but were not receiving it. As a result the Ministry had, for the first time, detailed information about the degree of incapacity of the individual boys and girls whom authorities considered to be so physically handicapped that they ought to be in special schools. Many of the children were severely disabled and a considerable number were thought to be educationally sub-normal; but it was both surprising and encouraging to find that only 485 of the 1,052 children were spastics.

11. Eight hundred and fifty out of the 1,052 had been recommended for a boarding special school. As the following table shows, more than a quarter of the parents had refused permission for their children to be sent to boarding schools and only 525 were actually awaiting places in such schools:—

	All Physically Handicapped (including Cerebral Palsied)		Cerebral Palsied	
	England	Wales	England	Wales
Parental consent given ...	471	54	268	33
Parental consent not yet given	66	11	24	6
Parental consent refused ...	208	40	92	12
Totals ...	745	105	384	51

12. Making allowance for the refusal of parental consent, it seems probable that the new boarding schools for the physically handicapped already being built will be sufficient to meet the demand.

### Regional Conferences

13. In 1947 regional conferences were held at which local education authorities discussed problems of special school provision and special educational treatment and formulated plans for regional co-operation in this field. The planning which followed these conferences had, for want of definite evidence, to be based largely on assumptions, some of which have since been modified in the light of experience. In 1954 the Minister thought it opportune to convene a further series of conferences to review the progress made and to assess what further provision was still required. Most of these had been held by the end of the year. It is hoped that, as a result of these conferences, the practice of maintaining permanent consultative machinery for periodic discussion of common problems of special educational treatment among authorities in the region will be more widely adopted.

### The School Meals Service

14. The number of pupils in grant-aided schools taking dinner in October was 2,850,000 or 46 per cent of the total number of children in attendance. This was a slight increase on the percentage for October, 1953.

15. There was a further reduction in the number of schools or departments with no facilities for school meals. In October these numbered only 693 out of nearly 30,000 schools or departments, compared with 799 out of some 29,500 a year earlier.



16. Circular 272, issued on 15th January, drew the attention of local education authorities to the importance of taking all possible precautions against outbreaks of food poisoning in school canteens and suggested various preventive measures. Subsequently a number of canteens were visited by the Ministry's Medical Officers together with H.M. Inspectors and, where unhygienic conditions were found to exist, suggestions for their improvement were made to the local education authorities concerned.

17. On 1st April local education authorities became responsible for purchasing equipment for the school meals service; the change-over from central bulk purchase by the Ministry of Works proceeded smoothly.

### Milk in Schools Scheme

18. On 1st October, following the closure of local food offices, responsibility for ordering and paying for school milk for maintained schools was taken over by local education authorities; and the full cost of the scheme for maintained schools was transferred from the Vote of the Ministry of Food to that of the Ministry of Education. Circular 278, which announced this change, also asked local education authorities to introduce tendering for the supply of school milk from 1st April, 1955. Arrangements for the supply of milk to other schools continued to be made by the Ministry of Food.

19. In October 84.8 per cent of the children in attendance at maintained schools were taking milk. Fifty-one schools or departments were without any supply of milk and 41 were receiving dried milk only; the corresponding figures for October, 1953, were 33 and 50 respectively. The slight increase in the number of schools not receiving fresh milk probably reflected a temporary dislocation of supplies in some of the remoter districts.\*

20. Untreated raw milk may convey various infectious diseases, the most serious being bovine tuberculosis. It has always, therefore, been regarded as most important that safe milk should be supplied to school children under the milk in schools scheme. As a result of the efforts made by the government departments and local authorities concerned, the risk of infection from school milk is now very small indeed, the proportion which was either pasteurised or tuberculin tested being 98.5 per cent in January, 1953, and 99.7 per cent in October, 1954. It is hoped that it will be possible in the near future to secure a safer supply for the few schools which at present receive undesignated milk. The Minister decided, therefore, to take the power to ensure that designated milk is supplied, if available. In July the Provision of Milk and Meals Regulations, 1945, were amended accordingly.

### Regulations

21. The amendment of the Provision of Milk and Meals Regulations, 1945, enables the Minister, if he thinks it expedient, to require milk supplied for drinking by school children to be either pasteurised or tuberculin tested milk.† The Minister also made certain amendments to the provisions of the Education (Local Education Authorities) Grant Regulations, 1952, relating to milk grant; these were made necessary by local education authorities' assumption of responsibility for paying for school milk for maintained schools.‡

\* The figures in this paragraph do not take into account the schools in Monmouthshire which were temporarily without milk as the result of a dispute between the Local Education Authority and the suppliers.

† The Milk and Meals (Amending) Regulations, 1954; Statutory Instruments 1954 No. 910. H.M.S.O. 2d.

‡ The Education (Local Education Authorities) Grant Amending Regulations No. 2, 1954; Statutory Instruments, 1954, No. 909. H.M.S.O. 2d.

22. In November the Minister amended the School Health Service and Handicapped Pupils Regulations, 1953, to remove the requirement that plans of building proposals for non-maintained special schools had to be approved by 31st March, 1955, if they were to qualify for the payment of accommodation grant by the Minister.\*

\* The School Health Service and Handicapped Pupils Amending Regulations, 1954; Statutory Instruments, 1954 No. 1389. H.M.S.O. 2d.



## CHAPTER III

### FURTHER EDUCATION

#### Advanced Technological Education in Technical Colleges

1. Advanced technological education continued to occupy a good deal of attention during the year and a number of statements were made describing the Government's intentions. A statement about the part to be played in this sphere by the technical colleges was made in the House of Lords in December in a debate on a report of the Parliamentary and Scientific Committee. That Committee had recommended that some 20 of the larger technical colleges should become Royal Chartered Colleges of Technology, financed by the Treasury, with a council to co-ordinate their work and a technological degree as their award. It was made clear during the debate that the Government preferred evolutionary progress to revolutionary change; that some 30 technical colleges had been planned to develop ultimately into advanced regional colleges; that local education authorities had done excellent work in linking local industries closely with their colleges; and that, in the Government's view, it would be a mistake to remove the colleges from the control of the authorities.

2. By the end of 1954 local education authorities had sought approval to 1,300 courses, spread over 92 colleges, for the purpose of the special grant offered for courses of advanced technology. This grant, at the rate of 75 per cent, is given for approved courses at technical colleges which have a high standard of accommodation and equipment; a good proportion of advanced work; suitable facilities for adequate teaching in the fundamental sciences as well as in technology; opportunities for research; and a highly qualified staff with considerable freedom in planning courses. The grant is refused where these conditions are not fulfilled. During the year the number of approved courses rose by 113 to 493 and the number of colleges concerned increased by two to a total of 24. The revised estimates of local education authorities for 1953-54 suggested that in that year an expenditure of about £1,250,000 was likely to qualify for the special grant. One large authority decided to increase the staff engaged on approved courses so as to give the teachers more time for research.

3. In August, 1953, the Ministry had drawn the attention of regional advisory councils and local education authorities to the urgent need for advanced short courses to enable scientists and technologists in industry to keep up with developments and new techniques. By the end of 1954, 45 full-time and 829 part-time courses were in operation, compared with a total of 500 courses a year earlier. The Ministry continued to send details of full-time courses to the Federation of British Industries and the National Union of Manufacturers for circulation to their members.

#### National Advisory Council on Education for Industry and Commerce

4. Much of the Council's time was spent on preparing revised proposals for a national award in advanced technology. These were presented to the Minister in September and were still under consideration at the end of the year.

5. The Council continued to investigate the types of technological training which would best meet the varying needs of industry and they paid particular attention to the development of sandwich courses, which they arranged to discuss with the Federation of British Industries. These courses consist of alternate periods of full-time work in industry and periods of full-time study;

the periods may be one, two, three or more months each. They thus combine the advantages of work in industry with study at a technical college or university. They enable lecturers to give more broadly based instruction than is possible in part-time courses; and they provide, through the works periods, a more complete understanding of industrial atmosphere and methods than a normal full-time college course could provide.

6. Various matters were referred to the Council by the regional advisory councils, including the need to organise shorter part-time courses in management for professionally qualified students. On this the Council kept in touch with the British Institute of Management, which was itself considering this and other problems relating to management studies. Other references concerned the operation of arrangements for advanced technology grant, the deferment of national service for commercial and agricultural apprentices taking certain courses, and the need to train lecturers for courses in "work study".

#### Regional Advisory Councils for Further Education

7. As further education develops and expands, there is a growing need for co-operation between local education authorities to provide the necessary courses economically and for a close association between industry and the technical colleges. The ten regional advisory councils in England and Wales, on which authorities, universities, colleges and industries are represented, help to meet both these needs; and during the year they continued their valuable work of co-ordinating technical facilities and linking industry with education. A good example was the establishment of joint advisory committees in the north-west region for both the gas and the building industries, with representatives of industry and education on each. The main function of these committees is to advise on the provision of craft and foremanship courses for those employed in the industry.

8. The councils prepared a number of interesting reports and memoranda during the year. One report called attention to the amount of research carried out in some technical colleges in London and the Home Counties, and gave a list of about 300 original contributions to scientific and technological knowledge published between 1947 and 1952; these contributions came from 17 colleges, about one quarter of the senior technical institutions in the region. But, without suggesting any reduction in the fundamental research undertaken in technical colleges, the report pointed out that there was room for a considerable increase in the amount of work done in consultation with industry or for industry's direct benefit. Other reports dealt with libraries in colleges of further education and with various subjects which are usually taught in art schools, such as gold and silversmithing, jewellery, typography and design for the theatre.

9. The councils organised a number of valuable conferences and short courses for teachers. In the West Midlands, for example, there were regional conferences on management, art and agricultural subjects. Week-end courses for teachers covered mining, welding, textiles, boot and shoe manufacture, engineering, drawing, building and agriculture.

#### Work Study

10. It is now generally accepted that certain techniques, known collectively as "work study" or "industrial engineering", can bring about an immediate and substantial increase in industrial productivity. These techniques, which include work simplification, time and motion study, and factory and



shop lay-out, aim at raising the standard of achievement throughout industry—by the more effective use of men, material and machines—and at reducing losses due to waste and fatigue.

11. Specialists in these techniques are in great demand, and as the techniques can to a large extent be taught, they are a suitable subject for courses in technical colleges. A few colleges have provided such courses for some time, the best known being perhaps the three-months' course offered by the Cranfield College of Aeronautics, the six-weeks' course at the Birmingham College of Technology and various courses at the Acton Technical College. But attempts to develop courses elsewhere have been impeded by the great difficulty of obtaining suitable teachers; trained men can usually command exceptional rewards in industry.

12. In consultation with the British Productivity Council, the Federation of British Industries, the British Institute of Management and the Trades Union Congress, the Ministry sought to solve the difficulty by arranging during 1954 new three-months' courses in "work study" at the Loughborough College of Technology and the Leicester College of Technology and Commerce. (A similar course was arranged at the Royal Technical College, Glasgow, by the Scottish Education Department.) These courses are on the lines of that at Cranfield and are intended not only for teachers from technical colleges but also for industrial executives, trades union officials, and education and training officers in industrial firms. The intention is to train teachers who, on returning to their own colleges, will be able to run similar courses there, as well as to meet the demand from industry for more "work study" specialists. Scholarships have been made available, out of counterpart funds derived from United States Conditional Aid, to enable teachers in technical colleges to attend these special courses, which are followed by a period of about three months in industry under specialist supervision.

#### Education for Management

13. Interest in management studies continued to grow and with it the demand for the courses administered by the British Institute of Management and the Ministry. These are available at more than 70 technical colleges, and 452 intermediate certificates and 177 diplomas were awarded during 1954. The number of diplomas was nearly double that of the previous year; since the diploma is generally taken two years after the certificate, this reflects the sharp increase in intermediate certificates in 1952.

14. Management studies are not, however, confined to courses for the certificate and diploma. They take their place, for example, in courses leading to engineering qualifications. Each year, as a result of further study, about 1,500 young engineers have their higher national certificates endorsed in respect of management subjects. The numbers in 1954 were 1,569 in mechanical engineering, 149 in production engineering and eight in electrical engineering.

15. The post-war increase in the provision of courses in foremanship and works supervision is particularly noteworthy, in view of the importance of good relations at all levels of management. Courses provided at technical colleges comprise part-time evening or day courses spread over one or two years, short full-time courses of approximately one month and short evening courses of up to 12 lectures.

16. Exact figures of the attendance at these various courses since the war are not available, but the steady progress is illustrated by the increase in the number of courses leading to the Institute of Industrial Administration's certificates in foremanship and works supervision. These rose from 12 in

1946-47 to 50 in 1953-54, and the number of certificates awarded increased from 55 to over 400.

17. In addition to regular courses leading to certificates and diplomas, provision is made in less formal ways, particularly in discussion groups and conferences organised for the higher ranks of management. Progress in this field is naturally difficult to represent in statistical terms, but its volume is already great and is steadily growing. Some technical colleges ran part-time courses of this kind in 1954, and many of the residential adult colleges provided the weekend or longer courses which attract students holding responsible positions in industry. The discussion group method, or round table conference, is a technique which has been widely practised in the United States as part of the management education of industrial and commercial executives; it is now apparently beginning to find favour in this country. Several of the largest technical colleges also arranged courses of lectures by experts on specialised aspects of management, and one course attracted audiences of from 400 to 800 students.

#### Apprenticeship Schemes

18. The scope of the apprenticeship system has been greatly extended in recent years. The raising of the school leaving age, national service and the low birth rate just before the war, have led to fewer young people being available for industry and commerce, and the shortage of new entrants has increased the importance of their training. As a result, apprenticeship schemes have been started in a number of industries which formerly had none, such as building and agriculture.

19. But apprenticeship schemes today frequently differ from those of before the war in that they provide for formal training at a technical college and are supervised by a joint apprenticeship council which has an education sub-committee. The Ministry is now represented on the education committee or corresponding body for 20 apprenticeship schemes covering a wide range of trades. Training in the actual practice of the craft continues to rest with the employer, but it is now usual to supplement this by regular study, which includes the basic science and technology. The apprentice commonly attends the local technical college on one day a week in working hours and with pay. The growth of apprenticeship schemes of this kind is largely responsible for the remarkable yearly increase in the number of part-time day students at technical colleges.

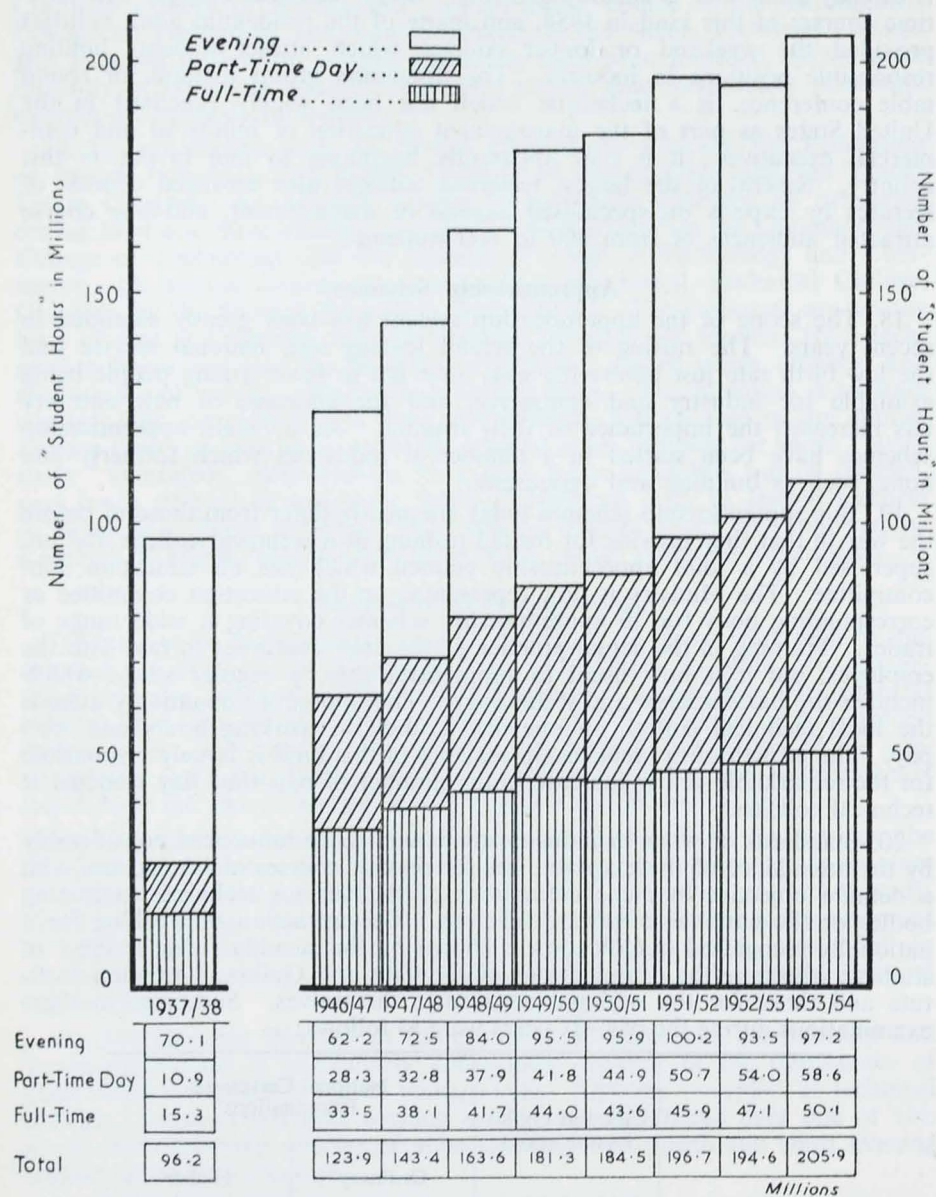
20. Standards of work in industry are bound to be influenced considerably by the attendance of these apprentices for regular courses of instruction, with a definite objective in the examinations of the various technical examining bodies or the national certificate schemes. The attraction of working for a nationally recognised qualification is shown by the steadily rising number of students who take the examinations of the City and Guilds of London Institute and those for the national certificates themselves. Successes in these examinations during the past six years were as follows:—

			City and Guilds Examinations	National Certificate Examinations	
				Ordinary	Higher
1949	...	...	38,963	9,739	4,241
1950	...	...	44,697	10,889	5,042
1951	...	...	43,649	10,991	5,661
1952	...	...	44,390	11,674	6,311
1953	...	...	47,510	11,341	6,564
1954	...	...	49,902	12,443	6,940



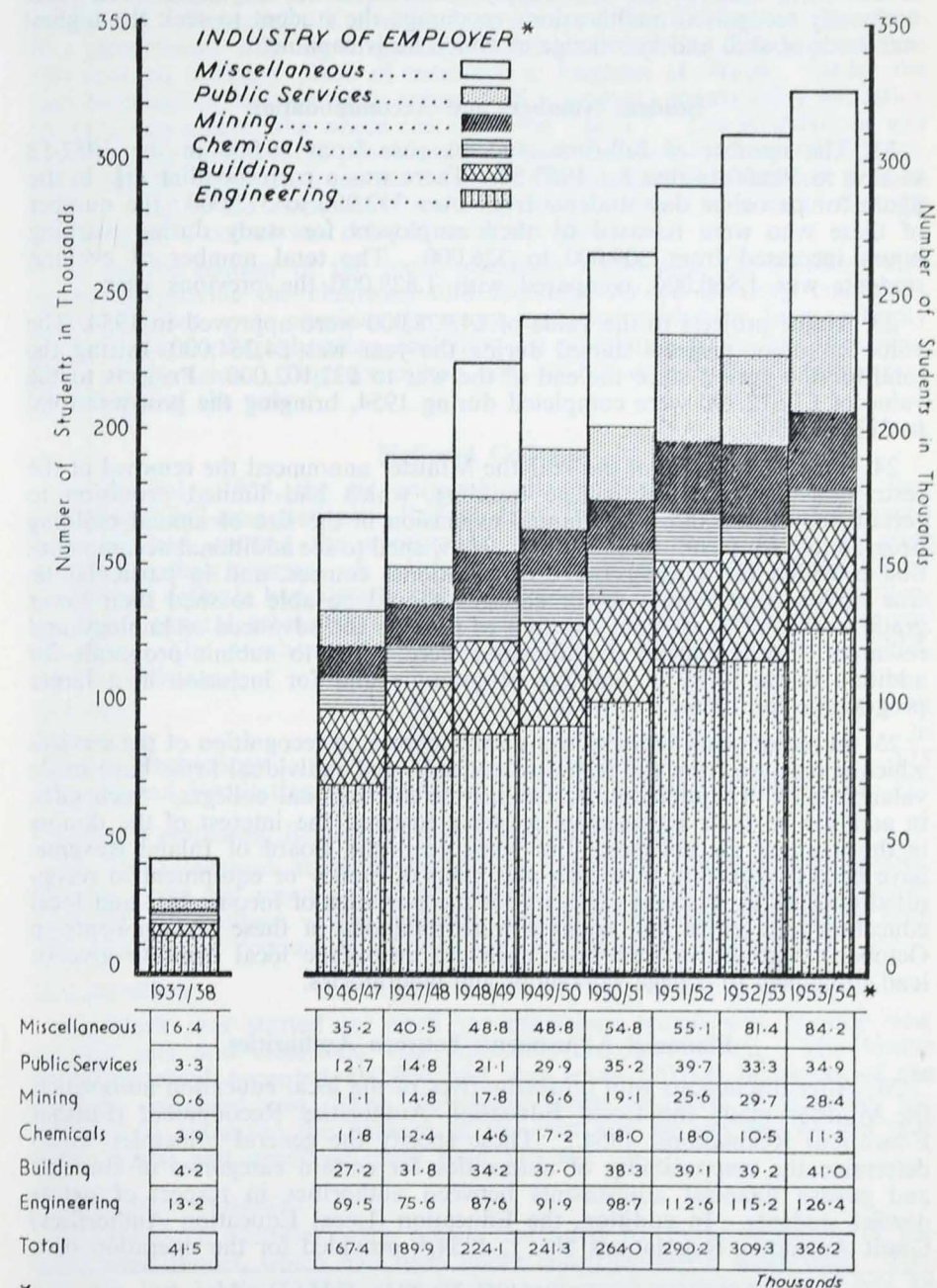
# FURTHER EDUCATION GROWTH OF WORK

## (1) All Establishments



# FURTHER EDUCATION GROWTH OF WORK

## (2) Part-Time Day Release Students





21. The increased number of successes in the City and Guilds examinations is of particular interest because of the close association of these examinations with training in craftsmanship. The national certificate scheme encourages the brighter students to qualify as technicians, and at the higher level the scheme opens the way to professional status through membership of the professional institutions. In fact, the higher national certificate examination is the main channel for the supply of professional engineers. All these nationally recognised qualifications encourage the student to seek the highest standards of skill and knowledge of which he is capable.

#### Student Numbers and Accommodation

22. The number of full-time students rose from 56,000 in the 1952-53 session to 59,000 in that for 1953-54. There was a corresponding rise in the figure for part-time day students from over 353,000 to 372,000; the number of these who were released by their employers for study during working hours increased from 309,000 to 326,000. The total number of evening students was 1,860,000, compared with 1,829,000 the previous year.

23. Major projects to the value of £4,938,000 were approved in 1954. The value of major projects started during the year was £4,264,000, raising the total for the period since the end of the war to £32,102,000. Projects to the value of £7,612,700 were completed during 1954, bringing the post-war total to £17,948,430.

24. Towards the end of the year the Minister announced the removal of the restrictions on technical college building, which had limited provision to certain industries, and a substantial expansion in the size of annual building programmes for technical education. He wished to see additional accommodation provided for a wider range of vocational courses, and in particular he was anxious that certain major colleges should be able to shed their lower grade work and have more freedom to provide for advanced technology and research. Local education authorities were asked to submit proposals for addition to the 1955-56 building programme and for inclusion in a larger programme for 1956-57.

25. In recent years industry has shown increasing recognition of the services which it receives from the technical colleges, and individual firms have made valuable gifts of equipment, particularly to the national colleges. Such gifts, in addition to their intrinsic value, have fostered the interest of the donors in the work of the colleges. For some years the Board of Inland Revenue have been prepared to treat gifts and loans of money or equipment to recognised colleges as business expenses for the purposes of income tax, and local education authorities and colleges were reminded of these arrangements in October. Authorities were later asked to encourage local firms to give or lend equipment to college workshops and laboratories.

#### Financial Adjustments between Authorities

26. After discussions with representatives of the local education authorities, the Minister made the Local Education Authorities Recoupment (Further Education) Regulations, 1954.\* These specify the general principles which determine the responsibility of authorities for certain categories of students and govern financial adjustments between authorities in respect of extra-district students. In addition, the Education (Local Education Authorities) Grant Amending Regulations No. 1, 1954,† provided for the operation of a

\* Statutory Instruments 1954, No. 815. H.M.S.O. 3d.

† Statutory Instruments 1954, No. 814, H.M.S.O. 2d.

central "pool" to meet the cost of educating students for whom no individual authority can be held responsible; expenditure from this "pool" is shared among all authorities in England and Wales.

27. These new Regulations were expected to eliminate many small problems which had in the past caused a disproportionate amount of work and difficulty for authorities or had hindered individual students. The case of young people whose parents are employed for the time being overseas provides one illustration. Previously, if sent back to this country for further education, they often found difficulty in getting financial aid from an authority because they had no ordinary place of residence in England or Wales. Under the new Regulations any authority aiding such a student, or providing education for him, can recover the whole cost from the "pool". The Regulations will also help, for example, the provision of further education for hospital patients, which will be financed from the "pool". In the past it sometimes took so long to identify the responsible authority and to obtain its consent that the provision of a course was delayed until too late.

28. At the request of the local education authorities, the Minister also agreed to provide the chairman and secretary for an advisory committee which they set up to consider the many problems arising on inter-authority payments for further education, including the calculation of the cost of various types of provision. This committee had all but completed its first report by the end of the year.

#### National Colleges

29. By July, 1954, the six national colleges established since 1946 had trained 809 full-time students. Reports from the colleges showed that practically all had entered the appropriate industry, or returned to it, after completing their courses. A satisfying number of ex-students of the longer established colleges had already risen to senior executive posts as production, works or general managers or as senior engineers, and some had become directors. The numbers of full-time students in the autumn term, 1954, were as follows:—

Horology ... ..	29	Leather ... ..	28
Foundry ... ..	36	Food Technology ... ..	26
Rubber Technology ... ..	59	Aeronautics ... ..	175
Heating and Ventilating ... ..	80	Royal College of Art ... ..	372

#### Heating, Ventilating, Refrigeration and Fan Engineering

30. The Governors accepted the offer of the British Refrigeration Association to make an annual grant of £800 for two years to finance research work at the College. The research scholar appointed, who holds both first and second degrees, is working on dry expansion evaporators.

#### Leathersellers

31. Work was started in April on extensions which will provide new tanning pits and classroom and laboratory accommodation. The lowest tender received exceeded £50,000 and was some £20,000 in excess of the original estimated cost. The Governing Body appealed to firms in the industry to subscribe the balance of the cost and by the end of the year their appeal had produced more than £13,000.

#### College of Aeronautics

32. Research facilities were greatly extended by the completion of the large wind tunnel, which had been under construction for some time. This was the last in the College's programme of wind tunnels; it now has 14 of them.



33. Research projects increased in number during the year. Those commissioned by industry concerned aircraft design and propulsion, and assignments from the Ministry of Supply involved research on "swept wings" and "combustion".

34. A new Department of Electrics and Electronics was formed on account of the expansion and increasing complexity of the work. This specialises in the electrically operated mechanisms and other equipment which are increasingly being installed in aircraft. The section concerned with the teaching of mathematics was also formed into a separate department to service the other departments.

35. The three-month courses in work study continued to be over-subscribed, in spite of an increase in the number of places available. Short courses in various aspects of aeroplane design, construction and propulsion and other allied subjects again attracted large numbers of students.

### Art Education

#### General

36. As ex-service men and women have completed their courses, the number of full-time students in colleges and schools of art maintained or assisted by local education authorities has steadily declined and in 1954 there were fewer than 11,000. Part-time day students were more numerous than in 1953 and evening students were a thousand more; they numbered 30,500 and 93,500 respectively.

37. Probably half of the male evening students, and a substantial proportion of the women, attended art schools in order to improve their skill as designers or craftsmen in industry or commerce. They ranged from the artist in the advertising agency or commercial studio to the compositor in the printing industry or the painting and decorating craftsman. Their numbers were high in areas where there is a staple industry in which design is important, such as pottery at Stoke-on-Trent, textiles in Lancashire, furniture at High Wycombe and the metal industries at Birmingham.

38. Evening students also included some who wished to do art or craft work in their spare time for the pleasure and interest it gave them; the courses provided for them ranged from painting to hand weaving and silversmithing. A number of full-time students attended evening classes for further practice. There were, too, teachers who sought in the art schools inspiration and practical guidance for their work in primary and secondary schools.

39. Among those who attended part-time during the day, industrial students were mainly craftsmen released by industrial employers; a few were young designers sent by their firms. Part-time architectural students were numerous in day classes where, as at Leicester, Birmingham and Leeds, the school of architecture is organised as part of the college of art. Among the rest were housewives who preferred day to evening courses and were interested in textile crafts and dress design.

40. More than half of the full-time students were taking courses leading to the Ministry's art examinations. Some of the others wanted a shorter training in preparation for junior posts in some branch of industry or commerce where artistic ability is required and a preliminary course at an art school is an asset. There were also 965 full-time students of architecture attending art schools.

41. A full-time student taking an art course approved by the Ministry looks forward to three or four years of training, to be followed by a further

year if he intends to teach. The examinations are subject to external assessment by persons appointed by the Minister. The intending industrial designer can take a special three-year course for the Ministry's National Diploma in Design in furniture, dress design, design for metals and plastics, commercial design for advertising or similar subjects. For the prospective teacher there is a course for the Ministry's Intermediate Certificate in Art and Crafts, lasting two years as a rule, followed by a two-year course leading to the National Diploma, for which there is a wide range of craft and design subjects in addition to painting and sculpture. The proportion of students who eventually enter industry or commerce as designers, or alternatively take up full-time teaching, varies from year to year; but on the whole rather less than half of those who qualify for the National Diploma are likely to teach full-time. For example, only 439 out of 1,150 students who secured the National Diploma in 1953 eventually qualified as specialist teachers of art after a further year's training.

#### Art Examinations

42. Entries for the Intermediate Examination in Art and Crafts declined from 1,651 in 1953 to 1,472 and for the National Diploma in Design Examination from 1,519 to 1,199. The fall was accentuated by the decrease in the number of candidates taking the examinations again after failure in a previous year. In the Diploma Examination the reduction was almost entirely in candidates examined in the fine arts.

43. The percentage of passes reached a record post-war level—79 in the Intermediate Examination and 81 in that for the National Diploma. For the first time, candidates who did not hold the Intermediate Certificate could enter the National Diploma examination in a special subject after a full-time course of three years' duration specially approved for the purpose: 122 candidates took the examination under these arrangements and 71 per cent passed. These courses are planned for the intending designer for industry. The percentage of candidates taking two subjects in the Diploma Examination (a main and an additional subject) after a two-year course increased to nearly 30 per cent of all candidates, compared with 27 per cent in 1953 and 16 per cent in 1952.

44. New premises in Chepstow Place were used for assessing the work in the Art examinations, and the exhibition of the best work was held there in September. The work shown was of a good standard and the exhibition attracted a fair amount of attention, including a full page of photographs in the *Times Educational Supplement*. It was visited by members of the Industrial Art Committee of the Federation of British Industries and by the Director of the Council of Industrial Design.

#### Royal College of Art

45. The College's contribution to industrial design continued to develop. Of the 65 students who left the schools dealing with industrial and commercial design in July, 47 went into industry. An important printing firm sent two of its bookbinding apprentices to the College and a glass firm sent one of its designers, all for special one-year courses, while one of the biggest radio firms in the country paid a post-graduate student to carry out design research for it.

46. The College undertook a number of designs for industrial concerns. Its commissions included the redesigning of the interior of the Glass Federation's premises in Portland Place and the production of a presentation book containing the names of the winners of the Grand Challenge Cup at Henley



Regatta. A valuable commission was also received from one of the leading advertising agencies in the United States. Work continued on the stained glass windows for the new Coventry Cathedral, to which reference was made in the Report for 1952.

47. A number of exhibitions were held, and the College again had a small display at the British Industries Fair at Earls Court. An exhibition of chairs was shown at the Building Centre, and a summer exhibition in the College premises dealt with industrial design. This was later moved to a London store, where it was visited by some 4,000 people. Earlier in the year the textile school, at the invitation of the Silk and Rayon Users' Association, staged an exhibition of printed and woven designs in silk and rayon at the Association's Centre in Park Lane.

48. The College received students from Australia, Canada, India, New Zealand, Pakistan, South Africa, Malaya and the Gold Coast. Visitors from all over the world showed an interest in its work; they included a deputation of art school principals from Italy and the chief graphic designer of the U.S.S.R.

#### Agricultural Education

49. On 1st April H.M. Inspectors became responsible for the inspection of farm institutes, as recommended by the Working Party on Agricultural Education, to which reference was made in the Report for 1953. They report and advise on these institutes directly to the Minister of Agriculture and Fisheries.

50. The agricultural apprenticeship scheme, which had been launched in September, 1953, made encouraging progress in many areas. By October more than 300 young people were serving apprenticeships. Progress was particularly marked in the counties of Kent, Worcestershire and Shropshire, which have a tradition of part-time education in agricultural subjects; but all local education authorities co-operated closely with district apprenticeship committees in respect of the further education element in the scheme. Where the necessary facilities for further education are available, part-time day attendance on one day a week or its equivalent is obligatory during the first two years of the three-year apprenticeship. Such facilities were not always available, and the small numbers involved sometimes made it difficult to arrange classes economically; but a number of new part-time day courses were started in technical colleges. Similar facilities were provided in some farm institutes, the cost ranking for grant from the Ministry of Agriculture. A typical course would include English agricultural science and some of the following subjects—farm crops and grassland husbandry, woodwork for the farm, dairy hygiene, and the servicing of farm machinery and tools. Block release courses for apprentices, in the form of a continuous course of several weeks or a number of shorter periods, were also planned in certain areas. This type of provision, usually arranged for the winter months, showed signs of being popular with employers, authorities and committees. Where difficulties occurred in arranging for apprentices to attend courses without loss of pay, the Agricultural Apprenticeship Council and the committees themselves explained to employers the importance of the further education element in the scheme.

51. There was a considerable increase in the number of new part-time day courses in agriculture and horticulture at technical colleges, the figure for the 1953-54 session being 18 compared with five in 1952-53. Three new courses in farm machinery were also started.

#### Youth Service

52. Grants totalling £164,324 were offered to national voluntary youth organisations; this was nearly the same figure as the year before. Direct grants to local clubs and centres for buildings and equipment dropped from £44,828 in the previous year to £23,680 in 1953-54; but the restrictions on new building, which had been in force since the beginning of 1952, were relaxed towards the end of the year and there was the prospect of more work being possible in the future.

53. Bursaries amounting to £3,807 were paid in 1953-54 to nine students attending the one-year full-time training course in youth leadership at the University College of Swansea. Assistance was also given, from the beginning of the 1954-55 session, to four students attending the training course at Westhill Training College, Birmingham.

#### Village Halls and Community Centres

54. Offers of grant were made in respect of 128 village hall schemes, compared with 107 in 1953. In 48 cases the grant was for the equipment of halls which local committees had built, without grant, after the relaxation of licensing controls. One interesting type of scheme was the conversion of a disused village school into a hall; 14 grants were offered in aid of the acquisition and adaptation of village schools for this purpose.

55. Grants were also offered to 37 villages whose inhabitants had decided to build a hall with their own hands (taking advantage of the Ministry's grants on building materials, which still continued when grants on new halls built by contract labour were suspended in 1952). Most of these villages were in the midlands and the south of England; there were as many as eight in Suffolk alone. By using voluntary labour these village committees have been able to reduce the cost of construction to about 25s. per square foot, which is a little more than half the cost of halls erected by contract; and many of the halls so built are both commodious and attractive. As in the case of contract schemes, the success of a project has depended very largely on the initial thought given to design.

56. The Minister made 14 offers of grant in aid of community centres, nine of which were to be built by voluntary labour. Bristol provided one example of voluntary effort assisted by a statutory body. The City Council, acting under the Education Act, 1944, devised a scheme for helping the inhabitants of a neighbourhood to establish a community centre. Under this scheme the local people can obtain financial assistance if they form a community association and approach the local education authority with satisfactory building plans, a list of voluntary workers with knowledge of the building trades and an assurance that they can raise a quarter of the cost. The authority provide a site at a nominal rent, advise on plans and make a building grant of up to 75 per cent of the cost. The Bristol Council of Social Service gave valuable advice and help to this scheme. At the end of the year five community centres had already been built in this way and four more were under construction.

57. In December the Minister was able to remove the restrictions which had been in operation for nearly three years. It again became possible for voluntary organisations and local authorities to apply for grants under the Physical Training and Recreational Act, 1937, in aid of contract work on village halls, community centres and playing fields.



### Adult Education

58. In the educational year 1953-54 there was a slight increase in the number of classes organised by responsible bodies and in the number of students attending them, the totals being 7,190 classes and 142,779 students, compared with 7,151 and 137,203 the previous year. Grants paid to responsible bodies rose to £343,000, compared with £338,000 paid in 1952-53. These grants continued to be subject to limitations but, in accordance with the Minister's undertaking to review cases of special difficulty, increased grants were paid in several instances on account of salary increments for full-time tutors and higher travelling costs.

59. The Committee appointed in June, 1953, under the chairmanship of Dr. Eric Ashby, completed their review and submitted their Report\* in July. This provided the first systematic review of adult education since 1919.

60. The Committee rejected proposals which would involve the withdrawal of the Ministry from direct participation in financing classes. They recommended that the present partnership between voluntary bodies, universities, local education authorities and the Ministry should be maintained; that the Ministry's policy should always be such as to encourage voluntary work; that the Workers' Educational Association districts should be encouraged to preserve their status as responsible bodies and should continue both to organise and to provide classes; and that local education authorities should be encouraged to aid adult education by contributing towards the administrative costs of responsible bodies and by providing accommodation free of charge, in addition to the direct provision they themselves make. Referring to the part played by the Ministry, the Committee considered that direct grants to responsible bodies should be continued and that the Ministry should exercise a more active but more flexible control of expenditure. They proposed that the present method of fixing limits to the Ministry's grant should be replaced by a system of maximum annual allocations of grant, made available to each responsible body and related to the quality and standards of its work, its proposed programme, the needs of the area in which it operates and the activities of other interested bodies in that area. They recommended also that the limits on salaries of full-time tutors recognised for grant should be removed and that the level up to which fees of part-time tutors are recognised for grant should be raised; and they urged that some assurance should be given to responsible bodies that the Ministry's total allocation of grant for adult education would not suffer a reduction at short notice. As to students' fees, the Committee felt that the position should be kept under review, that fees should be raised if local circumstances justified an increase and that both the Ministry and local education authorities should take the level of fees into account when assessing grants. They thought, too, that the Minister should consider setting up a small committee to advise him from time to time on the subjects and types of adult education courses which should receive priority in qualifying for grant.

61. The various recommendations made in the report were still being considered by the Minister at the end of the year.

62. During 1954 the Ministry carried out a review of the cost of maintaining the many residential colleges or adult education centres conducted or aided by local education authorities. This revealed considerable variations in the

cost to public funds of these institutions, but it was clear that these were largely due to differences in the character of the colleges and centres themselves, arising from their varying local circumstances.

63. One of the best known adult education establishments is the Working Men's College at St. Pancras, which receives direct grant from the Ministry. This college is unique of its kind in that its teaching staff are unpaid. They consist of professional and business men, including a number of civil servants, and they conduct a wide range of classes, mainly in liberal subjects. The number of students is usually between 600 and 700. During the year the college celebrated the centenary of its foundation and it was honoured on this occasion by a visit from Her Majesty the Queen and H.R.H. The Duke of Edinburgh. The wide affection felt for the college is shown by the fact that its centenary appeal produced about £50,000, which is to be used to improve the premises, to develop the work, to meet increased running costs and to endow the playing fields.

\* Organisation and Finance of Adult Education in England and Wales. H.M.S.O. 2s. 6d.