



EDUCATION IN 1959

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

*Presented to Parliament by the Minister of Education
by Command of Her Majesty
July, 1960*

LONDON
HER MAJESTY'S STATIONERY OFFICE

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REPORT FOR THE YEAR 1959

REPORT OF THE MINISTRY OF EDUCATION

Report of the Year

To the Queen's Most Excellent Majesty

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ILLUSTRATIONS

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- Mander College, Bedford, a college of further education
(By courtesy of Bedfordshire County Council, County Architect's Department)
- Hostel block at S. Katharine's College, Tottenham, a training college for teachers
(By courtesy of Kenneth Prater (Photographer), Palmers Green, N.13)

2nd inset:

The Commonwealth Education Conference, Oxford: at dinner on the opening night

On a Study Tour before the Conference: Mr. Ross Ford, a delegate from Canada, and Mr. E. W. Burbridge, representative of the British Council in Jamaica, visit a primary school in Birmingham

At a Garden Party for Delegates to the Conference: Mallam Abba Jiddum Gana of Nigeria and Professor John Figueroa from the West Indies chat with the Earl of Home, Secretary of State for Commonwealth Relations

The Commonwealth Institute: model of the new buildings to be erected in Holland Park

At the Ministry: (a) *above* Part of the library in the rebuilt wing at Curzon Street

(b) *below* The inquiry room (show-part of a small exhibition on further education)

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PART II

The Table of Contents of Part II of the Report (Statistics for England and Wales for the year 1958-59) will be found on page 123.

INTRODUCTION

1. This Report provides the usual record of facts and figures and contains a special review of post-war educational building. The Report also describes the progress made with three main building programmes: the five-year programme for schools, one aim of which is to complete the reorganisation of all-age schools; the five-year programme of technical college building, to which a supplementary three-year programme has been added; and the plans to expand training colleges.

2. The drive to improve the quality of the schools called for in the 1958 White Paper on Secondary Education brought to a head the difficulties experienced by the churches in carrying out the responsibilities that they undertook in 1944. To ease the position, the Education Act of 1959 was passed with a welcome measure of support from all the main political parties. The Act, which was a logical development of the 1944 settlement to meet new conditions, provided an extended system of grants for voluntary school building.

3. The year was notable for an educational event which concerned not merely the people of England and Wales but the 660 million citizens of the Commonwealth. A Commonwealth Education Conference was held at Oxford in July—the first since 1927—which brought together delegates from all over the Commonwealth. The Conference established education as a subject on which the Commonwealth will consult together and collaborate through regular machinery. Far-reaching schemes were started for sharing its educational resources for the benefit of all its members.

4. The end of the year saw the publication of the Central Advisory Council report *15 to 18*. This distinguished report will have a lasting influence on the development of education in this country.

REVIEW OF THE YEAR

Primary and Secondary Education

1. In January, 1959, there were over 6,900,000 children in maintained and assisted schools. The increase of over 60,000 in 1958 was nearly as great as in the previous year and as in that year concealed much larger changes in the distribution between juniors and seniors. Thus, while the numbers of infants and juniors declined by three times as many as in 1957, the increase of over 240,000 in the number of seniors was by far the greatest yet recorded. There were nearly 11,000 more sixth form pupils, and the total number of pupils aged sixteen and seventeen went up by nearly 22,000 compared with 3,500 the year before.

2. Four hundred and seventy-five new schools were occupied in 1959; these, together with extensions to existing premises, provided some 246,000 new places, just over one-third of them being primary and the remainder secondary. Schools under construction will provide another 203,000 places, nearly three-quarters of them in secondary schools.

3. A good start has been made in the task of providing adequate secondary education for all, which was the aim of the 1958 White Paper on secondary education. Building programmes for two years were compiled during 1959 and two points about them are noteworthy. First, about one-third of the total programmes was for the improvement or replacement of existing schools, most of them secondary, with special emphasis on projects for improving science facilities. Secondly, over a quarter of the value of the programmes was directed to the reorganisation of all-age schools. The numbers of children in these schools have been steadily falling as reorganisation has progressed, and the building work approved in 1959 will provide for three-quarters of those still left in such schools.

4. The net increase in the teaching force was 5,500; this did little more than match the increase in the total number of children. As a result, with the shift in the balance of the school population, a marked improvement in staffing standards in the primary schools was partly offset by some deterioration of standards in secondary schools; the percentage of pupils under the age of 11 in classes of over 40 dropped from 29.7 to 24.2, and the percentage of pupils aged 11 and over in classes of over 30 rose from 62.1 to 64.2.

5. The shortage of teachers in some areas was still serious enough to necessitate the retention of the arrangements for ensuring a fair distribution throughout the country. These were again generally effective, although a number of areas remained very short of teachers and some of the larger county authorities, even though they reached their quota, had a problem of internal maldistribution.

Voluntary Schools

6. It was recognised that the plan for the improvement of secondary schools would throw a heavy burden on the churches, since a high proportion of schools needing reorganisation were voluntary, and that some of the factors affecting school building since the war had not been foreseen in 1944. After discussions with the Church authorities and others concerned, the Minister presented to Parliament a Bill providing for an increase from 50 to 75 per cent in the rate of

grant on voluntary school building, and extending the categories of work eligible for grant to secondary schools needed to match aided primary schools which were in existence or for which proposals had already been approved. The Bill thus maintained the principle of providing suitable facilities at all levels of education for children attending existing denominational schools. The Bill received the Royal Assent at the end of July.

7. Discussions also took place about the position of Nonconformist parents in areas where the only accessible school was aided or special agreement. Several suggestions were put forward for easing difficulties in these areas and permanent arrangements for consultation between the Church of England and the Free Churches were recommended.

Independent Schools

8. Registration under Part III of the Education Act, 1944, continued and was nearly completed by the end of 1959; the total number of schools registered was 2,675, apart from those recognised as efficient. Twenty-six more notices of complaint were served during the year, making 49 altogether since registration started. Five schools closed voluntarily in preference to carrying out the Minister's requirements and three were struck off the register.

Secondary School Examinations

9. The Associated Examining Board was approved by the Minister as an examining body without qualification. By the end of the year the examinations of all nine bodies examining for the General Certificate of Education had been approved by all universities in England and Wales for the purpose of their entrance requirements.

10. Figures obtained during the year showed that the typical number of passes in the General Certificate of Education for boys and girls leaving schools over the age of 17 was three at 'A' level and seven at 'O' level. The number of secondary modern school pupils taking the General Certificate of Education increased almost by half to 15,000; about half of all the subject entries were successful.

Special Services

11. The number of pupils in special schools increased by 2,000 to just over 64,000, and 23 new special schools came into use. The number of children awaiting places fell by 1,300, but there were still nearly 16,000 on the authorities' lists; of these, over three-quarters were educationally subnormal.

12. The Mental Health Act, 1959, made provision to ensure consultation between the education and health departments of a local authority when it was being decided whether a child was unsuitable for education at schools, and extended the rights of parents of children deemed unsuitable.

13. The Minister issued two circulars during the year implementing recommendations contained in the 1955 report of the Committee on Maladjusted Children. One had the aim of ensuring a sound basis for a comprehensive child guidance service in every area and called for a progress report from local education authorities by mid-1960 on the plans they had made in consultation with hospital authorities for providing such a service. The other circular endorsed the Committee's view that a maladjusted child should, if possible, continue to live at home during treatment. Authorities were asked to consider the need for more day special schools or classes, and to review as well the adequacy of the available boarding provision.

School Meals

14. Nearly 50 per cent of the pupils in maintained schools took school dinners, an increase of 2 per cent on 1958. In order to lighten the burden falling on teachers in connection with school meals, the Minister asked authorities to review their arrangements for supervisory and clerical assistance and also for the administration of the service.

Further Education

15. Further progress was made with the five-year plan for the expansion of technical colleges, which comprises in all 363 projects; by the end of the year two-thirds of these had had their final plans approved. In order to maintain the momentum, the Minister announced a three-year building programme costing £45,000,000 to follow the five-year one. As a consequence, it was possible to raise the target figures for students set out in the 1956 White Paper.

16. The number of students completing advanced courses at technical colleges in 1959 rose to 12,500 from 11,500 in 1958 and 9,500 in 1955. The output from part-time courses has been largely responsible for the increase, but current enrolments suggest that there will soon be a swing towards full-time and sandwich courses. The number of courses leading to a Diploma in Technology increased by 20 to 97 and the number of students enrolled in all existing courses by October, 1959—3,320—was about double the 1958 figure.

17. Enquiries made during the year into the schools previously attended by students following advanced courses revealed the substantial intake to technical education from the grammar schools. No less striking is the high proportion of students successful in advanced courses who come from non-selective secondary schools. In one college of advanced technology over 20 per cent of the students taking sandwich courses come from schools other than grant-aided and independent grammar schools.

18. The National Council for Technological Awards established in May the College of Technologists, and the College later issued a memorandum giving guidance about the new higher award of 'Membership of the College of Technology'.

19. It was decided during the year to establish facilities for advanced courses in two new fields, automobile engineering and the education and training of civil air pilots. An advanced school of automobile engineering will be set up, attached to the College of Aeronautics but with its own director and academic staff, and a College of Air Training is to be provided at Hamble. The Exchequer and the industrial or commercial interests concerned are to contribute to the cost of both colleges and both will open in the autumn of 1960.

20. Enrolments for courses for craftsmen and technicians were not increasing as fast as had been hoped. There was also widespread concern about the associated problems of failure in and wastage from such courses. The Minister initiated discussions with the bodies concerned that were intended to lead to a more effective and flexible pattern of courses.

21. The Advisory Committee on Further Education for Commerce presented its report at the beginning of 1959. Their recommendations, which are summarised in Chapter III of this report, called for advances in the provision of facilities for commercial education to match those made in recent years in the technical field. They were endorsed by the Minister in a circular issued in

June. A working party on management studies also reported during the year, and a memorandum formulating definite proposals was being prepared for publication simultaneously with the report.

22. The number of full-time teachers in major establishments of further education (other than art establishments) trebled between 1949 and 1959, and the increases since the publication of the report of the Willis Jackson Committee* in 1957 have kept pace with the Committee's estimates of future need. This was encouraging, but some staff still had excessively long hours of teaching, and there were acute difficulties in filling the most senior posts and in finding teachers for certain branches of engineering and science.

23. In accordance with a recommendation of the De La Warr Committee,† the Minister took over from the Minister of Agriculture, Fisheries and Food in April, responsibility for farm institutes and other forms of agricultural education provided by local education authorities. To help the Minister in considering the report of the De La Warr Committee the National Advisory Council on Education for Industry and Commerce set up a sub-committee, whose work was well advanced by the end of the year.

Youth Service

24. The event of the year was the presentation to the Minister in November of the report of the Committee which, under the Chairmanship of the Countess of Albemarle, had been reviewing the youth service. Its recommendations, and the action taken upon them, will be described in next year's Report.

The Central Advisory Council for Education (England)

25. The Advisory Council for England completed its enquiry into the educational needs of boys and girls aged 15 to 18 and reported to the Minister in July. Under the Chairmanship of Sir Geoffrey Crowther, the Council had spent over three years in the preparation of its report.‡ A second volume dealing with three surveys conducted on the Council's behalf was in preparation and was due to be published early in 1960.

26. The report reflected a conviction that there was still much undeveloped and wasted talent amongst young people and examined the reasons for this belief. Two of its major recommendations were that the school-leaving age should be raised to 16 between 1960 and 1968, and that compulsory part-time day release in county colleges should be fully introduced in the following decade.

27. The report is divided into seven parts. In the first, the Council outlined the developments in the structure of education over the past 50 years; described the social factors relevant to the further extension of education—earlier marriage and child-bearing, smaller families, delinquency and mass-media of communication; and considered the ability of the nation to support further large-scale extensions of education.

28. In the second and third parts the Council reviewed present developments and problems in the secondary modern schools, particularly the increasing numbers voluntarily staying on at school beyond 15 and the place of external

*The Special Committee on the Supply and Training of Teachers for Technical Colleges.

†The Committee on Further Education for Agriculture provided by Local Education Authorities, set up in 1957 jointly by the Minister of Education and the Minister of Agriculture, Fisheries and Food.

‡15 to 18 (Vol. 1). Her Majesty's Stationery Office, 1959.

examinations, and considered the case for raising the school-leaving age in the interests both of the individual and of the nation. In Part 4 the case for county colleges was examined, with emphasis on the inadequate provision of part-time day release, particularly for girls. The Council concluded that the extension of voluntary day release was unlikely to solve the problem, and suggested a phased programme for the gradual application of compulsion spreading from one or more densely populated areas to the whole country.

29. In Part 5 the Council reviewed the structure, growth and needs of the sixth form in maintained and direct grant grammar schools and in independent schools. The Council found specialisation to be justified, although it recognised defects in the way this was working and suggested remedies. The need of the arts and science sixth forms to understand each other's territory and the problem of university entrance were considered. The Council gave particular attention to the needs of sixth form pupils from culturally ill-provided homes and touched on general sixth forms designed for the less academically minded.

30. In Part 6 of the report both the quantity and quality of provision in further education were examined. Relatively few boys, the Council found, reached their original target, and one remedy suggested was more time for study, e.g. through taking full-time and sandwich instead of part-time courses. Special steps were recommended over the next few years to meet the needs of the 'bulge'. In Part 7 the Council considered the changes in the organisation of secondary schools necessary to support greatly expanded educational provision for the older adolescent and the need for teachers of high quality.

31. Finally, the Council emphasised the need for a 'coherent, properly phased development programme, extending by timed and calculated steps into the future' and recommended a 20-year programme of educational development, which it claimed to be both feasible and necessary.

Teachers

32. Rapid progress was achieved in the programme for the expansion of teacher training colleges by 12,000 places: by the end of the year sketch plans had been approved for about three quarters of the 70 projects and in a few cases building work had already started. It became apparent in the meanwhile that more places would be required and the Minister announced in June that a further 4,000 were to be provided by 1964; the allocation of these places to specific projects was well under way by the end of the year. Plans for rebuilding and enlarging the three technical training colleges continued and the Minister agreed in principle to establish a fourth college in the West Midlands.

33. The intake of students in 1959—16,286—was higher than ever before. The increase over the previous year, most of which was achieved by overcrowding, should help to mitigate the effect on schools of the year's gap in training college output in 1962 which will result from the transition from the two-year to the three-year course. Plans were also made for avoiding a reduction in intake and wide fluctuations in it from year to year during the period of transition.

34. In January the Minister approved a recommendation of the Burnham Committee that the salaries of teachers in primary and secondary schools should be increased by 5 per cent; those for teachers in other establishments had already been raised by a similar amount. In October this increase was absorbed into new improved scales for teachers in schools, further education establishments, training colleges and farm institutes, which were recommended after fresh negotiations by the Committees and approved by the Minister.

Building

35. Chapter VI of this report contains a review of post-war building. The dominant problem in the years after the war was how in the time available to provide school places for all children as the birth-rate bulge passed through the schools. By the end of 1959 over 2½ million places had been provided since the war. The chapter gives an account of how the race against time was won and at the same time how the new schools were designed to meet the changing needs of their pupils. In conclusion, attention is drawn to the equally challenging tasks that lie ahead—the remodelling of old schools, the building of new technical colleges and the expansion of teacher training colleges.

36. Compared with the previous year, the value of projects completed and under construction was lower but the value of projects started was higher. The number of new secondary school places provided during the year (159,000) was again nearly double the number of primary schools, the same as in 1958.

37. In the course of the year the Ministry's Development Group was concerned with a wide variety of projects—two new village primary schools, a new secondary grammar school, a remodelling project and a college of further education.

Awards to Students

38. The number of students entering universities with help from public funds remained at about the same level as in 1958—close on 20,000—out of a total of about 22,000 United Kingdom students.

39. The Committee under the Chairmanship of Sir Colin Anderson continued to take evidence in the course of its enquiry into the system of awards from public funds to students at universities and other institutions.

Wales

40. Twelve thousand and forty new school places were provided during the year, bringing the total since 1945 to over 125,000. The number of children in school rose by 2,500 to nearly 442,000. Despite this increase, it was possible to improve the pupil-teacher ratio slightly; this was still appreciably better than in England—23.3 compared with 26.4.

41. One thousand two hundred and forty-five places were allocated to Wales out of the programme for the expansion of training colleges by 16,000 places. All the permanent colleges were invited to increase their capacity. The expansion of the colleges is being taken as an opportunity to rationalise the courses provided, and when this process is completed it will be possible for a student from Wales to find within the Principality an advanced or main level course in any subject that he may wish to take.

Finance

42. An entirely new system of financing educational expenditure came into force on 1st April. Under the Local Government Act, 1958, general grants payable to local authorities by the Ministry of Housing and Local Government superseded, for the education service, the percentage grants formerly paid by the Ministry. The immediate effect apparent was a reduction in the Ministry's Vote from £384 million in 1958-59 to £107 million in 1959-60. This did not, however, reflect any reduction in national expenditure on education; the real level of this can be gauged from total estimated expenditure of the local

education authorities, which was £612 million (excluding school meals) or compared with £599 million in 1958-59. A review of the Ministry's controls over local education authorities was also carried out, and this and other changes stemming from the new system of grants are described in Chapter IX.

Divisional Administration

43. The first period of six months for making applications under the Local Government Act, 1958, for the status of excepted district ended on 22nd January. In all, the councils of six county districts applied as of right because their population was 60,000 or more in 1957, and 39 on account of special circumstances. By the end of the year decisions had been taken on all applications except six which were held in suspense at the applicant's own request. Thirteen new excepted districts were added to the 44 created in 1944-45. Of the 13, the councils of eight had applied on grounds of special circumstances and these included one rural district.

Commonwealth Education Conference

44. The first Commonwealth Education Conference to be held for over thirty years took place at Oxford in July. Some 140 delegates from Commonwealth countries, including 16 Colonial territories, took part. A programme of expenditure totalling £10 million over the first five years was worked out, which includes the provision of 1,000 scholarships and fellowships. Help for the developing countries will include the provision of places in teacher training institutions and technical colleges and the encouragement of teachers to accept appointments overseas. The United Kingdom will provide £6 million out of the £10 million, and by the end of the year plans were well under way for this country to take its full share in implementing the Conference's recommendations.

CHAPTER I

PRIMARY AND SECONDARY EDUCATION

School Population

1. In January, 1959, there were 6,901,187 pupils on the registers of maintained and assisted primary and secondary schools (other than nursery and special schools) in England and Wales. This was 61,709 more than the figure for January, 1958. The charts and tables on pages 12 and 13 show, for infants, juniors and seniors separately, how the figures for these years compare with those for earlier years and with projections for the next twelve years.

2. There was again a decline in the numbers of both infants and juniors. The total number of infants and juniors fell during 1958 by 179,021, more than three times the decrease occurring in 1957. This trend is expected to continue during the next year or two.

3. During 1958, the number of seniors rose by 240,730, by far the largest increase in the series which began in 1954. The number of pupils aged 15 and over increased by 36,000, 3,000 more than the corresponding increase in 1957. Table 11 in Part II shows that the total number of pupils in the sixth forms of grammar and other schools in January, 1959, was 87,057, nearly 11,000 more than in January, 1958. The following table shows how the number and proportion of sixteen and seventeen-year-old pupils in grant-aided and recognised schools in England and Wales have steadily increased over the last few years.

16 and 17-year old pupils in grant-aided and recognised schools in England and Wales

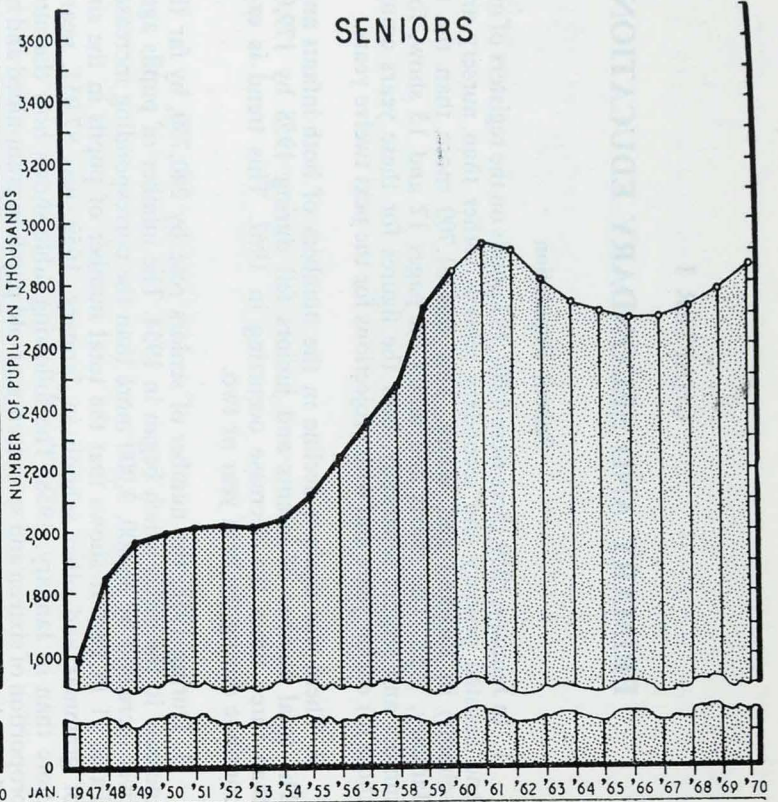
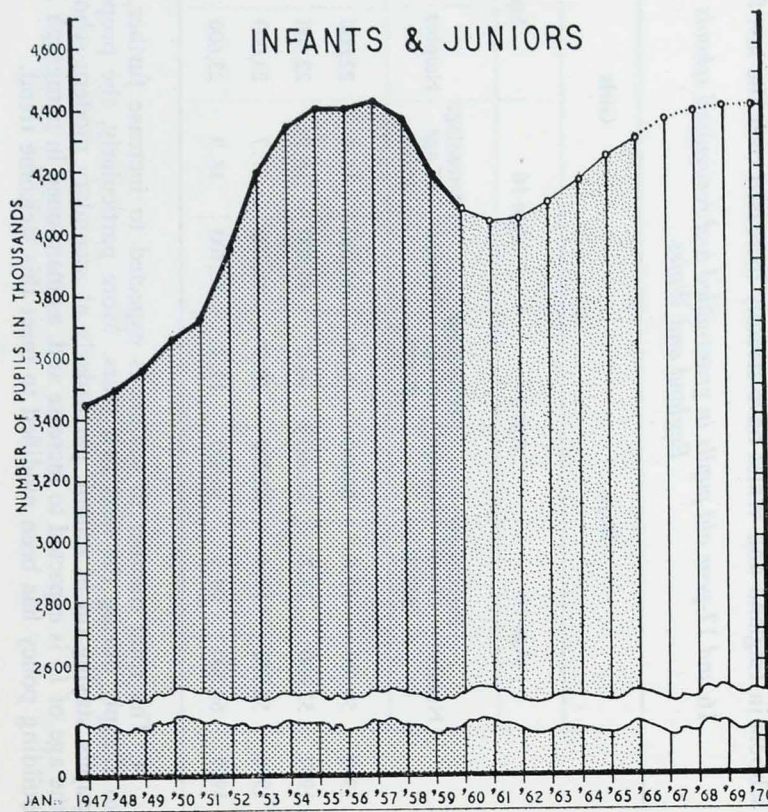
	Boys				Girls			
	Age 16		Age 17		Age 16		Age 17	
	Number	Percentage of age group	Number	Percentage of age group	Number	Percentage of age group	Number	Percentage of age group
1956	50,700	17.6	26,800	9.2	45,200	16.1	22,000	7.8
1957	52,200	18.8	28,800	10.0	45,800	16.9	22,500	8.0
1958	52,900	19.4	30,200	10.9	46,700	17.7	23,000	8.5
1959	64,500	20.9	30,900	11.4	55,700	18.9	23,600	9.0

4. The total number of seniors is expected to increase further, but not so sharply during the next two years. More particularly, the proportion of pupils staying on at school, particularly at secondary modern schools, after the age of 15 is expected to increase and, as mentioned in paragraph 12 below, building policy has been modified to meet this welcome trend.

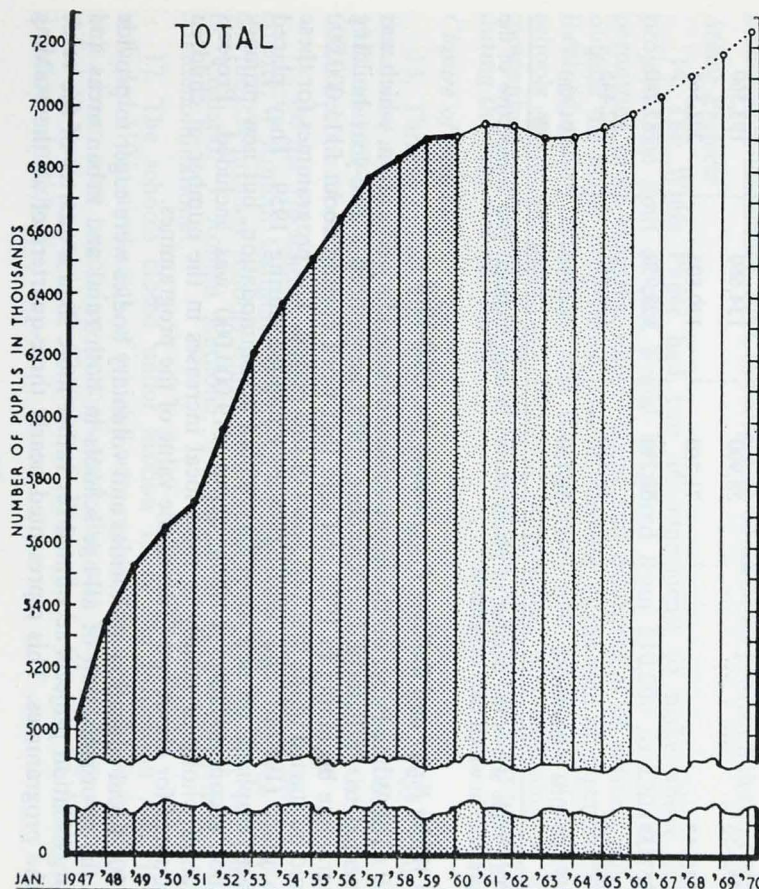
CHILDREN IN SCHOOL

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

12



13



YEAR	INFANTS		JUNIORS		INFANTS & JUNIORS		SENIORS		TOTAL	
	No.	differences	No.	differences	No.	differences	No.	differences	No.	differences
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	173
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
1955	1,961	-84	2,441	148	4,402	64	2,114	76	6,516	140
1956	1,849	-112	2,556	115	4,405	3	2,244	130	6,649	133
1957	1,793	-56	2,626	70	4,419	14	2,358	114	6,777	128
1958	1,757	-36	2,606	-20	4,363	-56	2,476	118	6,839	62
1959	1,753	-4	2,431	-175	4,184	-179	2,717	241	6,901	62
ACTUAL										
1960	1,752	-1	2,324	-107	4,076	-108	2,853	116	6,909	8
1961	1,757	5	2,273	-51	4,030	-46	2,924	91	6,954	45
1962	1,785	28	2,255	-18	4,040	10	2,903	-21	6,943	-11
1963	1,841	56	2,252	-3	4,093	53	2,808	-95	6,901	-42
1964	1,902	61	2,264	12	4,166	73	2,741	-67	6,907	6
1965	1,939	37	2,297	33	4,236	70	2,741	-35	6,907	35
1966	1,946	7	2,351	54	4,297	61	2,706	-15	6,942	46
1967	1,928	-18	2,425	74	4,353	56	2,691	-1	6,988	55
1968	1,907	-21	2,478	53	4,385	32	2,722	32	7,043	64
1969	1,905	-2	2,495	17	4,400	15	2,779	57	7,107	72
1970	1,915	10	2,486	-9	4,401	1	2,859	80	7,260	81
PROJECTION										

The figures from 1966 for Infants and 1968 for Juniors are based on assumed births

Thousands

School Supply

Provision of New Schools

5. During 1959 the Minister approved, under Section 13 of the Education Act, 1944, proposals for 464 new primary and secondary schools—371 county and 93 voluntary. Of the latter 81 were Roman Catholic, 10 Church of England, 1 Jewish and 1 undenominational.

6. In the course of the year, 217 primary and 273 secondary schools were completed, including 11 primary and 22 secondary schools which had been brought into use before the beginning of the year. During the same period 9 primary and 9 secondary schools were brought into use in advance of completion. Thus during the year 475 new schools were occupied. These, together with extensions and alterations to existing schools, provided 86,810 primary and 159,265 secondary school places.

7. At the end of the year permanent premises were under construction for 195 primary and 302 secondary schools and were expected, on completion, to provide 54,000 and 149,220 places. Once again, well over half of the new schools completed and under construction were secondary schools.

8. The following table shows the number of places in primary and secondary schools started in each of the financial years from 1955-56 to 1958-59 and in the first nine months of the financial year 1959-60:—

*Major projects for primary and secondary schools—new places started**

Financial Year	Primary	Secondary	Total
1955-56	58,900	134,660	193,560
1956-57	71,760	130,805	202,565
1957-58	56,290	128,950	185,240
1958-59	58,510	113,935	172,445
1959-60 (first 9 months) ...	30,180	64,450	94,630

*This table shows the number of places started in each financial year irrespective of the programme in which they originated.

The White Paper and Building Programmes for 1960-1962

9. The White Paper on the improvement of secondary education, which was presented to Parliament in December, 1958, announced a five-year building programme beginning in 1960 and said that work costing about £115,000,000 would be started in the first two years of this period. The programmes for these two years (1960-61 and 1961-62) were compiled during 1959. They placed greater emphasis on new secondary school accommodation, but new primary school accommodation costing about £19,000,000 was included. Projects required wholly or mainly to meet local increases in the number of children accounted for about two-fifths of the value of the programmes.

10. Local education authorities and voluntary bodies were eager to provide for the re-organisation of all-age schools in both rural and urban areas and re-organisation projects accounted for rather more than a quarter of the value of the programmes. This represented nearly three-quarters of all the building

needed to complete re-organisation. It is expected that most of the remaining work, costing about £13,000,000, will be started in 1962-1963. Detail of the progress of reorganisation is given in paragraph 13 below.

11. There was an equal desire to improve older schools, and projects for the improvement or replacement of existing schools, mainly secondary schools, accounted for about one-third of the value of the programmes. Special emphasis was laid on projects designed to improve science accommodation. A good start was thus made towards the provision of adequate secondary accommodation for all; and, with the completion of reorganisation in sight, it should be possible to devote a still larger proportion of later programmes to other forms of improvement, especially at secondary schools.

12. While numbers were rising to a peak, new secondary modern schools were required to accommodate for the time being rather more children than they were designed for. In the 1960-62 programmes, however, the size of new secondary modern schools was planned to conform entirely to regulation standards for the numbers expected to attend and to include adequate provision for the increasing number of pupils staying on beyond the compulsory school age. The only exceptions were in new housing areas, where the number of children to be provided for was likely to fall after a few years; in these cases, rational planning demanded acceptance of some temporary crowding.

Reorganisation

13. By January, 1959, the number of pupils in senior classes of all-age schools and departments had been reduced to 118,728; the corresponding figure in January, 1958, was 139,297. The proportion of children aged 13 attending maintained and assisted all-age schools fell from 6.7 to 5.2 per cent, about the same reduction as in the previous year. These reductions were partly due to the bringing into use of rural secondary schools which had been planned in the drive, launched in December, 1954, to reorganise educational provision in rural areas.

Minor Projects

14. The White Paper had two announcements to make about minor projects: the limit of cost would be raised from £10,000 to £20,000, thus permitting more extensive improvement and enlargement of existing schools outside the major programme, and an increase in the rate of expenditure by local education authorities and the managers and governors of voluntary schools would be permitted. The rate of spending was beginning to gain momentum by the end of 1959 and the total cost of minor projects undertaken during the year was £8,710,000.

Closure of Schools

15. Three hundred and fifteen schools were closed during 1959. Four of these were replaced by new schools under Section 16 (2) of the Education Act, 1944, and 17 were voluntary schools closed on the initiative of the managers under Section 14 of the Act.

16. Of the 315 schools closed, 81 were secondary schools: of these 72 were county, 4 Roman Catholic, 4 Church of England and 1 Church in Wales. Of the 234 primary schools which were closed, 109 were county, 112 Church of England, 3 Roman Catholic, 6 Church in Wales, 1 Methodist and 3 undenominational.

17. The schools closed under Section 13 of the Education Act, 1944, included 110 in rural areas, of which 8 were replaced by new schools in the same area. Four were secondary schools and the rest were primary schools; of these 42 were county, 56 Church of England, 6 Church in Wales and 2 undenominational.

18. In 5 cases in which closure under Section 13 was proposed by a local education authority, the Minister decided that the schools should remain open. All these schools were in rural areas.

Nursery Schools

19. In January, 1959, there were 454 maintained and 20 direct grant nursery schools, attended by 22,540 full-time and 1,695 part-time pupils. During the year one nursery school was opened and one was closed.

Supply of Teachers and Size of Classes

20. The following table shows the number of full-time teachers employed in maintained and assisted schools (other than special schools) in January of each year since 1955:—

	1955	1956	1957	1958	1959	1960
Men	90,900	92,900	95,700	98,600	102,900	106,400 (est.)
Women	150,400	154,900	159,100	160,600	161,800	163,600 (est.)
Totals	241,300	247,800	254,800	259,200	264,700	270,000 (est.)
Increase during year	6,500	7,000	4,400	5,500	5,300 (est.)	

21. The net increase shown in this table for 1958, although an improvement on that for 1957, had been little more than sufficient to match the increase in the school population during the year. As a result, the figures indicating staffing standards as at January, 1959, while showing some overall improvement and a marked improvement in the primary schools, gave evidence of some worsening in secondary schools.

22. During 1958, the number of classes for junior pupils (i.e. pupils under the age of 11) fell by 2,331 (from 128,845 to 126,514). The number of such classes with more than 40 pupils fell by 6,258 (from 29,186 to 22,928) and the number with more than 50 pupils by 245 (from 433 to 188). The percentage of junior pupils in oversize classes was 24.2 compared with 29.7 a year earlier.

23. The number of senior classes rose during the year by 6,894 (from 82,499 to 89,393). The number of such classes with more than 30 pupils increased by 5,701 (from 43,503 to 49,204). The percentage of senior pupils in oversize classes was 64.2 compared with 62.1 a year earlier.

24. In January, 1959, the percentage of all classes (junior and senior together) which were oversize was 33.6 compared with 34.6 in January, 1958. The percentage of all pupils in such classes was 39.9 compared with 41.5 a year earlier.

25. Full information about the supply of teachers for the year 1959 was not available for this Report. Preliminary indications were that the net increase in the number of teachers would be about 5,300 or slightly below the 1958 figure, and that, taking the country as a whole, this had made possible a definite improvement in staffing standards during the year.

Graduate Teachers

26. As may be seen from the following table the net increase in the number of graduate teachers in the year ended 31st March, 1959, 2,548, was 400 greater than in the previous year and nearly double the net increase in 1952.

Graduate teachers in maintained primary and secondary schools

31st March	Men	Women	Total	Net Increase
1952	20,780	14,681	35,461	1,376
1953	21,863	15,094	36,957	1,496
1954	23,005	15,775	38,780	1,823
1955	24,067	16,534	40,601	1,821
1956	25,030	17,350	42,380	1,779
1957	26,558	18,114	44,672	2,292
1958	28,172	18,624	46,796	2,124
1959	30,067	19,277	49,344	2,548

Graduate Teachers of Mathematics and Science

27. The number of mathematics and science graduates teaching senior children in maintained primary and secondary schools also showed a welcome increase, the net increase being more than double that in the previous year.

Mathematics and science graduates teaching senior children in maintained primary and secondary schools

31st March				Men	Women	Total	Net Increase
1953	...	...	...	7,193	3,457	10,650	173
1954	...	...	...	7,516	3,460	10,976	326
1955	...	...	...	7,591	3,548	11,139	163
1956	...	...	...	7,687	3,670	11,357	218
1957	...	...	...	8,078	3,738	11,816	459
1958	...	...	...	8,339	3,780	12,119	303
1959	...	...	...	8,829	3,902	12,731	612

Deferment for teaching

28. The improved recruitment of graduates of mathematics and science, and of graduates generally, was undoubtedly due in part to two extensions of the arrangements for deferment from national service which took effect during the year. First, the arrangements introduced in July, 1957, for granting indefinite deferment to all arts graduates with first or second class honours who had successfully completed an approved course of teacher training were extended to cover all men, whether graduates or not, who had successfully completed an approved course of teacher training. As a result 830 arts graduates or graduate equivalents and 210 trained teachers had their national service deferred in 1959 compared with 470 arts graduates with 1st and 2nd class honours in 1958.

29. Secondly, the arrangements for granting indefinite deferment to graduates in mathematics and science other than those with 3rd class honours or pass degrees in mathematics and physics were extended to cover all graduates in mathematics and science. The total number of mathematics and science graduates granted deferment under these new arrangements was 730 compared with 520 the previous year.

Distribution of Teachers

30. In Circular 345 of 13th January the Minister announced a continuation of the arrangements originally introduced at the end of 1956 for securing a better distribution of teachers. It was considered that the scheme was still essential if a serious deterioration of staffing standards in a number of hard pressed areas was to be prevented and authorities were to be enabled to make adequate provision for further increases in school rolls.

31. As the previous two years' arrangements had entailed a virtual standstill in many areas the Minister was anxious that these areas should be able to see some prospects of improving their staffing standards in 1959. The new quotas (for January, 1960) were therefore the January, 1959, quotas adjusted for the changes in school population expected during that year and then increased by one per cent.

32. A preliminary assessment of the scheme shows that most authorities had been able to maintain or improve their staffing standards, and that in some of the areas with staffing difficulties there had been a marked improvement. Despite this improvement however, a number of authorities were still seriously short of teachers; and some of the larger county authorities found that, even though they had managed to reach their quota, they were still left with a problem of internal maldistribution. In some cases authorities suffering from severe local maldistribution found it necessary to introduce local rationing schemes within their area.

33. Although the 1959 distribution arrangements did not fully meet the needs of all authorities, there is no doubt that during the year the distribution of teachers further improved. As in previous years, authorities by their ready cooperation did much to ensure that the scheme worked smoothly.

Voluntary Schools

Number and Status

34. By the end of 1959 there were 9,453 voluntary schools in England and Wales of which 4,783 were aided, 87 special agreement and 4,549 controlled; the status of only 34 remained to be determined. The process of making Instruments and Articles of Government for secondary schools and Instruments of Management for primary schools was almost completed.

Voluntary School Building

35. The following table shows for each denomination and type of school the total number of major projects included in building programmes since 1945 up to and including the 1959-1960 programme, the accommodation brought into use by the end of 1959 and the number of places so provided. In addition, it is estimated that about 52,000 places were provided at voluntary schools by minor works.

	Projects in building programmes						Accommodation brought into use since 1945					
	Church of England		Roman Catholic		Other Voluntary bodies		Church of England		Roman Catholic		Other Voluntary bodies	
	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places
Aided ...	113	26,265	407	113,935	37	6,330	71	15,780	273	70,605	24	4,825
Special Agreement	21	6,840	112	42,970	1	360	10	3,555	68	25,870	1	360
Controlled	102	19,950	—	—	43	6,555	87	16,290	—	—	33	4,835
Totals ...	236	53,055	519	156,905	81	13,245	168	35,625	341	96,475	58	10,020

Grants and loans

36. The following table gives details of grants and loan advances made during 1959:—

	Church of England Schools (including Church in Wales)		Roman Catholic Schools		Other Voluntary Schools	
	Grants	Loan Advances	Grants	Loan Advances	Grants	Loan Advances
	£	£	£	£	£	£
Alterations and repairs at Aided and Special Agreement Schools ...	555,159		427,434		154,205	
Transferred and Substituted Schools ...	172,781	356,795	119,799	849,919	20,874	13,962
Schools for Displaced Pupils ...	14,744		897,444		—	
Totals ...	742,684	356,795	1,444,677	849,919	175,079	13,962

New loan agreements concluded during the year numbered 56 and amounted to £853,961.

37. Payments of grant made during 1959 brought the total since 1945 to £13,018,098. Loan advances made during the year brought the total advances up to £4,730,989. The grants represent the amounts claimed and paid up to the end of 1959 on the building work referred to in paragraph 36, together with grants on minor alterations and repairs.

38. Towards the end of the year the arrangements for paying loans under Section 105 were simplified in order to reduce the burden of administration. Previously, voluntary bodies who wished to draw on a loan before receipted accounts for the complete work were available could do so only by instalments of not less than £500 as work proceeded. Under future agreements, the loan, if under £25,000, will be paid in one sum at any time after work has begun; if over £25,000, it may be paid either in one amount as soon as half the work has been completed or in two instalments, the first payable at any time after work has begun and the second when half the work has been completed. Where instalments of loan were still outstanding under existing loan agreements, managers or governors were invited to take advantage of the new arrangements.

Education Act, 1959

39. The object of this measure was to ensure that the Churches should be able to play their part in the programme for the improvement of the nation's schools outlined in the White Paper *Secondary Education for All*, the main provisions of which were described in paragraphs 23-25 of Chapter I of the Annual Report for 1958. It was recognised that the proportion of voluntary schools among schools needed for reorganisation would be high; and it was common ground that children in voluntary schools should enjoy the same benefits as children in schools provided by local education authorities.

40. The Minister initiated discussions with the parties concerned in January. It was soon found that there was a wide measure of agreement that the Churches had a case for some increase in the rate of grant. The situation with which they had to deal was different from any foreseen in 1944. There had been shifts of

population which had moved many children beyond the reach of existing voluntary schools and created a need for new schools in areas of new housing. This, and the huge increase in the birth rate, had made it necessary ever since the war to concentrate on providing additional school places, with the result that the main work of improving existing schools and reorganising secondary education had had to be postponed. In the meantime, building costs had risen, but there had been no corresponding increase in the endowments on which many voluntary schools relied.

41. The question of extending the categories of work eligible for grant raised much greater difficulties. Under the Education Act, 1944, the Minister could pay grant only on the improvement or replacement of existing voluntary schools, including schools needed for pupils 'displaced' from existing voluntary schools. The Act also empowered local education authorities to implement special agreements initiated under the Act of 1936. The Roman Catholic Hierarchy had asked that grant should be payable on all school building. The Church of England had not asked initially for more than an increase in the rate of grant. There were strong representations from the Free Churches against any extension of grant to new places.

42. The solution eventually adopted was founded on the analogy of the Education Act, 1936. Local education authorities were empowered by that Act to make grants towards building voluntary schools for seniors to match voluntary school provision for juniors. These provisions were re-enacted in the Act of 1944, but only to the extent of reviving proposals made before the war, subject to minor adjustments. They did not cover selective secondary schools needed to match existing primary schools; and they did not cover secondary schools, of whatever kind, needed to match voluntary primary schools built since the war. The 1959 Act filled this gap, but maintained the principle, implicit in earlier legislation, of providing suitable facilities at all levels of education for children attending existing denominational schools, by restricting the new grant to secondary schools needed to match aided primary schools which existed on the date when the Bill was introduced, or for which proposals had been approved by that date under Section 13 (4) of the Education Act, 1944, or which replaced schools satisfying those conditions.

43. The Government introduced a Bill on the 15th June, 1959, to raise the maximum rate of grant from 50 to 75 per cent, and to empower the Minister to make grants and loans towards the building or enlargement of aided secondary schools, and the enlargement of special agreement secondary schools, subject to the limit for new schools described in the last paragraph. The Bill was not intended to be retrospective; it excluded from benefit projects already included in major building programmes, minor works which had received final approval, and any other work already begun.

44. The Bill was welcomed by the leaders of the Labour and Liberal parties. It received its Second Reading on the 22nd June, passed the Committee Stage and Third Reading on the 1st July, was given its Second Reading in the House of Lords on the 14th and received the Royal Assent on the 29th July.

45. In the course of the debates several Members expressed concern about the position of Nonconformist parents in single school areas, i.e. areas where the only accessible school was aided or special agreement. The Minister gave the House of Commons these assurances: in dealing with any proposal under Section 13 of the 1944 Act for a new denominational secondary school he would consider very carefully the use made of the new grants; he would make full use of his powers under Section 13 to ensure that proposals for new schools

were consistent with an efficient and economical organisation of schools in the area concerned; and he would have regard to the general principle that children were to be educated in accordance with the wishes of their parents. The Minister also had a meeting with representatives of the Church of England and the Free Churches to resume examination of two suggestions which the Churches had already discussed between themselves for easing difficulties in existing single school areas. One was that Free Church representation on the managing and governing bodies should be made possible where the local situation made it desirable; the other, that it should be made easier for a child in a single school area whose parents asked for him to have Agreed Syllabus teaching to have such teaching in the denominational school. Both these suggestions were endorsed by the Church Assembly when it met on 14th July, and the Assembly also recommended that permanent arrangements should be made for consultation between the Church of England and the Free Churches, both at the national level and in the dioceses.

46. In August a Circular (9/59) was sent to local education authorities and to the managers and governors of aided and special agreement schools commenting on the main provisions of the Act and its administrative implications.

Direct Grant Schools

Admissions

47. Four independent schools were admitted to the list of direct grant grammar schools in the course of the year. Three were girls' schools and one a boys' school.

Rates of Grant

48. The special grant towards the employers' share of superannuation contributions was discontinued on 1st April.

49. To compensate for this, and in view of the increase in teachers' salaries earlier in the year, the capitation grant and sixth form grant to direct grant grammar schools were increased on 1st April from £36 to £39 and from £40 to £50 a year respectively. On 1st October, when a further increase in teachers' salaries took effect, there was a further increase in the sixth form grant to £66 a year.

Regulations

50. The Direct Grant Schools Regulations were made on 29th October. These superseded the regulations relating to direct grant schools in Parts IV and V of the Schools Grant Regulations, 1951. The general sense of the regulations remained the same, but their wording was much simplified.

Independent Schools

Recognised Efficient Schools

51. During the year 32 additional schools were recognised as efficient under Rules 16, bringing the total so recognised to 1,501.

Registration of Independent Schools under Part III of the Education Act, 1944

52. At the end of the year the register of independent schools contained the names of 2,675 finally registered independent schools, in addition to those of the recognised schools. Only 112 independent schools remained provisionally

registered, and of these 26 were new schools which had come into being during the year. Altogether 65 new independent schools were opened during the year and 130 closed.

53. The special team of H.M. Inspectors who were asked to advise the Minister about independent schools that were on the borderline for registration purposes continued their work during the year and inspected 66 schools. This brought the total of special team inspections to 174, and only five remained to be carried out. The Minister served 26 notices of complaint, making a total of 49 since the introduction of Part III of the Act in 1957. 24 of the notices were about defects in the instruction as well as in the premises and accommodation, 17 concerned defects in the premises and accommodation only, and 7 were about the instruction alone. One notice concerned a teacher whom the Minister considered was not a proper person to be a teacher in any school.

54. By the end of the year the time within which the Minister's requirements had to be met had expired in 26 notice of complaint cases. In 15 of these the proprietors had met his requirements and their schools had been finally registered, while in five others the proprietors closed their establishments, or ceased to take pupils of compulsory school age, in preference to carrying out the requirements. In one case the Minister decided that the defects in the school were irremediable, and after allowing the proprietor two months in which to lodge an appeal to an Independent Schools Tribunal, he made an Order striking the name of the school from the register. He also made two more Orders striking from the register the names of two schools whose proprietors had failed, within the stipulated time, to meet his requirements.

55. In the case in which the Minister had determined a teacher to be not a proper person to be a teacher in any school there was an appeal to an Independent Schools Tribunal. The tribunal upheld the Minister's decision, but the teacher subsequently made and lost an appeal to the High Court on a point of law. The High Court appeal was the first under Section 9 of the Tribunals and Inquiries Act, 1958.

Secondary School Examinations

Approved Examining Bodies

56. In July, 1959, the Minister decided to accept the recommendation of the Secondary School Examinations Council that the Associated Examining Board, which had been provisionally recognised as an examining body for the General Certificate of Education in 1953, should be approved as an examining body without qualification. By the end of the year, all universities in England and Wales had agreed to accept its examinations, in common with those of the other eight Boards, in appropriate subjects or combinations of subjects for the purposes of satisfying their minimum entrance requirements.

57. During the year, the Council discussed with representatives of the Examining Bodies the problems that were likely to arise from the increase in the number of candidates for the General Certificate of Education examination over the next few years. As a result, the Council was satisfied that the total capacity of the Examining Bodies was sufficient to enable all suitably qualified candidates to enter for the General Certificate of Education examination in the foreseeable future; but in order to ensure that the arrangements for conducting the examination continued to work smoothly, the Council decided at the end of the year to ask the Minister to issue a notice to schools explaining the General

Certificate of Education examinations that were available to them, and asking them to make the necessary arrangements for their pupils well in advance. The Minister issued the notice shortly after the end of the year.

The G.C.E. Examination in Secondary Schools (other than Secondary Modern Schools)

58. Figures of pupils who left secondary schools (other than secondary modern schools) during the educational year 1958-1959 aged 17 and over show that of the boys who obtained one or more 'A' level passes, nearly 60 per cent went on to the university, 7 per cent to teacher training colleges and 10 per cent to other forms of full-time further education. Comparable figures for girls were about 35 per cent, nearly 40 per cent and 13 per cent. The proportions of boys and girls going to the university with an 'A' level pass in mathematics and/or a science subject were rather larger than the average—just over 60 per cent of the boys and nearly 45 per cent of the girls.

59. More than 75 per cent of the boy leavers aged 17 and over (and more than 80 per cent of the girls) obtained at least five 'O' level passes or their equivalent. Nearly 55 per cent of the boys and just under 40 per cent of the girls achieved two or more passes at 'A' level. Three passes at 'A' level was, for both boys and girls, the most typical number, with seven passes at 'O' level. A comparison of the number of 'A' level passes in 1952 and subsequent years in arts and mathematics and science with the growth in the number of seventeen-year-old pupils in grant-aided and recognised efficient schools in England and Wales shows that, whereas the number of passes in arts subjects has barely kept pace with the 48 per cent increase in pupils since 1952, the number of passes in mathematics and science has increased by 75 per cent.

The G.C.E. Examination in Secondary Modern Schools

60. Figures for 1959 show that there has been an increase of about 47 per cent over 1958 in the number of pupils who offered any subjects in the examination (15,580 against 10,540). The number of subjects passed was just under half the number offered. Girls were slightly more successful than boys.

External Examinations other than G.C.E. in Secondary Schools

61. The Committee appointed by the Secondary School Examinations Council in July, 1958, under the chairmanship of Mr. R. Beloe to consider arrangements for the examination of secondary school pupils other than by the General Certificate of Education examination held a further ten meetings during 1959, and received evidence from local education authorities, schools, technical college principals, employers and national and regional examining bodies. The Committee had not reported by the end of 1959.

Use of Radioactive and X-ray Equipment in Schools

62. During the year the Minister began to receive applications from schools under the system of authorisation announced in 1958. During the year five schools were authorised to use radioactive substances. In addition 22 schools notified the Minister that they were using X-ray equipment for instructional purposes. In three of the cases the use of the equipment was discontinued and in six cases it was found that no safeguards were necessary; in the other cases the Minister was satisfied that the screening provided for the equipment was suitable.

Licences for Children in Entertainment

63. Twenty-one licences were issued in 1959 under Section 22 of the Children and Young Persons Act, 1933, all for England. Eleven of them varied the conditions of licences already issued by local education authorities and one varied a licence issued by the Minister. The remaining nine were issued after appeals had been received against decisions of local education authorities not to issue licences at all.

CHAPTER II

SPECIAL SERVICES

The School Health Service

1. A full account of the school health service will be given in the Chief Medical Officer's report, *The Health of the School Child* for 1958 and 1959. Tables 47 and 48 of the present Report give some general statistical information.

Vaccination Against Poliomyelitis

2. The campaign for vaccination against poliomyelitis was continued in 1959. During the year 2,332,010 children born between 1943 and 1959 were vaccinated with two injections, making a total of 8,350,402 children in this age group vaccinated since the beginning of the scheme. A substantial number of these also received a third injection.

B.C.G. Vaccination Against Tuberculosis

3. The number of local health authorities with approved schemes for the B.C.G. vaccination of 13-year-old children increased during 1959 from 135 to 142.

School Dental Service

4. The number of school dental officers (expressed as the equivalent of whole-time officers) decreased during 1959 from 1,032 to 1,016.

Handicapped Pupils, Special Educational Treatment and Special Schools

Special School Provision

5. Tables 49 to 55 contain statistics about special schools and handicapped pupils for January, 1959. There were 810 special schools with 5,148 full-time teachers, compared with 788 schools and 4,903 teachers a year previously. The number of pupils rose from 62,125 to 64,241. The following table shows the progress made during 1959:

New special schools provided in 1959

	Number of schools			Number of places		
	Day	Boarding	Total	Day	Boarding	Total
Educationally subnormal...	15	1	16	1,858	60	1,918
Physically handicapped ...	1	2	3	12	130	142
Delicate ...	1	1	2	180	45	225
Hospital schools ...	—	2	2	—	74	74
Totals ...	17	6	23	2,050	309	2,359

6. The total number of children stated by local education authorities to be awaiting places in special schools (Table 55) fell from 17,168 in January, 1958, to 15,884 in January, 1959; 12,177 of these were educationally subnormal children.

Minister's Advisory Committee on Handicapped Children

7. The Committee met three times during the year. Among the subjects considered was the question, referred to the Committee by the Minister, whether there was need for special school provision of grammar school type for partially sighted pupils and, if so, how the provision could most appropriately be made. The Committee recommended that facilities at Exhall Grange School, Warwickshire, which is being rebuilt, should be developed to provide for a stream of about 60 able partially sighted pupils of both sexes. This recommendation was accepted.

Mental Health Act, 1959

8. This Act, which received the Royal Assent in July, substituted for Section 57 of the Education Act, 1944, as amended by Section 8 of the Education (Miscellaneous Provisions) Act, 1948, new sections relating to children who suffer from disabilities of mind rendering them unsuitable for education at school. The Minister of Health was expected to make an order under Section 153 of the Act appointing a day in 1960 on which the sections would come into operation.

9. The new sections extended the rights of parents by enabling them to require local education authorities to review after a year their decision that a child was unsuitable for education at school and to appeal to the Minister on the result of the review. They also gave parents 21 days instead of 14 days in which to appeal to the Minister against an initial decision by the Authority and the same period in respect of a decision after review. Certain legal requirements were altered to enable local authorities to simplify their procedures, notably in respect of the medical examination of these children. New provisions were made to ensure consultation between the education and health departments when a decision as to a child's unsuitability for education at school was being taken; local education authorities were required to include in their notices to parents of their intention to record such a decision, a statement of the functions of the local health authority for the treatment, care or training of the child in the event of a decision being recorded and, if known to the local education authority, a statement of the arrangement proposed to be made by the local health authority in discharge of those functions.

10. The new sections no longer require local education authorities to report to the local health authority children who in their opinion might require supervision after leaving school. These reports had been made under Section 57 of the Education Act, 1944, for the purposes of the Mental Deficiency Act, 1913, which was repealed by the Mental Health Act, 1959.

Blind Pupils

11. The centre for the further education and training of blind adolescents which the Royal National Institute for the Blind had opened as an experiment in January, 1956, at Hethersett, Reigate, was inspected and favourably reported upon during the year. It thereupon became part of the permanent provision for blind training. The special function of this centre is the development of methods of assessing the capacity of blind trainees for different types of employment, and of combining this assessment with general education and social training. It remains for consideration whether there is need for a further training centre of the same kind.

Deaf and Partially Deaf Pupils

12. Discussions were held during the year with the local education authorities and voluntary bodies responsible for special schools for the deaf and

partially deaf in the north east and the north west regions with a view to making separate boarding provision for deaf and partially deaf pupils. Agreement was reached in principle with the responsible bodies in the north east region that the boarding special school at Leeds should admit partially deaf pupils only, and the other schools, at Doncaster, Newcastle upon Tyne and Sheffield, deaf pupils only, from a date to be decided.

Physically Handicapped Pupils

13. As a result of a detailed survey carried out in 1954, it had been estimated that additional places in boarding special schools for the physically handicapped then in course of provision or projected were likely to meet all outstanding needs; the last of these places became available during 1959. It was considered advisable to carry out another detailed survey in order to re-assess the position; this was in progress at the end of the year.

14. Among the additional places provided during the year were 27 at the rebuilt Dame Hannah Rogers School for Spastic Children, Ivybridge. The new school buildings, opened in April by Her Majesty Queen Elizabeth the Queen Mother, were the first to be designed specially for children handicapped by cerebral palsy. The completion of substantial extensions at the Percy Hedley School for Spastics, Newcastle upon Tyne, provided 36 extra places and doubled the capacity of that school.

15. In last year's Report it was stated that the Minister's Advisory Committee on Handicapped Children had advised him that a boarding special school was needed for able and gifted physically handicapped girls, comparable with that already available for boys. A proposal for meeting this need was still under consideration at the end of the year, and there were indications that a voluntary body was likely to establish such a school.

Educationally Subnormal Pupils

16. Further progress was made in the provision of special school places, 2,372 were added during the year, including 1,918 in new schools. The additional 7,473 day and 1,239 boarding places in course of provision and in approved building programmes extending to March, 1962, will bring the total number of special school places for educationally subnormal children up to 42,000. This can be compared with totals of 11,000 educationally subnormal children in special schools at the end of 1946, and 23,000 at the end of 1954.

Maladjusted Pupils

17. Two circulars implementing recommendations of the Committee on Maladjusted Children* were issued to local education authorities during the year. One, *Child Guidance* (Circular 347 issued on 10th March) was intended to ensure that a sound basis was laid for the organisation of this service and for the planning of its future development. The Minister informed local education authorities of his acceptance of the Committee's recommendations that 'there should be a comprehensive child guidance service available for the area of every local education authority, involving a school psychological service, the school health service and child guidance clinic(s), all of which should work in close cooperation',† and that 'local education authorities and regional hospital boards should plan their provision of child guidance clinics in consultation'.‡ He asked local education authorities, in consultation with hospital authorities, to prepare plans to give effect to these recommendations and to

*Report of a Committee on Maladjusted Children—Her Majesty's Stationery Office, price 6s. 0d.

†Ibid, Chapter XVII, Recommendation 1.

‡Ibid, Chapter XVII, Recommendation 2.

send him a progress report by the 30th June, 1960. At the same time the Minister of Health asked all hospital authorities and local health authorities to co-operate fully with local education authorities.

18. The circular recognised that the rate at which the service could be expanded would depend upon the recruitment and training of staff. The growth of the service in recent years is shown by the following figures of staff employed in local education authority clinics:—

Year	Clinics	Psychiatrists	Educational Psychologists	Psychiatric Social Workers
December 1950	162	126 (51)	136 (101)	111 (93)
1954	204	155 (57)	173 (142)	131 (110)
1959	253	219 (75)	231 (177)	146 (117)

(Full-time equivalents are shown in brackets)

These figures can be compared with the Committee's suggestion that the aim should be to increase the child guidance staff to the equivalent of 140 full-time psychiatrists, 280 educational psychologists and 420 psychiatric social workers during the decade following their report.

19. In the second circular, *Special Educational Treatment for Maladjusted Children* (Circular 348 issued on 10th March) the Minister endorsed the Committee's view that a maladjusted child should, wherever possible, continue to live at home during treatment and attend an ordinary school or a special school or class, and he asked authorities to consider the need for more day schools or classes. Authorities were also asked to consider through their regional machinery the adequacy of the available boarding provision for maladjusted pupils. It was known at the end of the year that a number of authorities were considering the establishment of new schools for maladjusted boys or girls. In addition, a charitable trust was in consultation with the local education authorities of one region with a view to opening a boarding school.

20. Other recommendations of the Committee relating to the training of staff for child guidance clinics and for the non-teaching staff of boarding schools and homes were still under consideration at the end of the year.

Training of Teachers

21. Reference is made in Chapter V, paragraph 41 to the establishment of additional training courses for teachers of handicapped children. Towards the end of the year the National Advisory Council on the Training and Supply of Teachers was considering the establishment of a second full-time training course for the teachers of the deaf and partially deaf.

The School Meals Service

22. The introduction of general grant on the 1st April left school milk and school dinners as the principal item of expenditure on which the Minister paid grant to local education authorities, and it was necessary in March to make new Milk and Meals Grant Regulations and to amend the Provision of Milk and Meals Regulations. The main financial change affecting the school meals service was that grant was no longer payable on the provision of meals and refreshments other than school milk and school dinners; provision of this kind was left entirely to the discretion of authorities.

23. Following discussions with the associations of teachers and of local authorities about the school meals service the Minister issued in March Circular 349, *The School Meals Service and the Teachers*. In this circular he recognised the nutritional and social value of the school dinner and the important part played by teachers in the supervision and social training of the children. At the same time, in order to lighten the burdens falling on teachers, local education authorities were asked to review their arrangements for the provision of supervisory assistants, particularly in primary schools, and also for the provision of clerical assistance and for registration and accounting. At the end of the year the Minister initiated an inquiry into the steps taken by authorities in response to this request.

24. In the same circular the Minister drew attention to the additional accounting work involved in collecting money from children where there was an excessive number of part-payment rates in cases where the family income is only a little above the figure which would entitle the children to free meals. By the end of the year, according to the Ministry's records, no authority retained more than two part-payment rates.

25. Revised arrangements for the remission of dinner charges were approved by the Minister for 57 authorities. Many of these were submitted by authorities in the second half of the year and took account of the new scales of National Assistance which came into operation in September.

26. At the time of the autumn return some 3,250,000 day pupils were taking school dinners at maintained schools. This represented 49.7 per cent of the number present, compared with 47.8 per cent the year before and 45.9 per cent in 1957.

27. The number of schools or departments without school meals facilities continued to decline. It fell from 539 in 1958 to 501, out of a total of just over 30,500.

28. The additional building resources promised in 1958 for the express purpose of improving some of the worst dining arrangements at existing schools were fully used by local education authorities during 1959. This was the last year for which there was a separate school meals building programme and a separate school meals minor works allocation. In future all school meals projects costing not more than £20,000 will have to be met from the single minor work allocation, and it will be left to authorities to decide on the proportion to be earmarked for the improvement of school meals facilities.

Milk in Schools Scheme

29. The autumn return gave a total of 5,969,442 pupils taking milk at school, representing 83.94 per cent of those on roll in maintained schools and 81.13 per cent at non-maintained schools; these percentages are similar to those for previous years. The proportion of pasteurised milk continued to increase; it was 98.88 per cent, compared with 98.76 per cent the previous year. Most of the unpasteurised milk was tuberculin tested; the number of pupils drinking undesignated raw milk fell still further to 1,906. Only 26 maintained schools were without a supply of liquid milk; nine of these used milk tablets and 11 reconstituted dried milk.

30. The discounts off the maximum retail price obtained by county borough authorities again showed an increase to an average of just over 6½ per cent. The limited information available indicates that there was a comparable increase, on a slightly lower average figure, in the counties.

CHAPTER III

FURTHER EDUCATION

General Progress

Students

1. The changes in the method of collecting statistics relating to further education described in paragraph 86 below enable information to be provided about not only the total number of students who attended courses in establishments of further education in 1958-59 but also the number who enrolled in courses at the beginning of the 1959-60 session. The number of enrolments in October is less than the total for the whole year, since a number of students start their courses in January or even later. The trend in student numbers is therefore best shown by a table as follows:—

Students in major establishments

	Total Students 1957-58	Enrolments Oct., 1958	Total Students 1958-59	Enrolments Oct., 1959
Full-time Courses	83,764	83,778	105,549	98,253
Sandwich Courses	6,492	6,450	8,516	7,508
Part-time day courses (including part-time day release)	485,319	435,724	492,854	452,224
Evening courses (excluding students whose evening course was supplementary to a part-time day course) ...	721,762	660,221	782,264	687,383

2. This shows that full-time and sandwich courses were continuing their rapid growth. The number of young employees released by industry to attend part-time day classes increased in 1959 from 434,672 to 438,369. This increase may be compared with increases of 17,665 in 1958 and 33,161 in 1957. The latest enrolment figures suggest that the total increase in 1959-60 may prove to be of the order of 10,000.

Building

3. With the announcement in July, 1958, of the building programme for 1960-61, the complete programme of £70,000,000 for the five years 1956-57 to 1960-61 announced in the White Paper on Technical Education had been agreed with local education authorities. Work on the programme continued steadily during 1959. In the year ended 31st December, 1959, as in the preceding twelve month period, the total value of projects started was about £15,000,000 but the value of projects completed was £10,500,000 compared with £9,400,000 in 1958. At the end of the year the value of work in progress was £34,000,000. The complete five-year programme now comprises 363 projects for the provision of new colleges, major extensions or alterations to existing colleges. In 343 of these the first stage of planning, the approval of a schedule of accommodation

for the new buildings, had been cleared by the end of 1959. In 287 cases a further stage had been reached with the approval of the architects' sketch plans. The final stage, so far as the Ministry is concerned, is the approval of final plans, which means that the authority is free to start building work. In 1959 no less than 70 sets of final plans were cleared, bringing the total number finally approved up to 246. The number of projects actually completed in the year was 55, together with a further 10 dating from before 1956.

Technical Education—The Next Step

4. In order to maintain the momentum of the expansion programme, and to continue to give authorities up to two years' notice of building programmes for further education, it was decided early in 1959 to announce a further three-year building programme to follow the five-year programme. It was accordingly stated in Circular 1/59 (dated 13th April) that a programme of £15,000,000 would be approved for 1961-62, and that the programmes for 1962-63 and 1963-64 would provisionally be set at the same figure. The total programme of £45,000,000 for the three years was expected to lead to expenditure of £9,000,000 on equipment. Local education authorities were asked to submit their proposals for 1961-62 by the end of June.

5. This further instalment of expansion enabled the target figures set out in the White Paper to be raised. The estimate of the future number of students completing advanced courses was raised from 15,000 in the mid-1960s to about 17,000 towards the end of the decade. No figure was attached to the further increase proposed for part-time day release courses. The White Paper had proposed that the number should be raised from 355,000 in 1954-55 to double this figure: the Minister now expected that an expansion would be needed over and above this target if adequate educational provision was to be made to match the increased training opportunities which it was industry's task to provide for the growing number of school leavers. The circular also noted the increased flow of students over the age of 18 into part-time day courses, and the growing demand in some sections of industry for day release facilities on more than one day per week, for block release courses and for sandwich courses at technician level. Finally, the circular re-emphasised the principle, stated in the White Paper, that a technical college must include facilities for dining, for recreation and for the communal life of both staff and students, and asked local education authorities to bear these needs in mind in framing their proposals. The part which commercial education was expected to play in this further expansion is explained in paragraphs 29 to 32 below.

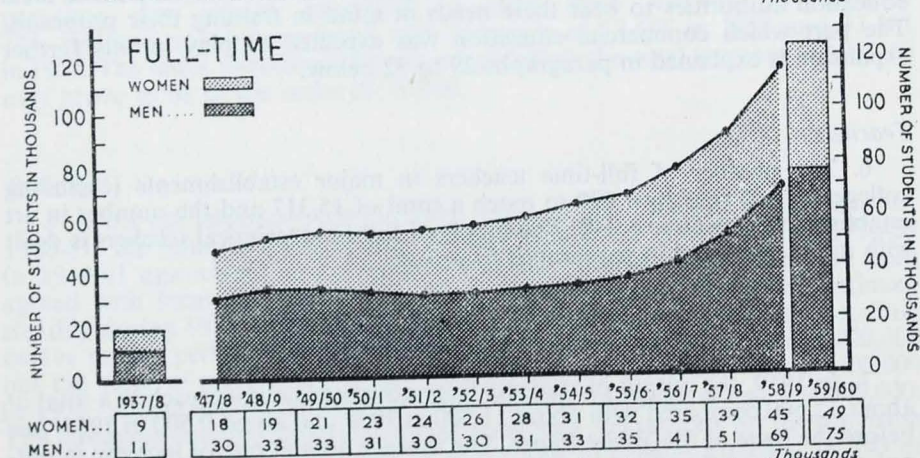
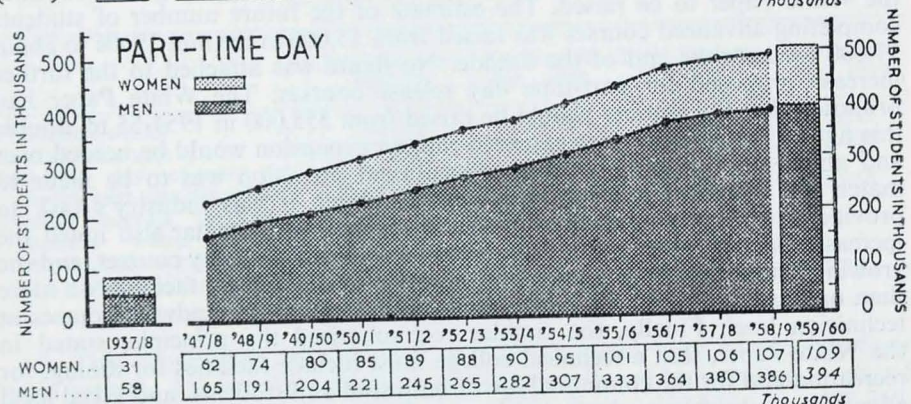
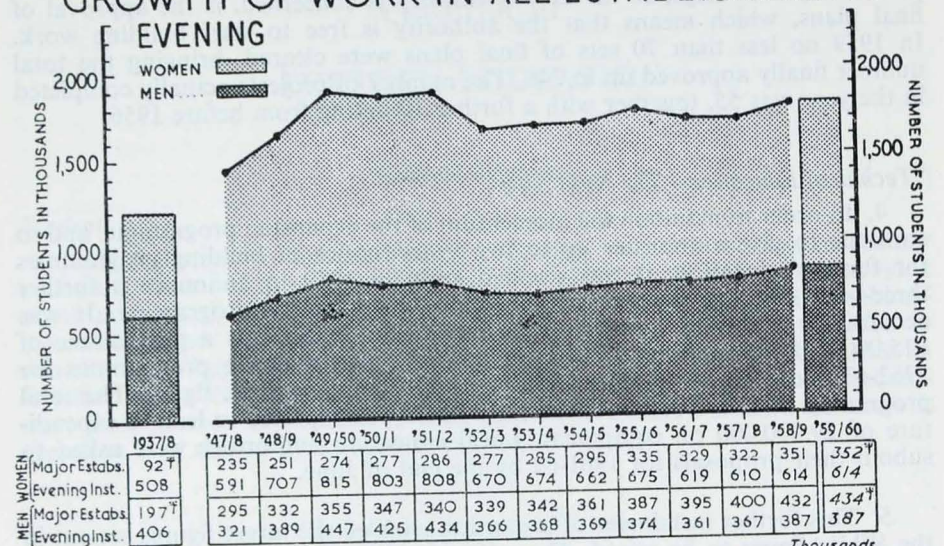
Teachers

6. The number of full-time teachers in major establishments (excluding colleges of art) rose by 1,679 to reach a total of 15,317 and the number in art establishments by 66 to 1,449. The supply of full-time technical teachers is dealt with in greater detail in paragraphs 61 *et seq.*

Advanced Technological Education

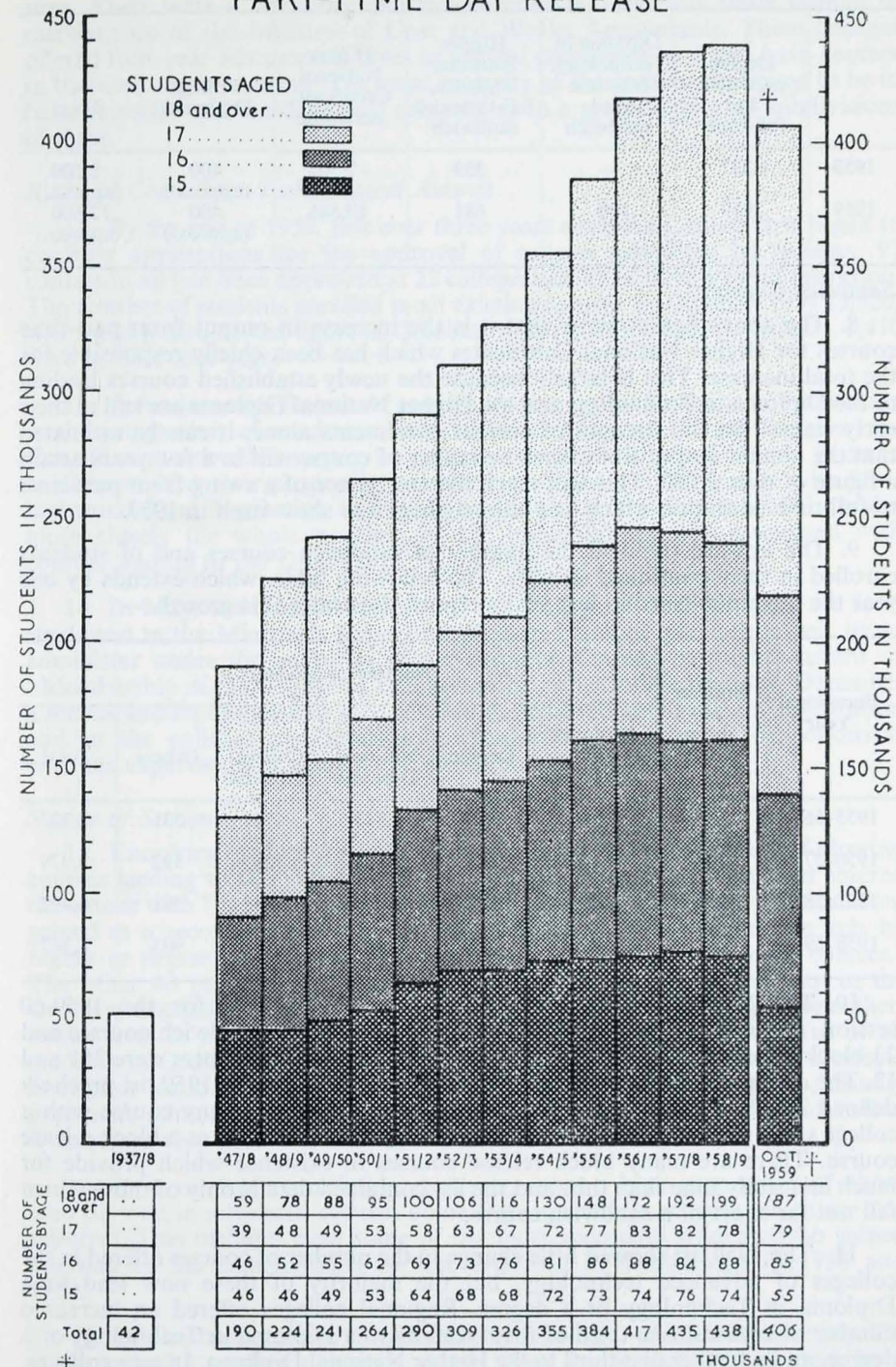
7. In 1959, the output of students from advanced courses reached a total of about 12,500 compared with about 11,500 in 1958 and about 9,500 in 1955, just before the issue of the White Paper. The average annual rate of increase in output over the past four years has been about 750, a rate which if maintained will enable the total output of 15,000 a year proposed in the White Paper to be

FURTHER EDUCATION GROWTH OF WORK IN ALL ESTABLISHMENTS



† Excludes students who also attend during the day. Figures for 59/60 are provisional

FURTHER EDUCATION PART-TIME DAY RELEASE



† FIGURES FOR OCTOBER 1959 RELATE TO THE COMMENCEMENT OF SESSION ONLY

reached in 1963, and the increased total of 17,000 proposed in Circular 1/59 by 1966. The comparison between 1959 and 1955 is interesting:—

	Degree part-time and full-time	Diploma in Technology, full-time and sandwich	Higher National Diploma, full-time and sandwich	Higher National Certificate, part-time	College Diplomas	Total
1955	1,237	—	339	7,507	400 (approx.)	9,500 (approx.)
1959	919	130	681	10,546	400 (approx.)	12,600 (approx.)

Sandwich Courses

8. The above figures show that it is the increase in output from part-time courses for Higher National Certificates which has been chiefly responsible for the total increase. This is largely because the newly established courses leading to the Diploma in Technology and the Higher National Diploma are still in their early stages. On the strength of current enrolments alone, it can be estimated that the annual output from these two types of course will in a few years attain a figure of over 2,000. This will mark the emergence of a swing from part-time to full-time education which had scarcely begun to show itself in 1959.

9. The upward trend in the number of sandwich courses and of students enrolled in them continued steadily. The following table, which extends by one year the table published in last year's report, illustrates this growth:—

Educational Year	Number of Courses	Number of Students					Total
		Diploma in Technology	Degree	Higher National Diploma	College Diploma	Others	
1955-56	103	—	52	1,373	571	331	2,327
1956-57	148	510	207	2,142	728	392	3,979
1957-58	203	1,391	307	3,240	973	581	6,492
1958-59	261	2,422	369	3,417	1,256	903	8,367

10. The Ministry's *List of Sandwich Courses* approved for the 1959-60 session, published in July, 1959, contained details of 296 sandwich courses and 23 block release courses; in the 1958 list the comparable numbers were 251 and 12. The distinction between the two types of course was in the 1959 list precisely defined in terms of the amount of college study in a year: any course with a college study period of less than 19 weeks in a year was classed as a block release course. There are many block release courses in existence which provide for much less study time than this, and the list contained details only of those which fall not far short of a sandwich course.

11. The 1959 list showed little change in the number of courses offered in the colleges of advanced technology, but the majority of these now lead to a Diploma in Technology or a degree. Regional colleges offered an increased number of courses, one-third of them leading to a Diploma in Technology or a degree, and a further one-third to the Higher National Diploma. In area colleges, where the number of courses has also increased, about one-half of the courses

lead to the High National Diploma. Four courses in national colleges and one (in dairy technology) in a farm institute were included in the list for the first time. There were a few more commercial courses, especially those leading to membership of the Institute of Cost and Works Accountants. Three colleges offered four-year advanced courses in general commerce, and two have courses in business administration. The great majority of the courses continued to be in basic scientific and technological subjects, or in a great variety of subdivisions of these.

National Council for Technological Awards

12. By the end of 1959, just over three years since the Council first began to consider applications for the approval of courses submitted by colleges, 97 courses in all had been approved at 22 colleges and 85 of them were in operation. The number of students enrolled in all existing courses by October, 1959 (3,320) was roughly double the figure in October, 1958 (1,786). Of these students, 1,410 were in their first year.

13. A fundamental feature of courses leading to the Diploma in Technology is the integration of academic and industrial training. During the year the Council sent a detailed enquiry to colleges running recognised courses in order to discover how their proposals for ensuring adequate collaboration with firms had worked out in practice, and set up an Industrial Training Panel to consider more closely the whole problem of the industrial training associated with courses leading to the Diploma in Technology.

14. In May, the Council established the College of Technologists. As foreshadowed in the Ministry's Report for 1958, the task of the College will be to administer under the authority of the National Council the higher award of 'Membership of the College of Technologists'. The College issued in December a memorandum designed to give detailed guidance to applicants for registration and to the colleges and industrial organisations which may be concerned with the supervision of students preparing for the award.

Source of Students

15. Enquiries made during the year showed that of the students following courses leading to the Diploma in Technology, about 60 per cent had entered the course with 'A' level qualifications in the General Certificate of Education, gained at a secondary grammar or technical school. (This proportion may be higher in degree courses, rather lower in Higher National Diploma courses.) The other 40 per cent had qualified for entry by gaining a good pass in the Ordinary National Certificate. A high proportion of these, too, had spent their earlier lives in a grammar or technical school. In fact about one-third of all students in Ordinary National Certificate courses, and one-half of all students in Higher National Certificate courses come from selective secondary, usually grammar, schools. The grammar schools' contribution to technical education is therefore very great.

16. It is no less remarkable, however, what a high proportion of those who do well in advanced courses come from secondary schools which are not selective. This includes even some of the most successful students who gained honours in the examinations for the Diploma in Technology in 1958 and 1959.

17. In one large college of advanced technology, which has currently 830 students in its sandwich courses, it has been found that 260 of them have qualified for entry by way of the Ordinary National Certificate. At this college

over 20 per cent of the students attending sandwich courses come from schools other than grant-aided and independent grammar schools. It is an essential part of the Government's policy to provide alternative routes along which a student may, whatever his starting point, travel as far as his abilities permit.

Colleges of Advanced Technology

18. A general account of the development of these colleges was included in the 1958 Report. In the academic year 1958-59, there were 5,278 full-time, 2,501 sandwich, and 6,194 part-time day students in the eight original colleges. Work had begun by the end of the year on very extensive building projects at Bradford and Loughborough.* At the latter college, the Governors are providing on a 44-acre site not merely a range of new teaching buildings, but also a large college union building, a new library, and a 'students' village' which will accommodate over 800 students, with dining halls, common rooms and a village shop. Future needs have been safeguarded by the acquisition of a further substantial acreage adjoining the present site. At Salford, the new buildings designed in 1954-55 were nearly complete and partly in use, and the Ministry had under consideration at the end of the year plans prepared by the Governing Body for a further extension containing twice as much space again as the new accommodation already provided. Plans were also well advanced for the provision of 1,830 student places in halls of residence at Bradford (200), Salford (500), Birmingham (230), Battersea (200), Chelsea (200) and Northampton College in London (500).

19. The number of colleges of advanced technology will shortly rise to nine. The Bristol local education authority were informed in June that the College of Technology, Bristol, would be designated a college of advanced technology with effect from September, 1960. The Authority had been encouraged since 1956 to plan the buildings and courses at the college with this end in view. The final decision was taken after a review of the number of advanced full-time and sandwich course students likely to be in the college in the 1960-61 session and after arrangements had been agreed with the authority for organising the lower level work from the beginning of that session as a separate college, temporarily sharing the buildings of the advanced college. The college of advanced technology will begin its career with some 600 full-time and sandwich course students, and the number is likely to rise steadily to over 1,000. Courses for the Diploma in Technology have been approved in aeronautical and electrical engineering, applied biology and applied chemistry.

Advanced School of Automobile Engineering

20. A major development announced in October was the decision to establish in October, 1960, an advanced school of automobile engineering, which is sponsored by the Society of Motor Manufacturers and Traders, the Automobile Division of the Institution of Mechanical Engineers and the Ministry. The cost of establishing the school and the net cost of maintaining it will be shared between the Ministry and industry. The school will be attached to the College of Aeronautics and work in close collaboration with it, but will exist as a separate establishment with its own director and full-time academic staff.

21. The main educational activity of the school will be the provision of a one-year postgraduate course in the application of science and technology to the research, development and design aspects of automobile engineering. About 20 students are expected to attend the first course in October, 1960. Additional short advanced courses will be organised from time to time for senior automobile engineers.

*See also Chapter VI, paragraph 33.

Output of Scientists and Technologists

22. The growing contribution made by the technical colleges to the national output of qualified scientists and engineers was noted by the Advisory Council on Scientific Policy in two reports published in November, 1959. In a report published at the end of 1956 the Council had estimated the output of scientists and engineers in 1955 in Great Britain from universities and technical colleges combined as just over 10,000. In 1959 they revised this figure to 12,000, and estimated that by 1958 it had increased to about 14,600. Of these, about 5,700 were scientists and 8,900 engineers. About 900 of the scientists and 6,600 of the engineers had received their professional education through a technical college course.

23. Looking forward to 1961, the Council found good reason to believe that the total output would by then be about 18,450, and that the technical college contribution would by then be over 9,000. This prediction is consistent both with the trend so far recorded and with the policy set out in the 1956 White Paper and in Circular 1/59.

Courses for Craftsmen and Technicians

24. While the development of advanced courses was proceeding at a faster rate than expected, technical courses at the lower level did not expand at the planned rate. At this level the Government placed reliance, in the 1956 White Paper, upon a doubling of the number of students released by industry to attend part-time day courses. The 1955 figure of 355,000, which it was hoped would rise by an average increase of some 40,000 a year, reached only 438,369 in 1959.

25. To some extent the examination statistics tell the same story. The number of entrants for the Higher National Certificate examination continued to increase at a rate of over 10 per cent a year. At the Ordinary level, the increase, which in previous years had been of the same order, fell to about 6 per cent. Even so it should be noted that nearly 38,000 students sat for the Ordinary National Certificate examination; just over one-half were successful. The number of entrants for other examinations, those regulated by the City and Guilds of London Institute and the regional examining unions, increased at about the same rate as in previous years.

26. In the technical colleges there has been concern for some years about the large percentage of students who fail to obtain any recognised qualification by the time they cease to attend classes, and a growing recognition that this waste of ability called for both a wider range of courses at the lower level and more efficient placement of students in courses appropriate to their ability and aptitude. Two studies of this subject were published in 1959; first, a report from the National Advisory Council on Education for Industry and Commerce, which discussed ways of lessening the wastage of students from part-time courses; and secondly, an authoritative statistical study, of which a summary was published in Chapter 31 of the report of the Central Advisory Council,* (and was due to appear in full in Volume II of the report early in 1960).

27. During the year the Ministry reviewed the pattern of courses leading to National Certificate and City and Guilds qualifications in the light of recent developments in the secondary schools, in industry and in the technical colleges themselves. In the grammar schools sixth forms are increasing in size and in other secondary schools more pupils are staying after the compulsory school age and a wide range of fifth-year courses is emerging and serving as a sound basis

*15 to 18, loc. cit.

for continued study. In industry specialisation is increasing and, in consequence, more occupations are being identified in the technician category for which specific courses of further education need to be devised. Proposals were formulated after discussion with the National Advisory Council on Education for Industry and Commerce and some of the bodies principally concerned, and a paper was prepared for circulation to the local authority and teachers' associations, professional institutions and examining bodies as a basis for consultation during 1960. An account of these proposals and of the action taken on them will be given in next year's Report.

Education for Commerce

28. The Report of the Advisory Committee on Further Education for Commerce was presented to the National Advisory Council on Education for Industry and Commerce and published in January, 1959. The Advisory Committee had been set up under the chairmanship of Mr. J. G. McMeeking, C.B.E., F.B.I.M., J.P., in July, 1957, with the following terms of reference:—

‘To consider the provision made by local education authorities for further education for commerce at and above the level of the Ordinary National Certificate and intermediate professional examinations, and to recommend urgently what further steps should be taken to implement the commercial aspects of the policy announced in the White Paper on Technical Education’.

It was made up partly of members of the National Advisory Council and partly of persons who were not members but had particular experience of and interest in the problems of commercial education.

29. The main theme of the Report, which was unanimous, was the urgent need for more and better education for commercial activities of all kinds, in both industrial and commercial undertakings. It was emphasised that the various activities involved in the marketing and distribution of goods, including finance and insurance, called no less than did the processes of design and production for vision and expertise, and were no less essential for the country's welfare. This meant that recent advances in technological education should be matched by the provision of parallel opportunities for talented young people seeking a career in commerce. Sustained action was needed through the cooperation of public and private bodies to overhaul and reinvigorate commercial education and impress its importance on all concerned, especially on the country's young people and their parents.

30. The Committee pointed out that only about 20,000 students were at present released by employers for commercial studies at intermediate level and above. They strongly urged that less reliance should be placed on evening study and that day release facilities for commercial education should be greatly extended through a development of apprenticeship and other training schemes. They considered that the Ordinary National Certificate in Commerce should be more widely recognised as providing a sound foundation of general commercial knowledge, and that determined efforts should be made to bring closer together the syllabus requirements for intermediate examinations of the various professional bodies and for the Ordinary National Certificate. The Higher National Certificate also deserved much wider support as a qualification covering both general and specialised commercial knowledge. There was also a place for sandwich courses combining advanced commercial education with systematic training in employment, and for such courses a new award of national standing at degree level should be instituted. The colleges themselves would need additional and more suitable accommodation, with good libraries and adequate

teaching and research facilities. The hope was expressed that industrial and commercial firms would make much more use of the colleges than hitherto, bringing to them practical problems for research and investigation.

31. Other recommendations included the expansion in the colleges of educational provision for special commercial requirements. Courses in up-to-date business techniques, especially those connected with sales, marketing and distribution, would be of advantage to business firms, especially those which were small and medium-sized. More attention should be paid to the study of foreign languages and overseas business conditions. Courses already established in subjects connected with retail distribution should be much better supported, especially by the granting of day release facilities to young employees in shops. Women should be given greater opportunities to attain professional status in commerce.

32. Conferences, seminars and discussion groups were held in many centres to discuss the findings of the Report. The British Association for Commercial and Industrial Education made it the theme of a special conference held at the Festival Hall in April, at which one of the speakers was the then President of the Board of Trade, Sir David Eccles, M.P. The Minister's considered views on the Report as a whole were published in June, in Circular 5/59, which strongly commended the recommendations to local education authorities and other interests concerned. Negotiations were in progress at the end of the year about the future of National Certificates in Commerce at Ordinary and Higher level. Meanwhile in Circular 1/59, issued in April, the Minister had declared his intention of giving a special measure of priority in the building programmes for 1962-63 and 1963-64 to provision for commercial education.

Management Studies

33. In May the report was received of the Working Party which has been set up by the Joint (Examinations) Executive Committee to review the present National Scheme of Management Studies administered jointly by the Ministry and the British Institute of Management. This provided the Ministry with the opportunity to review and to discuss with the Institute the whole field of management education provided in further education establishments. A memorandum formulating definite proposals, which it was intended to publish with the report of the Working Party, was in an advanced state of preparation at the end of the year.

34. The first important feature of these proposals concerned the Diploma in Management Studies. It was considered that such studies should be regarded as appropriate to people already possessing graduate or equivalent professional qualifications, together with practical experience in employment. The Diploma in Management Studies should therefore normally be awarded only to people so qualified and aged not less than 26 who had successfully completed a course of appropriate postgraduate study which should preferably be full-time and, if possible, residential. The Working Party had made definite proposals for syllabuses and examinations for such a course, but it was recognised that these needed further expert examination. It was recognised, too, that courses leading to the Diploma should be provided only in colleges which were well staffed and equipped for the purpose and which offered other courses at postgraduate level. The location of such courses would, therefore, need careful consideration.

35. The second important issue related to the present Intermediate Certificate in Management Studies. The Working Party had considered that, though there was a need for a course at this level, it should be concerned with general

studies as a basis for the study of management in the Diploma course or as an intermediate examination leading towards the final examination of a number of professional bodies, or as an end in itself for students who wished for a general qualification in business studies. The Ministry accepted that these diverse needs might be met by one course but thought it right to consider the relationship between such a course and that leading to the Higher National Certificate in Commerce, which was similar as regards length, age and conditions of entry, and educational content.

36. After consultation with the British Institute of Management and the Joint Committee for National Certificates in Commerce it was decided to recommend that a new Higher National Certificate in Business Studies should be established to take the place both of the present Intermediate Certificate in Management Studies and of the Higher National Certificate in Commerce. Discussions on the administrative machinery which would be needed to implement this were proceeding at the end of the year.

37. Finally, the memorandum proposed the establishment of a Council for Management Education. The Working Party recognised the need for such a body, which had been first proposed in the Urwick Report of 1947. Both the Ministry and the British Institute of Management were of the opinion that a broadly based Council, representative of industry, the professional institutions and of the various bodies providing education in management, could render a most valuable service. It could encourage the colleges to develop post-Diploma courses, research and consultancy services which would provide the country with opportunities for advances in management education which were at present lacking. The Ministry and the British Institute of Management were agreed on the desirability of such a Council and by the end of the year were ready to embark on consultations with the other interests concerned.

Direct Grant Establishments

College of Aeronautics

38. Entry to the two-year diploma course in October increased to 106, of whom 29 had degrees, and 77 Higher National Diplomas and other qualifications, including for the first time one student with a Diploma in Technology.

39. The development of basic research and teaching activities continued, and a substantial amount of contract work was undertaken. In the Department of Aerodynamics problems relating to hypersonic flight were investigated and other research work concerned vertical take-off and the noise from jets. A wind tunnel using helium as the working medium is soon to be installed to facilitate tests at hypersonic speeds. In the Propulsion Department more attention was given to rocket propulsion. Members of the staff carried out a theoretical investigation into the problem of making a 'soft' landing on the moon (e.g. in order to land instruments there undamaged). This work was presented as a paper to the Commonwealth Space Flight Symposium in London. A worthwhile innovation was a two-week demonstration by the manufacturers of aircraft radio navigational aids to enable students to keep in touch with up-to-date developments.

40. Among the other activities of the College the Work Study School and the one-year course in guided missiles (which is no longer confined to nationals of North Atlantic Treaty Organisation countries) continued to be well supported. Work in the Mathematics Department continued to expand, particularly in relation to the teaching of computer techniques and the use of digital computers.

The residential accommodation available somewhat restricted the number of short courses but nevertheless a variety of subjects, including for the first time 'Aircraft Gas Turbine Theory and Design', was covered.

41. For some time past the governors and staff have been considering the part which the College should play in the national programme of technological education. They had in mind some broadening of the activities of the College, and, encouraged by the Ministry, they introduced in October the first of a series of one-year diversified courses in subjects related to aeronautics but capable of application in a wider field. The subjects of the first three courses were fluid mechanics, physics and mechanics of structural materials and control engineering. The proposed establishment of an Advanced School of Automobile Engineering attached to the college which was announced in October (see paragraph 20 above) is in line with this policy of diversification.

Royal College of Art

42. The number of full-time students attending the college at the beginning of the 1959-60 session was 431, compared with 418 in 1958. Relations between the Royal College of Art and industry continued to be close. Once again nearly two-thirds of the students of the Schools of Industrial Design leaving in 1959 went direct into commerce or industry (45 out of 71), while a further 15 started working for industry on a freelance basis. The College carried out a number of commissions, particularly in textile, interior, fashion and graphic design. A piece of research was started into the design implications of the application of gold leaf by a new process.

43. Increasing recognition of the importance of training designers for the engineering industry led in October to the elevation of the Department of Industrial Design (Engineering) to a School. Mr. Misha Black, O.B.E., R.D.I., M.Inst.R.A., F.S.I.A., was appointed to be the first Professor.

44. The Royal College of Art was the first art school in the world to affiliate in 1958 to IAESTE (The International Association of the Exchange of Students for Technical Experience). Although the number of suitable vacancies abroad for college students was naturally small in the first two years, there is no doubt that the ten students who went to Holland, Germany, France and Finland derived considerable benefit from their experience of working in a foreign factory. At least one well-known foreign ceramics firm benefited very considerably from the designs done for it by a college potter.

45. The work in television design by students of the School of Graphic Design was mounted as an exhibition to signal the end of the first year's work. This created a great deal of interest amongst the representatives of television and film industry, and led to more offers of posts than the College was able to satisfy.

46. The Lethaby Chair was established in 1953, when the School of Architecture was closed, to provide a continuing link between architecture and art. The College was fortunate in 1959 in obtaining as its Lethaby Professor the American Designer Mr. Charles Eames, who was recently responsible for the American exhibition in Moscow.

47. The students of the fine arts were particularly successful in winning prizes and scholarships. In addition to the *Prix de Rome* and three Abbey Minor Scholarships, a college painter was awarded a Harkness Fellowship to the United States, and other students won German, Swedish, Belgian and French Government scholarships.

National Colleges

48. The numbers of full-time students in attendance at the national colleges at the beginning of the autumn terms 1959 and 1958 were as follows:—

	1959	1958
*Horology and Instrument Technology	8	19
Rubber Technology	109	101
Heating, Ventilating, Refrigeration and Fan Engineering	139	114
Leather	56	48
Food Technology	103	100
Foundry	51	64

*To close when present students have completed their course.

49. The *College of Food Technology* occupied its new building at Weybridge at the beginning of the autumn term 1959. The cost of buildings and equipment is expected to come to over £334,000 towards which an Exchequer grant has been fixed at £304,000, industry having undertaken to contribute the balance. The College remained temporarily responsible for the regional and local work which continued to be carried out at its former premises in London. It was hoped, however, that by the summer of 1960 other arrangements would have been made leaving the National College free to devote itself to work at national level.

50. Work began during the summer of 1959 on new buildings for the *College of Heating, Ventilating, Refrigeration and Fan Engineering*. These will stand beside the Borough Polytechnic and they have been planned on the basis that the Polytechnic will continue to provide instruction in a number of basic subjects for students at the National College. The industry concerned with the college had by the end of 1959 promised contributions in cash or equipment totalling over £60,000. The balance amounting to well over £200,000 will be met by the Exchequer.

Other Direct Grant Establishments

51. During 1959 work started on the first instalment of new buildings for the *School of Navigation, Southampton*. This instalment consists, in the main, of residential and communal accommodation, but the building of a new boat-house was also approved towards the end of the year. The School is grant aided by the Exchequer which meets 75 per cent of the cost of maintaining it; the Exchequer contribution to the new buildings so far approved is expected to be over £150,000.

52. Developments at the *Loughborough College of Technology* have been mentioned in paragraph 18 above.

Education and Training of Civil Air Pilots

53. It has been known for some time that, with the dwindling supply of potential civil pilots from Royal Air Force sources, the British civil air lines would have difficulty in finding sufficient suitable recruits with basic flying training to meet their future requirements. Discussion took place early in the year between the then Ministry of Transport and Civil Aviation, the Ministry of Education and the two British airline corporations. In May the Government

announced its decision to establish, in cooperation with the civil airlines, a new college for the education and training of civil air pilots in the United Kingdom.

54. The college, which will be known as the College of Air Training, will open in the autumn of 1960 at Hamble Airfield, Hampshire. It will provide a basic two years' course which will include both academic studies and instruction in flying. The aim will be to develop to the fullest extent possible in each cadet those qualities of self-reliance and dependability which go to make a good airline pilot. The initial intake into the College is expected to be 50 cadets sponsored by the British Overseas Airways Corporation. When fully operating, the College will have some 200 students in residence.

55. The Governing Body consists of nominees of the Minister of Aviation and of the two airline corporations, including representatives with current experience of central and local government administration of education. The British Independent Air Transport Association has expressed its desire to participate in the scheme and has nominated a member of the Governing Body. It is also intended that the facilities of the College shall be available in due course to Commonwealth airlines wishing to sponsor students.

56. Particulars of the scheme, with details of the contributions made from the Exchequer and from the airlines, were announced in Circular 13/59, which invited local education authorities to regard students approved for entry to the College as eligible for major awards. (The course will be fully residential.) The career prospects thus opened up are being brought to the attention of schools, careers masters, etc., through the careers bulletins of the Central Youth Employment Executive.

Aid to Students

57. The number of major awards made by local education authorities to students for courses at technical colleges rose from 7,656 in 1958-59 to 8,015 in 1959-60. The number of entries for technical state scholarships was about the same as in 1958, and 225 scholarships were again offered. The conditions of the award remained the same, and with few exceptions the courses followed led to either an internal honours degree or to a Diploma in Technology. (See also Chapter VII, paragraph 3.)

Whitworth Foundation Awards

58. The Whitworth Foundation Scheme was established in 1868 by Sir Joseph Whitworth to provide an opportunity for the intending engineer of particular merit to obtain further qualifications and experience. Some of the most outstanding engineers this country has produced have qualified under Whitworth schemes, and the records of the many men who have benefited by the Foundation show that the majority of them have reached high positions in industry, education or the public services, and have contributed substantially to the progress made in the field of engineering.

59. The original purpose of the scheme has, however, been largely superseded by the growth of assistance from industry and public funds. The Minister, as Trustee of the Foundation, decided after discussion with the Whitworth Society to alter the rules so that the awards in future would be given not to those who have just completed their qualifications, but to practising engineers with the appropriate qualifications who have shown themselves to be extremely able and

likely to benefit from additional study and training. Amending rules providing that up to three Fellowships and three Exhibitions would be offered each year were issued during the year.

Grants made by the Department of Scientific and Industrial Research

60. Twenty-three postgraduate students in establishments of further education (19 of them in colleges of advanced technology) held research studentships awarded by the Department of Scientific and Industrial Research for training in methods of research. A further 10 students held advanced course studentships awarded by the same body for advanced courses of postgraduate instruction in science and technology. Nineteen of these 33 students were in their first year.

Supply and Training of Teachers

Supply

61. The increases recorded in the full-time teaching strength in establishments of further education in 1959 (see paragraph 6 above) carried a stage further the significant progress made in this field since the publication in 1957 of the Report of the Special Committee under the chairmanship of Sir Willis Jackson, which reviewed the whole range of factors affecting the supply and training of teachers for technical colleges. The Committee had set targets for the recruitment of teachers in the five-year period 1956-57 to 1960-61; made numerous detailed recommendations for recruiting the necessary numbers; and made proposals for the expansion of the facilities for teacher training. It is opportune to review progress in the two years since the committee reported.

62. The number of full-time teachers in major establishments (other than art establishments) is increasing at an accelerating rate. The number rose from about 5,000 to about 11,000 between 1949 and 1956. In 1959 the figure was about 15,000. The Willis Jackson Committee had estimated that in each of the years from 1957 to 1961 an average annual increase of 1,430 teachers would be needed. In the first three years of this period total numbers in service rose by 4,500; there is thus every prospect of passing the target set by the Committee.

63. This encouraging picture must be qualified in various important ways. In the first place the estimates of future need were minimum figures. They made no allowance for a reduction in the number of hours of teaching given by individual teachers which, as the Committee remarked, were often excessive. In 1959 many local authorities still had to ask members of their staffs to undertake longer teaching hours than they considered normal, and overtime payments were not uncommon. Secondly, it was known that in certain subjects, particularly in certain branches of engineering and science, difficulties remained acute. Above all it was still extremely hard to fill vacancies for the most senior posts and re-advertisement of vacancies was often necessary. In the colleges of advanced technology there were only 39 readers against an establishment of 80, and only 344 senior lecturers against an establishment of 415.

Qualification of Teachers

64. In 1958 an enquiry was made to discover the academic qualifications held by all non-graduate teachers in major establishments (including art establishments) at March, 1957. In 1959 it was decided to collect information annually and to extend the return to cover graduates also. The table below summarises the results of the March, 1959, return, with the 1957 figures for comparison. These figures do not necessarily correspond with those recorded in Table 79 since the source of information is not the same. While the present enquiry

covers teachers in art establishments and may include many of those in service divided between different kinds of establishments, it does not cover evening institutes.

	Mathematics and Science		Technology		Other Subjects (including management commerce and art)		Total	
	1959	1957	1959	1957	1959	1957	1959	1957
Graduates	2,755	2,293	1,573	1,259	2,397	1,877	6,725	5,429
Professional qualifications of a level which may entitle the holders to be regarded as graduates for salary purposes	56	42	1,610	1,294	5,035	4,225	10,284	8,264
Others	59	74	3,524	2,629				
Totals	2,870	2,409	6,707	5,182	7,432	6,102	17,009	13,693

Mathematics and science graduates

65. It now appears that in the years preceding the Willis Jackson Committee's Report the average increase in numbers of mathematics and science graduates was of the order of 130 a year. The Committee estimated that technical colleges would need 250 additional teachers each year up to 1961. In the three years between March, 1956, and March, 1959, total numbers rose by some 650-700 with an increased rate of growth in the later years. It is to be hoped that still greater annual increases will be secured in future. The increasing dependence of technology on mathematics and basic science makes an adequate supply of graduates in these subjects essential for the successful growth of advanced full-time and sandwich courses to meet the programme set out in detail in last year's Report.

Graduates in Technology

66. The situation here is more difficult to assess. The Committee estimated that numbers would need to rise in each of the five years to 1961 by an average of no less than 265. This represented a formidable increase over the average gain of 90 a year recorded previously. The acceptance of the Committee's figures would represent a deliberate change of policy. Their view was that advanced courses of the future could not continue to be staffed in the main by those who had become qualified technologists by part-time study. More and more advanced courses were in their view going to require teachers who as a bare minimum had achieved a university degree or Diploma in Technology. It is not known how widely the colleges share this view, but it is clear that they are not securing enough teachers well qualified in technology.

Other Teachers

67. The table in paragraph 64 shows that colleges were recruiting teachers with graduate and graduate equivalent qualifications in about equal numbers. In addition to the 23 per cent who held degrees in 1959, no less than 24 per cent held qualifications of the level of membership of a professional institution. Another noteworthy feature of this table is the number of graduates in subjects

other than those analysed. This not only indicates the multifarious nature of college courses but augurs well for the courses in liberal studies and general education which are now attracting increased attention.

68. After the issue in April of Circular 1/59, the National Advisory Council on the Training and Supply of Teachers decided to prepare new long-term estimates of the colleges' need for teachers in the 1960s. It was decided to base these on a questionnaire which was to be sent to colleges early in 1960 inviting them to give details of present shortages and to specify by subject and level of teacher their estimated requirements for full-time staff up to 1963-64. It was hoped that this would give some detailed information not only about the need for teachers of science and technology but also about the additional staff needed for advanced and other professional courses in commercial subjects following the Government's endorsement of the conclusions of the McMeeking Report. Teachers of agriculture and art were excluded from the inquiry since education in these subjects is currently under review by the National Advisory Councils on Education for Industry and Commerce and on Art Education respectively. It was expected that these bodies would themselves review the teacher situation in 1960.

69. Despite the difficulties described above and the need for continued expansion of technical college staffs, the general success to date of the government's plans in expanding the rate of output of scientists and technologists from universities and technical colleges offers good hope for recruitment over the next decade. A reasonable increase in the teaching force has been achieved without any general lowering of standards, as is shown by the fact that the percentage of graduates in the whole teacher force has remained fairly constant at around 40 per cent throughout the last decade.

Sources of Recruitment

70. The principal source of full-time teachers is industry and commerce, although there has been a certain number of transfers from school service. For the more senior posts there has long been an intake from universities. In the period 1956-59, for example, the colleges of advanced technology recruited 57 staff from university service. During the same period, 18 staff left these colleges to take up university appointments. Freer exchange of staff in this way is to be encouraged, and may well be assisted by the removal of some of the difficulties in the transfer of superannuation rights which have previously existed.

71. The Willis Jackson Committee noted in 1957 that there were no large new sources of recruitment untapped but drew attention to the possibilities of recruiting from the armed services and scientific civil service. Steps have been taken to make the opportunities in teaching known in these fields. In particular, officers and men who were retiring as a result of the contraction in the size of H.M. Forces were invited to write to the Ministry to seek advice about the likelihood of their securing teaching posts and a considerable number did so. There is no doubt that the colleges have gained some well-qualified and experienced recruits from this quarter.

72. The appointment or reconstitution of college governing bodies as a result of Circular 7/59 and the wider participation of industry and commerce should help to assist colleges in recruiting staff, in particular well-qualified senior part-time staff, for part-time teaching during the day. A number of authorities have acted on the Ministry's recommendations in Circular 336 and given such people a special title and a special status in the college.

Opportunities for Study and Travel

73. It is essential that the colleges should use capable teachers to the limit of their abilities and a number of steps have been taken to enable serving staff to improve their qualifications. Leave of absence has been given by employing authorities in a number of cases. The most interesting example of this is afforded by the two-year full-time course at the Battersea College of Technology for teachers holding Higher National Certificates who wish to study for the Diploma in Technology. Four teachers were seconded to this course in 1957 by their authorities, one in 1958, and 9 in 1959. Of the four in the original entry, two gained first class Honours, and the other two second class Honours. Two of the four remained to take a postgraduate year in 1959-60.

74. Many local authorities have been generous in allowing time off for visits abroad and attending conferences connected with the teacher's work. Such measures are small in themselves, but cumulatively do much to increase the attractiveness of this branch of the profession. It is gratifying to note that two teachers from technical colleges were enabled to attend the course on mathematics and electronic computing installations held in Darmstadt in October, which was organised under the auspices of the Organisation for European Economic Cooperation (see Chapter X paragraph 40). Eight teachers of management studies from technical colleges also were released to study the teaching of their subject in the United States of America under arrangements made by the European Productivity Agency.

Salaries

75. A prime factor affecting recruitment is of course salaries. In common with the teaching profession generally, technical teachers were awarded substantial increases in salary by the 1959 Report of the Burnham Committee.* In 1954 the scale for the most senior teaching appointment was £1,065—£1,215. In October, 1959, the senior lecturer scale was fixed at £1,550—£1,750 and a new grade of principal lecturer (£1,750—£1,950) was introduced. Since 1956 a special scale for readers (now £1,800—£2,100) has existed in the colleges of advanced technology; and the heads of the largest departments may now be paid £2,250—£2,500 in these colleges, or £2,100—£2,500 in other colleges. There is provision for higher scales to be approved by the Minister in particular circumstances. These improved salary scales provide favourable conditions for the colleges to continue and increase their efforts to attract well-qualified staff for the further expansion which lies ahead.

Teacher Training

76. It is still true that the majority of full-time teachers in technical colleges have received no extended professional training. The encouraging growth in the numbers attending the one-year pre-service course at the technical training colleges (described in Chapter V, paragraph 31), and the success of the one-term courses for serving teachers started in 1959, are both very welcome developments in this context. The aim is for 1,000 teachers in all to be trained by pre-service and one-term in-service courses every year. Many other teachers attend the short courses run by local education authorities and the Ministry but, when account is taken of the fact that the gross intake of new full-time teachers is now of the order of 2,600-2,700, this objective appears modest.

77. For improving the effectiveness of the most senior teachers, the Willis Jackson Committee placed great hope on the establishment of a residential staff college in which teachers would meet senior representatives of industry,

*See also Chapter V., paragraphs 51-53.

the universities and other fields on equal terms. The discussions during 1958 with interested bodies recorded in last year's Report continued during 1959 and at the end of the year an early announcement was expected of a project towards which local education, industry and the Ministry would all contribute.

78. While the establishment of a staff college and, more generally, an extension of professional training may do much to increase the effectiveness of college courses, there is no doubt that research is needed before many of the educational problems facing teachers can be satisfactorily solved. Educational research into problems of content, method and organisation may be a pursuit especially rewarding and absorbing for the serving teacher. These were the conclusions of a Report presented to the Minister at the end of 1959 by a committee of the National Advisory Council on the Training and Supply of Teachers. Their principal recommendation was that the technical training colleges should play a full part in developing educational research in the technical colleges in close cooperation with institutes of education and regional advisory councils.

Administration of Further Education

79. The introduction of general grant on 1st April rendered obsolete the Further Education (Grant) Regulations, 1946. In their place the Further Education (Local Education Authorities) Regulations, 1959, were made to apply to establishments of further education maintained or assisted by local education authorities; and the Further Education (Grant) Regulations, 1959, were made for national colleges and other establishments receiving direct grant from the Ministry.

Governing Bodies for Major Establishments of Further Education

80. One of the new provisions introduced into the Further Education (Local Education Authorities) Regulations, 1959, was a regulation requiring major establishments of further education to have governing bodies which included substantial representation of industrial, commercial and other appropriate interests, and also, in the case of establishments providing a considerable number of advanced courses, representatives of universities and professional bodies. Such a requirement had previously been confined to colleges of advanced technology and regional colleges, and in extending it the Minister's aim was to encourage all major establishments to make the fullest contribution possible to educational advance and develop adequate contacts with the life of the communities which they served.

81. The Minister believes that the vigorous participation of representatives of industry and commerce in the life of further education establishments is of the utmost importance and that governing bodies must be given an active and responsible part to play. In Circular 7/59, he gave advice to local education authorities about the constitution and functions of governing bodies, and the Department subsequently discussed with a number of authorities the implementation of the circular in their own colleges.

Approval of Courses

82. The procedure for the approval of advanced courses remained unchanged, but whereas before 1st April, 1959, approval was required as a condition for the recognition for grant purposes of the expenditure involved in the provision of certain courses, with the introduction of a system of general grant such recognition was no longer appropriate. Instead, the Further Education (Local Education Authority) Regulations, 1959, require that the Minister's

approval be obtained before courses of specified kinds are provided in any establishment giving instructions in science, technology, agriculture, commerce or art.

83. Courses now requiring approval are those with an entry standard of at least the level of the Ordinary National Certificate or the General Certificate of Education at Advanced level, or certain courses held in preparation for certificates of the City and Guilds of London Institute which, while not of an advanced academic standard, are unevenly distributed and involve expensive equipment.

Pooling of Cost of Advanced Further Education

84. The introduction of pooling for advanced further education is described in paragraphs 5 and 6 of Chapter IX. As stated in paragraph 7 of that chapter, one result of the change was that there was no longer need for reimbursement between authorities in respect of 'out-county' students following courses within the ambit of the Regulations. Nor was there any need for authorities to give consent to the attendance of advanced students resident within their area at institutions maintained by other authorities. The free movement of such students across local authority boundaries was therefore substantially assured.

Statistics

85. Scrutiny of the further education statistics in Part II of the Report will show that a new system of returns has been introduced. Hitherto, the annual collection of further education statistics has been based on student hours, that is the number of hours worked by students during the preceding session. This system not only imposed a heavy clerical burden on the colleges, but meant that the figures for any given session were not available until several months after that session had closed. With the rapid expansion of technical education and an awakening of the public interest this delay had become increasingly difficult to tolerate; in September, 1958, a small working party, which included education officers, principals, college teachers and registrars, was set up to consider possible alternatives to the student hour basis.

86. It was decided to introduce a new system based on student enrolments, and at the same time to limit the scope of the returns. In the main they are now confined to courses leading to a recognised qualification, and detailed statistics about the great wealth of special short courses or about the wide and valuable range of recreational classes are no longer collected. This streamlining ensures that the Ministry is in possession of information early in the session to which it relates and enables current figures to be published in the Annual Report.

National Certificates

87. A scheme for the award of National Diplomas in Hotel Keeping and Catering, which had been agreed in principle in 1958, was organised in conjunction with the Hotel and Catering Institute. The aim of the course leading to the award is to give a sound initial training for students who, after suitable practical experience in the Hotel and Catering industry, may seek managerial positions. The rules for the award of the Diploma provide for the first final examinations to be held in 1960.

88. The rules for the Award of National Retail Distribution Certificates were revised to include provision for Certificates in Principles of Retail Management. The course for the new Certificate is intended to appeal to managers and potential managers in the whole field of retailing including both the food and non-food trades.

89. During the year arrangements were made for the Ministry to endorse, jointly with the Institute of Biology, a Higher Certificate in Applied Biology.

90. Fees payable by colleges and students for National Certificates and Diploma examinations had remained generally at the same level since they were last fixed in 1947. The charges were reviewed during the year and increases in the amounts payable both by colleges and students were agreed by all the Joint Committees administering the examinations. Opportunity was taken at this review to change the basis of fees from a group of subjects to the individual subject thereby removing confusion arising in some instances from the former distinction between 'additional optional' and 'endorsement' subjects.

91. For some time the Ministry and the professional associations representing teachers and colleges had felt that teachers and colleges who play so large a part in operating the National Certificate and Diploma schemes should be more directly and closely associated with the policy decisions involved. During the year all Joint Committees which did not already include representatives of these bodies agreed to invite the Association of Technical Institutions, the Association of Principals of Technical Institutions and the Association of Teachers in Technical Institutions to nominate between them two representatives for appointment as Joint Committee members.

Art Examinations

92. The number of candidates for the National Diploma in Design was 1,452 compared with 1,386 in 1958 and 1,302 in 1957. The percentage of successes was 75.3, three per cent lower than in 1958. The proportion of candidates taking a main and an additional subject in 1959 was slightly lower than in 1958 and the percentage of successes was 73.1 compared with 76.3 among those students who took a single special subject.

93. The exhibition of the best work submitted for the art examinations was shown at the Ministry's premises at Chepstow Place, London, W.2, and also at Liverpool and Swansea Colleges of Art. Attendances, which included students and members of the general public, were as follows:—

Chepstow Place	31st August to 18th September	2,618
Liverpool	5th October to 23rd October	2,000 estimated
Swansea	2nd November to 14th November	800

National Advisory Councils

National Advisory Council on Education for Industry and Commerce

94. At the beginning of the year both the Council and its Standing Committee met to consider the Report of the Advisory Committee on Further Education for Commerce, which was approved by the Council on 30th January (see paragraph 28 above). The next matter to occupy the Council and the Standing Committee was the Report of an enquiry into the wastage of students attending part-time courses in technical colleges, prepared by a sub-committee under the chairmanship of the Vice-Chairman of the Council, Dr. G. E. Watts, and based on statements submitted at the Council's request by regional advisory councils. After approval by the Council the Report was issued in July, and over 2,000 copies were distributed by regional advisory councils to local education authorities, college staffs, and industrial and commercial firms. At the end of the year the Standing Committee began to consider the interrelated series of proposals mentioned in paragraph 27 above.

95. The Council gave much attention to the problem of providing increased opportunities of further education and training to match the increased numbers of boys and girls who will be leaving school over the next few years, and recognised the responsibility of industry to provide increased training opportunities, and discussed the ways in which technical colleges could help.

96. On 1st April the Minister of Education took over from the Minister of Agriculture, Fisheries and Food responsibility for farm institutes, and all other forms of agricultural education within the purview of local education authorities. To assist the Minister in his consideration of the Report of the De La Warr Committee on Further Education for Agriculture provided by local education authorities, the National Advisory Council on Education for Industry and Commerce set up a sub-committee under the chairmanship of Alderman B. G. Lampard-Vachell, C.B.E. This sub-committee had met twice by the end of the year, and its first Report was expected early in 1960.

National Advisory Council on Art Education

97. The members of the National Advisory Council on Art Education, set up in accordance with Circular 340 (14th July, 1958), were appointed in January and the Council held its first meeting in February. In April, at its third meeting, the Council set up a Committee to consider the principles on which the new diploma courses should be constructed, the entry requirements to them and pre-diploma courses. The Courses Committee completed its work by the end of the year and was ready to report back to the Council.