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# EDUCATION IN 1951

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

*Presented by the Minister of Education to Parliament  
by Command of Her Majesty  
June 1952*

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# TABLE OF CONTENTS

## PART I

### REPORT FOR THE YEAR 1951

	PAGE
INTRODUCTION .. .. .	1
CHAPTER I—PRIMARY AND SECONDARY EDUCATION .. .. .	7
School Population .. .. .	7
School Supply .. .. .	7
Supply and Distribution of Teachers .. .. .	8
Size of Classes .. .. .	9
Development Plans .. .. .	9
Voluntary Schools .. .. .	9
Management and Government of Schools .. .. .	10
Transfer to Secondary Education .. .. .	11
Secondary School Examinations .. .. .	12
Boarding Education .. .. .	13
Inspection and Recognition of Independent Schools .. .. .	14
Regulations .. .. .	14
CHAPTER II—FURTHER EDUCATION .. .. .	17
Introduction .. .. .	17
National Advisory Council on Education for Industry and Commerce .. .. .	17
Regional Advisory Councils .. .. .	18
Accommodation and Equipment .. .. .	18
National Certificates and Schemes .. .. .	19
National Colleges .. .. .	20
Part-time Day Release .. .. .	21
Economic Co-operation Administration—Technical Assistance Awards .. .. .	21
Athlone Fellowships .. .. .	21
Art Education .. .. .	22
Adult Education .. .. .	23
Village Halls and Community Centres .. .. .	24
Playing Fields .. .. .	25
Youth Service .. .. .	26
CHAPTER III—TEACHERS .. .. .	27
A—TRAINING AND SUPPLY .. .. .	27
National Advisory Council on the Training and Supply of Teachers .. .. .	27
Graduate Teachers .. .. .	28
End of the Four-year Grant System .. .. .	29
Training Colleges .. .. .	29
Area Training Organisations .. .. .	31
Training of Specialist Teachers .. .. .	32
One-year Courses taken after Initial Training .. .. .	33
Short Courses organised by the Ministry .. .. .	33
Emergency Training Scheme .. .. .	34
Special Courses of Training for Uncertificated Teachers .. .. .	34
B—SALARIES .. .. .	36
Primary and Secondary Schools .. .. .	36
Establishments for Further Education .. .. .	36
Training Colleges .. .. .	36
Farm Institutes .. .. .	36
General .. .. .	37
C—SUPERANNUATION .. .. .	37
CHAPTER IV—BUILDINGS AND SUPPLY .. .. .	39
CHAPTER V—SPECIAL SERVICES .. .. .	41
The School Health Service .. .. .	41
Handicapped Pupils and Special Schools .. .. .	41
The School Meals Service .. .. .	43
Milk in Schools Scheme .. .. .	44

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## TABLE OF CONTENTS—continued

	PAGE
CHAPTER VI—UNIVERSITY AWARDS .. .. .	45
The End of the Further Education and Training Scheme .. .. .	45
New Arrangements .. .. .	45
Value of Awards .. .. .	49
Some Results .. .. .	49
CHAPTER VII—INFORMATION AND EXTERNAL RELATIONS .. .. .	50
Information Service .. .. .	50
Educational Services and Research Grant Regulations .. .. .	51
Relations with European Countries .. .. .	52
Interchange of Teachers with Overseas Countries .. .. .	52
Education of the Poles in Great Britain .. .. .	53
Imperial Institute .. .. .	53
UNESCO .. .. .	53
CHAPTER VIII—WALES AND MONMOUTHSHIRE .. .. .	58
Welsh Department of the Ministry .. .. .	58
Central Advisory Council for Education (Wales) .. .. .	58
The Welsh Joint Education Committee .. .. .	58
Welsh Intermediate School System .. .. .	59
Primary and Secondary Education .. .. .	59
Language Problems in Wales .. .. .	61
Further Education .. .. .	62
Teachers .. .. .	63
Welsh Committee of the United Kingdom National Commission for UNESCO .. .. .	64
Aural and Visual Aids in Welsh Schools .. .. .	64
National Museum School Service—1947–51 .. .. .	65
The Festival of Britain in the Schools of Wales .. .. .	65
CHAPTER IX—THE MUSEUMS .. .. .	67
The Victoria and Albert Museum .. .. .	67
The Science Museum .. .. .	68
CHAPTER X—LEGAL MATTERS .. .. .	71

## APPENDICES

I	Proceedings under the Education Acts, etc. .. .. .	73
II	List of Regulations, Orders and Rules, etc. made by the Minister during the Year 1951 .. .. .	74
III	Proceedings under the Charitable Trusts Acts, etc. .. .. .	75
IV	Proceedings under the Endowed Schools Acts .. .. .	76

## CHARTS

1	Children in school aged 5 and over in maintained or assisted primary and secondary schools .. .. .	6
2	Further education ; (a) development of work in all establishments, 1937–38 and 1946–47 to 1950–51, and (b) growth of part-time day release, 1937–38, and 1946–47 to 1950–51 .. .. .	16
3	Training of teachers ; students admitted to courses of training in university departments of education and permanent training colleges, 1938–39 and 1943–44 to 1951–52 .. .. .	30
4	Educational building ; progress between 31st December, 1946, and 31st December, 1951 .. .. .	38

## TABLE OF CONTENTS—continued

## PART II

## STATISTICS OF PUBLIC EDUCATION FOR THE YEAR 1950–51

## A.—GENERAL TABLES

TABLE		PAGE
1.	Number of grant-aided schools or departments and other schools recognised as efficient in January, 1951, analysed by type and the number of pupils and teachers .. .. .	81
2.	Number of pupils on the registers in each age group in grant-aided and other schools recognised as efficient in January, 1951, and the total population in the corresponding age-groups .. .. .	82
	B.—PRIMARY AND SECONDARY SCHOOLS	
	PRIMARY AND SECONDARY SCHOOLS (EXCLUDING NURSERY AND SPECIAL) MAINTAINED BY LOCAL EDUCATION AUTHORITIES	
3.	Summary of schools or departments analysed by type, and by status or denomination ; pupils on the registers, full-time teachers, pupils per teacher ratio and boarders .. .. .	84
4.	Pupils on the registers analysed by age and sex and by type of department .. .. .	86
5.	School leavers during the Educational Year ended 31st July, 1951, analysed by sex, and reason for leaving :	
	(i) Secondary Modern and All-age Schools .. .. .	90
	(ii) Secondary Grammar Schools .. .. .	90
	(iii) Secondary Technical Schools .. .. .	91
	(iv) Bilateral, Multilateral and Comprehensive Schools .. .. .	91
	(v) Total Secondary and All-age Schools .. .. .	92
6.	Teachers analysed by sex, type of school or department and age range of class .. .. .	94
7.	Head-teachers analysed by sex, and by type of department and responsibility for a class .. .. .	96
8.	Ratio of pupils to teachers .. .. .	97
9.	Size of classes and number of teachers not in charge of a class analysed by age range of pupils and type of school or department .. .. .	98
10.	Size of classes and number of teachers not in charge of a class analysed by status or denomination of school or department .. .. .	100
11.	Schools or departments analysed by size, type and status or denomination .. .. .	102

## NURSERY SCHOOLS (INCLUDING DIRECT GRANT SCHOOLS)

12.	Summary of schools and pupils on the registers by age and sex .. .. .	104
13.	Teachers and other non-domestic staff by status .. .. .	104
14.	Schools analysed by size .. .. .	104

## DIRECT GRANT GRAMMAR SCHOOLS

15.	Summary of schools, pupils including boarders, teachers and ratio of pupils to full-time teachers .. .. .	105
16.	Pupils on the registers by age and sex .. .. .	106
17.	School leavers during the Educational Year ended 31st July, 1951, analysed by sex and reason for leaving .. .. .	107
18.	Pupils on the registers analysed by tuition fees paid .. .. .	108
19.	Pupils admitted at the beginning of the Autumn Term, 1951, by type of place awarded, type of school previously attended and body responsible for payment of fees .. .. .	108
20.	Full-time and part-time teachers analysed by status .. .. .	109
21.	Schools analysed by size .. .. .	110
22.	Ratio of pupils to full-time teachers .. .. .	110

## TABLE OF CONTENTS—continued

TABLE		PAGE
	DIRECT GRANT INSTITUTION SCHOOLS	
23.	Summary of schools by type, and pupils by sex .. .. .	111
24.	Full-time and part-time teachers analysed by status .. .. .	111
	DIRECT GRANT SECONDARY TECHNICAL SCHOOLS	
25.	Summary of schools and of pupils by age .. .. .	112
26.	Full-time teachers analysed by status .. .. .	112
	INDEPENDENT SCHOOLS RECOGNISED AS EFFICIENT UNDER RULES 16	
27.	Summary of schools, pupils, including boarders and teachers .. .. .	113
28.	Pupils on the registers analysed by type of school, by sex and by age .. .. .	114
29.	Schools analysed by size .. .. .	115
30.	Ratio of pupils to full-time teachers .. .. .	115
	GENERAL CERTIFICATE OF EDUCATION	
31.	Entries and results in individual subjects. Ordinary level .. .. .	116
32.	Entries and results in individual subjects. Advanced level .. .. .	118
33a.	Candidates analysed by age and number of subjects taken. Ordinary level .. .. .	120
33b.	Candidates analysed by age and number of subjects taken. Advanced level .. .. .	121
33c.	Candidates analysed by age and number of subjects taken at both ordinary and advanced levels .. .. .	122
34.	Candidates analysed by sex, age and previous education.. .. .	123
	C.—FURTHER EDUCATION	
	SUMMARY TABLES	
35a.	All Establishments .. .. .	125
35b.	Establishments maintained and assisted by Local Education Authorities .. .. .	126
35c.	Direct Grant Establishments .. .. .	126
36.	Students who attended all establishments classified by type of establishment and by sex and age .. .. .	127
37.	Teachers in full-time service in all establishments on 31st March, 1951, classified by type of establishment and by status and sex of teacher .. .. .	127
	COURSES IN MAJOR ESTABLISHMENTS FOR FURTHER EDUCATION	
38.	Major Establishments (other than Art). Full-time students analysed by subject of course .. .. .	128
39.	Art Establishments. Full-time students analysed by subject of course .. .. .	131
40.	Major Establishments (other than Art). Part-time day students analysed by subject of course .. .. .	132
41.	Art Establishments. Part-time day students analysed by subject of course .. .. .	135
42.	Major Establishments (other than Art). Part-time day students released by employers analysed by subject of course .. .. .	136
43.	Art Establishments. Part-time day students released by employers analysed by subject of course .. .. .	138
	STUDENTS RELEASED BY THEIR EMPLOYERS DURING WORKING HOURS	
44a.	Students who attended Major Establishments (other than Art) analysed by sex and age ; and by the industry of their employer .. .. .	139
44b.	Students who attended Art Establishments analysed by sex and age ; and by the industry of their employer .. .. .	140

## TABLE OF CONTENTS—continued

TABLE		PAGE
	EVENING CLASSES	
45.	Number of classes and class entries in Major Establishments (other than Art) and Evening Institutes analysed by subjects .. .. .	141
46.	Number of classes and class entries in Art Establishments analysed by subjects .. .. .	149
	NATIONAL COLLEGES	
47.	Number of students and hours attended .. .. .	153
	RESIDENTIAL COLLEGES OR CENTRES OF ADULT EDUCATION	
48.	Number of students and length of course .. .. .	153
	SHORT COURSES FOR SERVING TEACHERS	
49.	Number of courses organised by Local Education Authorities (see Table 68) .. .. .	154
	ADULT EDUCATION	
50.	Number of courses provided by each Responsible Body by type of course and the number of students by sex .. .. .	155
51.	Number of courses analysed by type of course and subject, and the number of students by sex .. .. .	156
	INDEPENDENT ESTABLISHMENTS RECOGNISED AS EFFICIENT UNDER RULES 16	
52.	Number of establishments and number of students by sex and type .. .. .	158
53.	Students on the registers analysed by sex, age and type .. .. .	158
54.	Full-time and part-time teachers in January, 1951, analysed by status .. .. .	158
	APPROVED EXAMINATIONS AND DIPLOMAS	
55.	National Certificates—Number of entries and successful candidates at the final examinations (Part-time Courses) analysed by subject .. .. .	159
56.	National Diplomas—Number of entries and successful candidates at the final examinations (Full-time Courses) analysed by subject .. .. .	159
	D.—TEACHERS IN FULL-TIME SERVICE ON 31ST MARCH, 1951	
57.	Teachers analysed by type of service showing number and percentage of graduates by sex .. .. .	160
58.	Graduates analysed according to the main subjects of their degrees .. .. .	162
59.	Teachers in maintained Primary and Secondary Schools (including Nursery Schools) and in all Special Schools by qualification, status and sex .. .. .	164
	E.—TRAINING OF TEACHERS	
60.	Students admitted to courses of training, 1938–39, 1948–49 to 1951–52 .. .. .	165
61.	Students in training, 1938–39, 1948–49 to 1951–52 .. .. .	166
62.	Students who completed courses of training 1938–39, 1947–48 to 1950–51 .. .. .	167
63.	Students admitted to Technical Training Colleges analysed by main subjects .. .. .	168
64.	Students who successfully completed courses of technical training 1950–51 .. .. .	168
65.	Training Departments and Colleges analysed by type of Responsible Body and sex of students in the Academic Years 1937–38, 1950–51 and 1951–52 .. .. .	169

## TABLE OF CONTENTS—continued

TABLE		PAGE
	COURSES FOR QUALIFIED TEACHERS	
66.	Number of Supplementary Courses 1948-49 to 1951-52.. ..	170
67.	Number of courses for experienced serving teachers 1948-49 to 1951-52	170
68.	Number of short courses for serving teachers organised by the Ministry, 1938, 1950 and 1951 (see Table 49) .. ..	170
	F.—TEACHERS SUPERANNUATION	
69.	Award of benefits by type of award .. ..	171
70.	Allocation of pension .. ..	171
71.	Number of schools accepted under Section 21(1)(a) Teachers (Super-annuation) Act, 1925 .. ..	171
	G.—BUILDING	
72.	Approval of building work by type and estimated cost .. ..	172
73.	Progress of building .. ..	173
74.	New places provided in maintained and assisted Primary and Secondary Schools .. ..	174
	H.—HEALTH SERVICE, HANDICAPPED CHILDREN, MEALS AND MILK	
	MEDICAL AND DENTAL INSPECTION	
75.	Children in Primary and Secondary Schools maintained by Local Education Authorities who were inspected and treated during the year ended 31st December, 1950.. ..	175
76.	Staff of School Health Service on 31st December, 1950 .. ..	175
	SPECIAL SCHOOLS FOR HANDICAPPED CHILDREN	
77.	Summary of Special School Provision including Hospital Schools ..	176
	SPECIAL SCHOOLS (EXCLUDING HOSPITAL SCHOOLS)	
78.	Number of schools, pupils, teachers and ratios .. ..	177
79.	Number of schools analysed by type and category of pupil .. ..	178
80.	Pupils in each type of school analysed by age and sex .. ..	179
81.	Schools classified by type, showing the number of schools with (i) day pupils only (ii) boarders and numbers of pupils in them.. ..	182
82.	Full-time and part-time teachers by type of school.. ..	183
83.	Classes in each type of school analysed by size .. ..	184
84.	Schools classified by type and analysed by size .. ..	185
85.	Ascertainment and placement of handicapped pupils requiring special educational treatment in Special Schools or Homes .. ..	186
	SCHOOL MEALS AND MILK	
86.	School meals and milk 1951, on a selected day in each term ..	187

## TABLE OF CONTENTS—continued

TABLE		PAGE
	I.—SCHOLARSHIPS AND OTHER AWARDS	
	SCHOLARSHIPS AWARDED BY THE MINISTRY OF EDUCATION	
87.	Number of entrants and awards offered in 1951, showing the number taken up and total number current in 1951-52.. ..	189
88.	Recipients of awards offered in 1951-52 classified by previous education	190
89.	Recipients of State Scholarships taken up in 1951-52 classified by institution attended.. ..	191
90.	Recipients and holders of State Scholarships in 1951-52 classified by course of study .. ..	192
91.	Holders of State Scholarships current in 1951-52 classified by institution attended .. ..	193
92.	State Scholarships and University Supplemental Awards—Terminations of scholarships in Academic Year 1950-51 classified by examination result .. ..	194
93.	State Scholarships—Terminations in 1950-51 of extensions previously granted, classified by examination result.. ..	194
	AWARDS MADE UNDER THE FURTHER EDUCATION AND TRAINING SCHEME	
94.	Awards made up to 31st December, 1951, analysed by professions ..	195
	AWARDS MADE BY LOCAL EDUCATION AUTHORITIES	
95.	Number of new awards taken up and number of awards current in 1951-52 .. ..	196
96.	Previous education of students offered Major Awards in 1951 .. ..	197
97.	Results achieved by students who held Major Awards 1950-51 .. ..	198
	J.—FINANCE	
98.	Summary of net expenditure (Ministry of Education Services) of Local Education Authorities for the year ended 31st March, 1951, by type of area .. ..	199

## THE ILLUSTRATIONS

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## INTRODUCTION

### MAY IT PLEASE YOUR MAJESTY

1. I SUBMIT to Your Majesty the Report of the Ministry of Education for the year 1951, during the first ten months of which my predecessor the Rt. Hon. George Tomlinson, M.P., was Minister of Education.

2. Early in 1951 there seemed to be good grounds for hoping that we would be able to deal successfully, though with a slender margin of resources, with the immense tasks confronting us. We had to provide both the new school places needed to match the housing programme and the rapidly increasing school population, and also accommodation to meet the growing needs of technical education. The administrative measures taken since the end of the war to increase the supply of teachers were about to bear their full fruit. By the end of the year the emergency training scheme would have sent the last of its 35,000 valuable recruits into the schools. The last of the special courses for uncertificated teachers were about to begin. The area training organisations and institutes of education had been firmly established. Four-year grants for intending teachers, which had long been generally condemned, had at last been abolished while at the same time a substantial increase had been made in the number of state scholarships. Teachers' salaries were to be raised from 1st April.

3. Comparable progress had been achieved in educational building. The additional age-group had been tolerably housed, mainly in prefabricated classrooms and practical rooms. The local education authorities had got well into stride with their programmes for new schools and, despite rising costs, were building more quickly and more economically than a year earlier. Much had been achieved towards meeting the great post-war demand for further education and plans were in hand for further expansion, including the building of a number of large technical colleges. But the year was not far spent before there were signs that these hopes for the future were in jeopardy.

### Teachers

4. In May, 1951, the National Advisory Council on the Training and Supply of Teachers announced the results of their comprehensive study of the recruitment and training of teachers. In looking ahead they gave an uncompromising warning that the best that could be hoped for was that the unsatisfactory staffing standards of the previous year would not deteriorate but be maintained up to 1954. The Council judged that, thereafter, the rapidly increasing school population would outpace the increase in the number of teachers unless the teaching profession could be expanded a good deal more quickly than then seemed likely, and at the same time they pointed out how difficult it would prove to maintain even the existing rate of recruitment. It was a matter of encouragement, and certainly of credit, to all those concerned in finding suitable candidates for the women's training colleges, that by the time the colleges opened in the autumn of 1951 only 250 vacancies remained out of a total of some 8,000 places. The main features of the Council's Report\* are summarised in Chapter III.

5. Among post-war measures to improve the quality of the teaching force the Ministry, in July, 1946, offered to uncertificated teachers of not less than five years standing the opportunity to obtain qualified status by attending a special one-year course. A short account of these courses, the last of which began in 1951, is also to be found in the same chapter.

\* Training and Supply of Teachers. H.M.S.O., 1951, 1s.

### **Educational Building**

6. Four hundred and forty-four new primary and secondary schools were occupied during 1951 and 1,130 were under construction at the end of the year. During 1951, £60,000,000 of new work was started, £34,500,000 was finished, and the year ended with contracts amounting to £111,500,000 under construction. In further education, projects costing £7,000,000 were started. All these figures showed improvements on previous years, particularly when it is borne in mind that, in spite of a rise of 27 per cent in building costs since 1949, authorities were able to keep within new limits of cost per place for primary and secondary schools, which represented a 25 per cent saving on average costs in 1949. Despite these achievements, the omens for a steady increase in the momentum of educational building were already, before the middle of the year, unpropitious. As the year went on the programmes were gravely affected by the increasing shortage of steel. Meanwhile the overloading of the building industry made it essential for Your Majesty's Government to impose, in December, a three months' ban on the start of new projects for many kinds of building, including schools. At the end of the year these difficulties, and the need for financial economy, demanded a radical reconsideration of the building programmes previously authorised.

### **Finance and Economy**

7. At the beginning of the year economic difficulties were already pressing upon education. Early in March, my predecessor announced that the charge for school meals would be increased to 7d. on 1st April. Substantial rises in the prices of paper and printing, and consequently of stationery and books, threatened serious damage to education of all kinds. At the end of the year, the state of the financial crisis compelled me to ask local education authorities to re-examine their forecasts of estimates for the financial year 1952-53, with a view to a reduction of about 5 per cent in their planned expenditure on main grant services; in doing so I made it clear that I did not expect reductions which would impair the essential fabric of the education service. Among the directions in which savings could be secured I instanced local administration, transport for school children, and facilities for recreation and social and physical training, and I suggested that some authorities might well increase fees to students in institutions of further education, particularly for recreational classes.

8. The Vote of the Ministry of Education for 1951-52 was about £200,000,000, a net increase of about £7,500,000 over that for 1950-51. This increase was mainly due to the increased grants payable to local education authorities because of the higher salary scales for teachers which were approved with effect from 1st April. Increased expenditure was also estimated on pensions for teachers, and on grants to bodies other than local education authorities, including grants and loans to aided and special agreement schools. The increase in the estimate for teachers' pensions was due to the growing number of pensioners and the higher salaries of retiring teachers. On the other hand less money was required for grants under the emergency training scheme for teachers and the further education and training scheme, and, because of the higher salaries payable to teachers from 1st April, 1951, increased receipts were estimated from the superannuation contributions payable by teachers and their employers.

### **Primary and Secondary Schools**

9. Progress continued in the approval of local education authorities' development plans and with the determination of the status of voluntary schools under

the Education Act, 1944. As their new status is determined, the voluntary schools are relieved of some or all of the burden of maintaining the fabric, and they are thus beginning to enjoy some of the benefits of the settlement embodied in the 1944 Act.

10. Among a local education authority's difficult tasks is that of selecting appropriate courses of secondary education for all its pupils. Parents, moreover, are closely concerned to see that this responsibility is faithfully and fairly discharged. Some account will be found in Chapter I of the methods employed by education authorities. The examinations for the general certificate of education, introduced by my predecessor on the advice of the Secondary School Examinations Council, were held for the first time in 1951. The results of this new examination are described in the same chapter.

### **Special Services**

11. Thirty-seven new special schools, containing 2,146 places, were opened in 1951, bringing to a total of 168 and 9,100 the number of new special schools and places provided since 1945. Tables in Chapter V of this Report give details of the progress that has been made since the latter date in providing more places in special schools for handicapped pupils. It was clear, however, that there was still a serious lack of places, especially for educationally sub-normal children.

12. The school health service continued to function smoothly, but for the persisting shortage of school dentists. National salary scales for these officers were established for the first time in the course of the year and it was hoped that these scales would gradually attract more dentists to the service. The school meals and milk services were maintained during the year, but improvements were limited by the need for economy. Nevertheless, facilities for school meals were provided in all the new schools being built.

### **Further Education**

13. The fact that all further education is voluntary distinguishes it sharply from the compulsory primary and secondary stages. During the years immediately after the war, many more people than ever before were attending all types of courses of further education. It was recognised then that this encouraging development might be only temporary. Many of the students were trying to make good deficiencies of technical or commercial education due to the war, and adult education profited from the stimulus, which might have proved to be only transient, of war-time experiences and post-war resettlement and reconstruction. During 1951, however, statistics began to show that it was likely that a permanent expansion had been achieved. The demand for part-time technical education, both evening and "day release", continued to grow, and, in spite of the running down of the further education and training scheme, there was a slight increase in the numbers of full-time technical students. In adult education, although there was no further notable increase in the number of students attending classes provided by responsible bodies, it became clear that there had been an increase since before the second world war from about 60,000 to a stable figure of about 160,000.

14. A White Paper on the previous Government's policy for the development of higher technological education was presented to Parliament in September. It accepted in general the recommendations of the report of the National Advisory Council on Education for Industry and Commerce. No announcement had been made before the end of the year about the policy of the new Government on this matter.

### Central Advisory Councils

15. The Central Advisory Council for Education (England) held six meetings during 1951. In addition, sub-committees of the Council met on ten occasions.

16. In the course of the year the Chairman, Sir Samuel Gurney-Dixon, and six members completed their terms of office: the Chairman and four members were re-appointed for a further term and two members resigned. There were also four resignations on account of pressure of other work. Four new members were appointed.

17. During the year the Council continued to work in close co-operation with the Ministry. It investigated a number of problems of current interest including, among others, education for children under five and the relation between school and university, and submitted memoranda on these subjects.

18. The work of the Central Advisory Council for Education (Wales) is dealt with in Chapter VIII.

### Wales

19. The Welsh Joint Education Committee fully established itself during 1951. Of the Committee's many achievements perhaps the most valuable was to lay the foundations of a comprehensive system of special schools for the Principality. The fact that Wales had been ill-provided with special school places makes the progress recorded since 1945 most encouraging. Welsh educational institutions did much to foster the country's traditional love for culture and the arts, as is shown by the sections of Chapter VIII of this Report dealing with books, school libraries, aural and visual aids, the national museum school service and the Festival of Britain in Wales.

### Organisation and Staffing of the Department

20. The estimates for 1951-52 showed a substantial reduction, for the third year in succession, in the number of the Ministry's staff. The organisation, methods and procedure of the Department were under close and continuous review during the year; in the search for economies the Ministry was assisted by the enquiries of the Local Government Manpower Committee and the investigations of the Organisation and Methods Division of the Treasury. By October 1st the number of the staff of all grades had fallen by 783 since the peak year of 1948, a drop of approximately 20 per cent. In the last months of the year further economies were planned which were estimated to bring the numbers down by July 1st, 1952, to a figure 23 per cent below that of 1948. The Department thus made its contribution to the reduction of civil service staffs at a time when the school population, the number of teachers, the volume of educational building, and in consequence the work of the Department, were steadily and continuously increasing.

### International Activities

21. Chapter VII of this Report contains an account of the work of many committees and other bodies connected with the work of UNESCO, the Brussels Treaty, and the bi-lateral Cultural Conventions. Meetings of these bodies are valuable for the personal contacts made through them, but they are not fully effective until their deliberations give rise to action. The UNESCO Gift Coupon Scheme, for instance, which was launched in the United Kingdom in 1951, is an example of the art of translating into practical and readily understandable terms our sympathy for poverty-stricken countries. Through this scheme a school or a club in this country can purchase coupons which they can post direct to a recipient overseas whom they have chosen from a list

approved by UNESCO. The recipient can exchange the coupons for books, films, laboratory equipment or practically any other article likely to be needed by an educational, scientific or cultural institution. The links established in this way may well match those which have been forged by entirely different methods by the Central Bureau for Educational Visits and Exchanges which the UNESCO National Co-operating Body for Education set up in 1948 and whose progress is described in Chapter VII.

22. Many international activities are designed not only to increase international goodwill and understanding but to make a direct contribution to education in this country. Such are the exchanges of teachers with overseas countries which continued to flourish through 1951, and the courses for teachers and visits of inspectors abroad.

### The Museums

23. Both the Victoria and Albert Museum and the Science Museum made valuable contributions to the Festival of Britain, 1951. The Victoria and Albert Museum held an exhibition of its own to commemorate the Great Exhibition of 1851; it also housed the Festival "Exhibition of Books" arranged by the National Book League. The Science Museum lent its extension for the Festival "Exhibition of Science", and put on a special exhibition entitled "The Science Museum: Past and Present". Apart from these exhibitions arranged specifically in connection with the Festival, the Museums contributed to the attractions of London during the Festival period, not only by means of their permanent collections, but by such unusual and interesting exhibitions as the "Masterpieces of Victorian Photography" sponsored at the Victoria and Albert Museum by the Arts Council.

*Florence Horsburgh*

*Minister of Education.*

*John P. R. Mand -*

*Secretary.*

June, 1952.

# CHILDREN IN SCHOOL AGED 5 AND OVER

IN MAINTAINED OR ASSISTED PRIMARY  
AND SECONDARY SCHOOLS

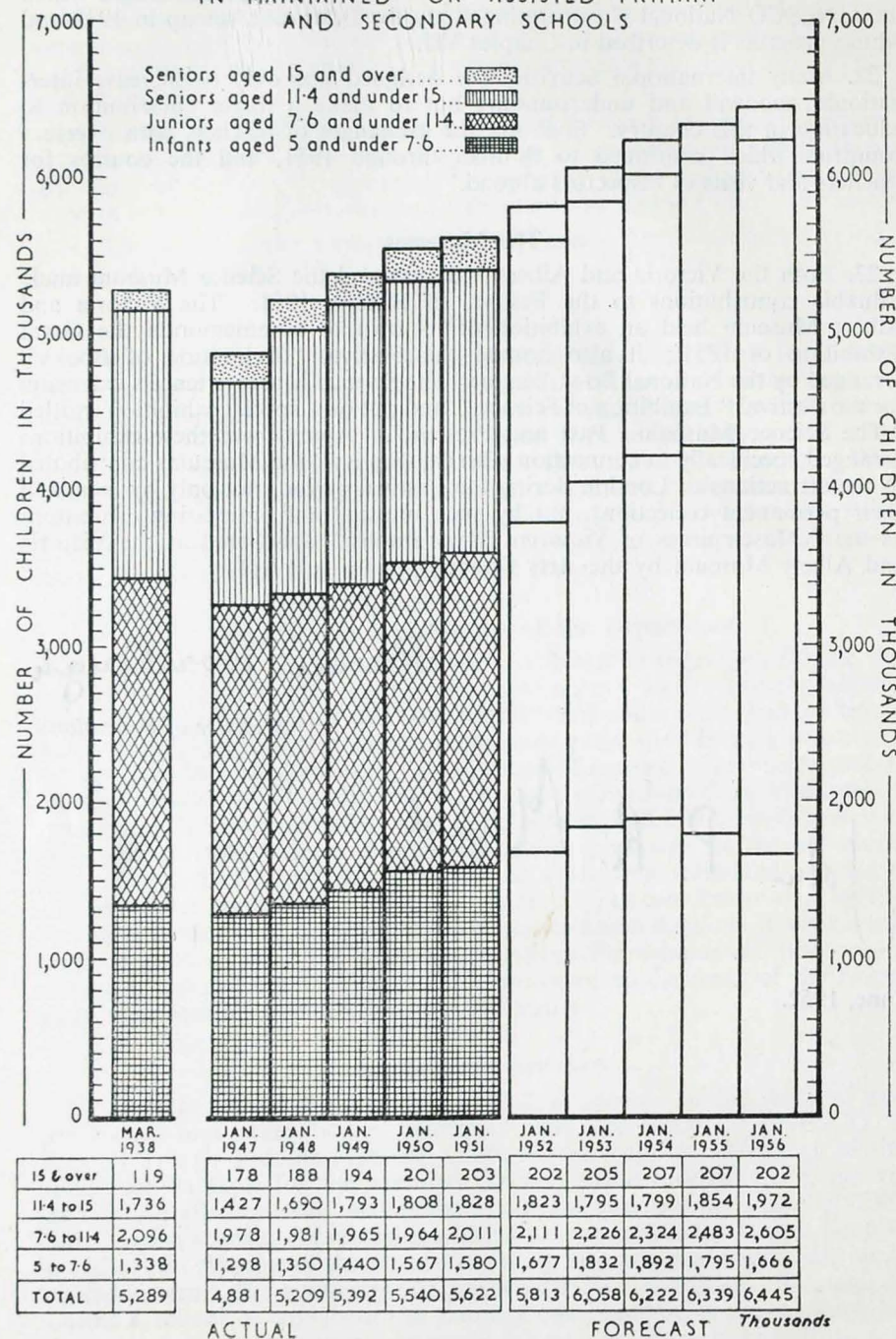


CHART No. 1

## CHAPTER I

### PRIMARY AND SECONDARY EDUCATION

#### School Population

1. The number of pupils on the registers of maintained and assisted primary and secondary schools (other than special and nursery schools) in England and Wales in January, 1951, was 5,737,698, an increase of 86,543 over the figure for January, 1950.

2. The total number of children under five in primary schools or departments rose by 5,500 to 154,000 between January, 1950, and January, 1951, while the number of children aged five dropped by 62,000. Thus the erratic birth rate in the years immediately after the war led temporarily to a slight relaxation of the pressure on infant school accommodation which had been responsible for the previous fall in the number of under-fives at school. In some districts it was impossible to admit all children to school immediately after their fifth birthday, but the numbers affected were relatively small, and in general new school places were brought into use fast enough to house the growing population. Ninety-one per cent of the whole five-year-old population were attending maintained and assisted primary schools in January, 1951; this is practically the same proportion as in 1950. Up to that year the figure had risen steadily since the war; in 1946 it was only 85.5 per cent.

3. The number of pupils aged 15 and 16 increased slightly from 165,763 to 169,757 in the twelve months to January, 1951, but the number aged 17 and over fell from 32,137 to 30,686.

#### School Supply

##### Provision of new schools

4. At the end of the year permanent premises for 854 primary schools and 276 secondary schools were under construction—a total of 1,130. These figures include new premises for 51 existing primary schools and for 14 existing secondary schools. Two hundred and seventy new primary and 64 new secondary schools were completed and brought into use during the year. In addition, work on 90 primary and 20 secondary schools included in the total of 1,130 under construction was sufficiently advanced by the end of the year to enable them to be taken into use. Thus 444 new schools were occupied during 1951 compared with 309 in 1950. These figures show that the momentum of the school building programme continued to increase, although towards the end of the year the shortage of steel began to create difficulties (see Chapter IV).

5. In the twelve months ending on 1st October, 1951, 154,135 new places were brought into use in maintained and assisted primary and secondary schools.

6. During 1951 proposals for 462 new schools were approved (433 county, 23 Roman Catholic and 6 Church of England).

7. Sites for new schools, new buildings, extensions and playing fields were approved during the year for 464 primary and 213 secondary schools.

8. Fifteen new nursery schools were completed and 23 more were under construction at the end of the year in areas where exporting industries need the services of working mothers. At the beginning of the year there were 434 maintained nursery schools attended by 21,735 children, as well as 28 receiving direct grant or recognised as efficient, attended by 1,071 children.

### Minor Improvements

9. Local education authorities spent £3,915,000 on minor improvements to the buildings of county and controlled schools in 1951, compared with £3,707,000 in 1950. The greater part of this work was designed to increase the number of school places, but much was devoted to improving conditions in the schools, especially the sanitary facilities.

### Re-organisation

10. It is now generally agreed that re-organisation is most accurately measured by the proportion of the school population aged 13 in all-age schools. At the beginning of 1951 this proportion was 16·9 per cent, compared with 18 per cent in 1950. These figures relate to maintained and assisted primary and secondary schools, excluding nursery and special schools. Re-organisations affecting 460 schools were approved by the Ministry during 1951.

### Closure of schools

11. Eight county secondary schools, one Church of England secondary school and 123 primary schools (33 county, 85 Church of England and five of other denominations) were closed during the year. Eighty-one of the closed schools, including one secondary school, were in rural areas. Most of them were very small schools housed in bad buildings; the immediate reason for closure was usually the retirement or resignation of the only available teacher.

### Supply and Distribution of Teachers

12. The following Table shows the number of full-time teachers employed in maintained and assisted primary and secondary schools (other than special schools) in January, in each year from 1947 to 1952 :—

TEACHERS IN PRIMARY AND SECONDARY SCHOOLS (OTHER THAN SPECIAL SCHOOLS)  
MAINTAINED OR ASSISTED BY LOCAL EDUCATION AUTHORITIES Estimated

	Jan. 1947	Jan. 1948	Jan. 1949	Jan. 1950	Jan. 1951	Jan. 1952
Men ..	61,300	67,400	72,900	77,100	82,200	84,000
Women ..	126,200	128,800	130,400	132,000	133,800	137,250
Total ..	187,500	196,200	203,300	209,100	216,000	221,250

As this table shows, it is estimated that the number of teachers increased during 1951 by some 5,000. Recruitment during 1951 included only a small, though still significant, last contribution from the emergency training scheme. As this cannot be repeated, and as recruitment of women students to the training colleges cannot be substantially increased in the near future, it is clear that the increase in the number of teachers cannot be maintained during the next few years at the rate which was achieved during 1951.

### Supply of Women Teachers

13. It was necessary to continue the scheme by which a maximum establishment of women teachers is fixed for each local education authority. Although the distribution of the available teachers improved during the year, about two-thirds of the local education authorities in England and Wales were still, in October, 1951, unable to recruit enough women teachers to fill their authorised establishments, and there were 31 authorities who were five per cent or more below them. The Ministry continued to urge authorities to make good the deficiency by employing as many men teachers as possible and by offering employment to married teachers and others who cannot move far from their homes.

### Size of Classes

14. An analysis of classes by size and age range will be found in Table 9, and of the number of pupils per full-time teacher in Table 8. The latter ratio was 26·7 in January, 1951, compared with 27·1 in January, 1950. The ratio for primary schools decreased from 30·5 to 30·1 and for secondary schools from 21·6 to 21·1. The percentage of schools having a staffing ratio of 35 or over fell appreciably from 14·4 to 11·9.

15. The total number of junior and infant classes in England and Wales increased during the year from 105,674 to 108,629 and of senior classes from 65,791 to 67,072. The number of junior and infant classes with more than 40 pupils fell from 32,274 to 30,662, while the number of senior classes with more than 30 pupils increased slightly from 34,367 to 34,412. The number of classes with more than 50 pupils fell from 1,557 to 1,123.

16. In January, 1951, 45·9 per cent of the children in maintained primary and secondary schools were being taught in over-sized classes, whether primary or secondary, compared with 48·0 per cent in 1950. Up to this point, therefore, the increase in the number of teachers and the supply of new school buildings more than kept pace with the increase in the school population. A similar improvement cannot, unfortunately, be expected in the next few years, during which the supply of women teachers is unlikely to match the increase in the population of the primary schools.

### Development Plans

17. By the end of the year 93 of the 129 English authorities' plans had been approved. Negotiations to bring the remaining plans to the stage of final approval continued and, in the majority of outstanding cases, the work was almost completed by the end of the year.

### Voluntary Schools

#### Determination of Status

18. Progress was made during the year in determining the status of voluntary schools. At the end of the year there were 9,271 voluntary schools in England, for 2,733 of which orders granting aided or special agreement status had been made: 2,883 had become controlled. Seventy-two transitionally assisted grammar schools, formerly aided by local education authorities on a deficiency basis, had not had their status determined.

19. In 24 areas (10 counties and 14 county boroughs) the six months' period following the approval of the development plan expired during the year, bringing to an end the time within which governors and managers of voluntary schools had to apply if they wanted aided status. This brought the total number of areas where the six months' period had expired by 31st December, 1951, to 77 (24 counties and 53 county boroughs), and the status of voluntary schools in these areas was as follows :—

	Number of Voluntary Schools	Applications for Aided or Special Agreement Status	Applications granted	Applications under consideration	Applications refused or invalid
Church of England	3,643	2,011	1,474	532	5
Roman Catholic ..	812	812	766	45	1
Other denominations	154	53	26	27	—
Total ..	4,609	2,876	2,266	604	6

In these same areas 68 transitionally assisted grammar schools had become aided, 90 controlled and 25 had still to have their status determined.

20. In the 52 areas (26 counties and 26 county boroughs) in which approval of the development plan was not notified to the managers or governors by 1st July, the position on 31st December, 1951, was as follows :—

	Number of Voluntary Schools	Applications for Aided or Special Agreement Status	Aided or Special Agreement Status Granted	Applications for Controlled Status	Controlled Orders Made
Church of England	3,842	434	227	1,112	1,043
Roman Catholic ..	486	234	131	—	—
Other denominations ..	86	10	6	20	19
Total ..	4,414	678	364	1,132	1,062

In these areas 35 transitionally assisted grammar schools had become aided and 55 controlled. The remaining 47 had not yet had their status determined.

#### Grants and Loans

21. The progress made in determining status is reflected in the rising number of applications over the past three years for maintenance contributions payable by the Minister under Section 102 of the 1944 Act in respect of expenditure incurred by managers and governors of aided and special agreement schools on external repairs and on alterations to bring the school buildings up to the standard required by the Building Regulations.

	Number of applications	Total amount £
1949	55	13,193
1950	265	71,150
1951	602	170,256

In addition, 74 applications were made during the year for grants under Sections 103 and 104 of the 1944 Act towards the cost of transferred and substituted schools and schools for displaced pupils. A total sum of £167,935 was paid out in this way, mainly in the form of instalments of grant on projects in progress.

22. The managers and governors of aided schools made more use in 1951 of Section 105 of the Act, which enables the Minister to make loans to help managers and governors to meet their liabilities for work which is eligible for the Minister's maintenance contribution or grant. Up to 31st December, 1951, agreements for loans had been completed, with the approval of the Treasury, with ten bodies of managers or governors; these loans involved a total sum of £259,600, of which £38,386 had been actually drawn by the end of the year. Applications were under consideration for a further five loans involving a total sum of £113,000.

#### Management and Government of Schools

23. Section 17 of the 1944 Act requires every county secondary school to have an instrument and articles of government made by order of the local education authority, the articles of government being approved by the Minister; every voluntary secondary school to have an instrument and articles made by order of the Minister, and every voluntary primary school to have an instrument and rules of management, the former made by order of the Minister. (Where voluntary schools are grouped under one management by arrangements made

by the local education authority under Section 20 of the Act, no instrument is made by the Minister.) By 31st December, 1951, the Minister's approval had been given to articles of government proposed by 116 local education authorities for their county secondary schools. Those for the remaining 13 authorities in England were under consideration. By the same date the Minister had by order made instruments and articles of government (in a few cases the instrument only) for 201 voluntary secondary schools (43 aided, 147 controlled and 11 special agreement)—that is, nearly a third of the total number of existing schools which were, or seemed likely to become, maintained voluntary secondary schools. Substantial progress had been made in drafting instruments and articles for about another 200 such schools. The number of voluntary primary schools for which instruments of management had been made was 2,243 (634 aided, 1,607 controlled and two special agreement).

#### Transfer to Secondary Education

24. In the Manual of Guidance on Choice of Schools local education authorities were asked in August, 1950, to give the Minister outline statements of the basis on which they selected pupils for transfer to different types of secondary education. The main impression given by these statements is a remarkable uniformity in matters of administration and principle combined with much variety in the technique of assessment.

25. Where, as is commonly the case, different types of secondary education are provided in different types of schools the practical problem facing authorities is to select those children most likely to benefit from a secondary grammar or secondary technical course. During the last few years this selective process has been the more difficult in that, with re-organisation not yet complete, the implications of the 1944 Act are lost upon many parents. Authorities are subject to strong pressure to admit children who are unsuited to a grammar school course to what may appear to parents in some cases to be the only true secondary school available.

26. The criteria of selection at 11 plus clearly need to be based as much on native wit and promise as on attainment, which might be influenced by extraneous social and economic factors. Any lengthy or comprehensive examination is undesirable, both for the strain it would put on the child and because of its potential influence on the primary school curriculum. For these reasons the main emphasis is placed by authorities on intelligence tests, usually combined with tests in arithmetic and English. School reports, however, especially in borderline cases, give scope for taking into account the child's record and character.

27. An examination of authorities' statements shows that in almost all areas all the children of the appropriate age attending maintained schools are tested and opportunities are given to children from independent schools to participate. The normal age for transfer to secondary education is the one-year age range from 11 to 12, though some authorities permit exceptionally able children to transfer at 10 plus, and most allow 12-year-olds to sit if they have been unable to take the tests previously. Supplementary tests are available in the same year for children who have been ill at the normal time; and arrangements are made for subsequent transfers during the secondary stage in suitable cases. Most authorities are prepared to accept each other's awards unconditionally when children move from one area to another, and though there is not the same general readiness to accept the results of tests taken abroad, e.g., in Service schools, very many authorities have special arrangements for testing children at short notice.

28. The actual testing procedures are diverse and reveal the extreme pains taken to do the best for the children, particularly those on the borderline. The majority of authorities have only one series of tests (for other than borderline candidates). Nearly all give English, arithmetic and intelligence tests. It may well be that as the usual patterns of intelligence tests become more familiar they tend to reflect results of practice more and the influence of innate intelligence less : to counterbalance this a limited amount of coaching of all candidates has been advocated in some quarters. A number of authorities set in addition a composition test (sometimes for borderline candidates only) and some who had dispensed with this altogether are re-introducing it. No authorities interview all the children, and about one-third interview none. In cases of doubt or discrepancy, most authorities make use of information from the primary school, either in the shape of formal school records or otherwise, and it is widely recognised that it is not merely the right but the duty of the primary school to draw the authority's attention to any case where there is tangible evidence that a decision needs review.

29. A number of authorities have carried out follow-up enquiries to estimate the success of their transfer procedure. While such enquiries always reveal considerable discrepancies it may be said that the results are generally satisfactory and compare very favourably with those of similar enquiries into selection for various kinds of employment in Service or in civilian life.

30. The allocation process is, however, by its very nature one which should be reviewed from time to time. The borderlines are essentially arbitrary and wherever they are drawn there will be many children close to them. A decision about a particular child which is right on all the available—and indeed on all the conceivable—evidence when it is made may cease to be right as time goes on and call for revision later. A plan which gives admirable results when first introduced may gradually lose its virtue through long-term changes in the schools. It is always important that the arrangements should not only be fair, but that they should also be seen by the public, and particularly by the parents, to be fair, and changes may be needed from time to time for this reason. It is, therefore, a healthy sign that there should be variety and flexibility in the different schemes at present in use.

### Secondary School Examinations

31. The first examination for the general certificate of education was held in the summer of 1951. Various statistics, in somewhat greater detail than were obtained for the school and higher school certificate examinations, will be found in Tables 31-34. These show that entries in individual subjects were rather fewer at the ordinary level than the comparable entries for the school certificate in 1950. Those for the advanced level remained fairly steady as compared with the higher school certificate. The total candidature cannot be compared directly with that for the school and higher school certificates owing to the absence of statistics of candidates taking single subjects of the school certificate or the subsidiary level of the higher school certificate ; but it appears that nearly all pupils in grant-aided grammar schools who were 16 or 18 on 1st September following the examination were entered at the ordinary or the advanced levels, or both.

32. The total percentage of passes in each subject at the advanced level remained fairly constant as compared with the higher school certificate in 1950, but—on the assumption that the overall quality of candidates for the 1951 examination remained substantially unchanged—the figures for the ordinary level reflected the policy for this transitional year that the standard of pass at the ordinary level should be between that of school certificate pass and credit.

33. At the ordinary level girls obtained a markedly higher percentage of passes than boys, not only in English subjects but in some scientific subjects ; but this was not true generally of the advanced level. One explanation may perhaps be found in the larger number of boys taking certain subjects and the general tendency of boys to take a larger number of subjects than girls. On the other hand the large entry of boys at the advanced level at 17, 18 and 19 suggests that more boys than girls take this level (equivalent to higher school certificate principal subjects) twice, with perhaps improved results at the second attempt. This "double entry" at the advanced level may be encouraged by the present form of the scholarship examination, which has come in most cases to comprise the advanced level papers in a subject as well as special papers of scholarship standard.

34. In its first year the examination was, like the school certificate examination, predominantly a grammar school examination : the number of candidates from other types of secondary school or from establishments of further education was comparatively small.

35. Owing to the careful preparations made by the eight approved examining bodies, the new examination was held without administrative difficulty. There were, however, some complaints that the proportion of failures at the ordinary level was unexpectedly high, this being mainly due no doubt to the level of the ordinary pass being higher than the school certificate pass. Concern was also expressed about the small number of ordinary passes granted to candidates taking advanced papers who were not judged worthy of a pass at the advanced level, though the statistics show that a fairly substantial percentage of candidates gained ordinary passes in this way. There was also a feeling in some quarters that it would be desirable for a grading mark other than the simple pass to be awarded, at any rate at the advanced level. The bulk of the criticism directed against the new examination, however, continued to be concerned with the age-limit restricting entry to pupils who had reached the age of 16 by the 1st September in the year of the examination. At the end of the year the Secondary School Examinations Council decided to undertake as an urgent task a review of the whole examination system in the light of the principles underlying its 1947 Report and of actual experience during the year.

36. Through the year the Council continued its task of exercising general supervision over the examination with the help of its subject panel and committee organisation, strengthened by a new advisory committee of which the secretaries of the approved examining bodies are members. The initial review of examining bodies' syllabuses of examination was virtually completed, and with the same purpose of ensuring reasonable uniformity of standard between examining bodies some preparatory work was carried out on the scrutiny of scripts in selected subjects. The Council also gave further attention to the problem of making suitable provision within the new examination for pupils from secondary technical schools and institutions of further education, whether by the establishment of a special examining body for the purpose or by special arrangements within existing examining bodies as had been made in two cases by the end of the year.

37. At the end of September Mr. J. F. Wolfenden was appointed to the Chairmanship of the Council to succeed Sir Philip Morris, who had presided over the Council during the period when the 1947 Report was being prepared and the new examination was being launched.

### Boarding Education

38. The assistance given by local education authorities to pupils at all types of boarding schools continued. It was decided at the beginning of the year

that the central pooling machinery of the Committee on Boarding Education described in Circular 120 could be brought to an end, though the Committee remained in being as a consultative committee on boarding problems. During the preceding five years nearly 600 places had been allocated to authorities through the Committee, but places taken up in this way were never more than a small proportion of the total number of pupils for whom boarding provision was made by local authorities, and by 1951 it became clear that the original purpose of the scheme, namely to bring authorities into closer contact with the schools, had been substantially achieved.

39. Apart from the help given by local education authorities with the placing of individual children at independent and direct grant schools and the financial help given to parents in case of need, boarding facilities exist on a limited scale at maintained schools, and some small extension of the number of such boarding places took place during the year. For the present, however, any considerable extension of boarding education under the public system is precluded, and it is not likely to take place for some years to come. Small-scale experiments in boarding education are therefore particularly appropriate at the present time—and especially those to cater for pupils attending schools other than grammar schools, which for historical reasons provide the great bulk of boarding places. In an earlier report reference was made to the achievement of the Shropshire Local Education Authority at Millichope Hall, and the Minister welcomed another experiment of a somewhat similar kind made by the Norfolk Authority to cater specially for senior children from unorganised schools.

40. The camps managed by the National Camps Corporation have also come to be used increasingly by authorities to provide short-term boarding education. Originally designed for visits of a few weeks only by relays of children, the camps have been fairly easily adapted to provide boarding education for children for periods of a term to a year. Experience has shown that even a term's residence can provide some of the poise which comes from the community life of a boarding school. There are also great advantages for children from urban areas in a stay in the country. There are 29 national camps and it was a matter of regret that two remained unoccupied during the year, since despite rising costs and charges these camps offer one of the most economical methods of making some of the advantages of boarding education more widely available to those children who would not otherwise be able to enjoy them.

#### **Inspection and Recognition of Independent Schools**

41. The number of schools in England and Wales recognised as efficient rose by 133 to reach the total of 1,245 by 31st December, 1951. Initial inspections were made at 86 schools in response to applications for recognition.

42. Visits to other independent schools continued in accordance with the policy announced in Circular 196 of 28th January, 1949. In 1951, 827 were visited for the first time. This brought the total number of independent schools visited since the publication of Circular 196 (other than those recognised as efficient) to 3,445 and left approximately 565 still to be visited.

#### **Regulations**

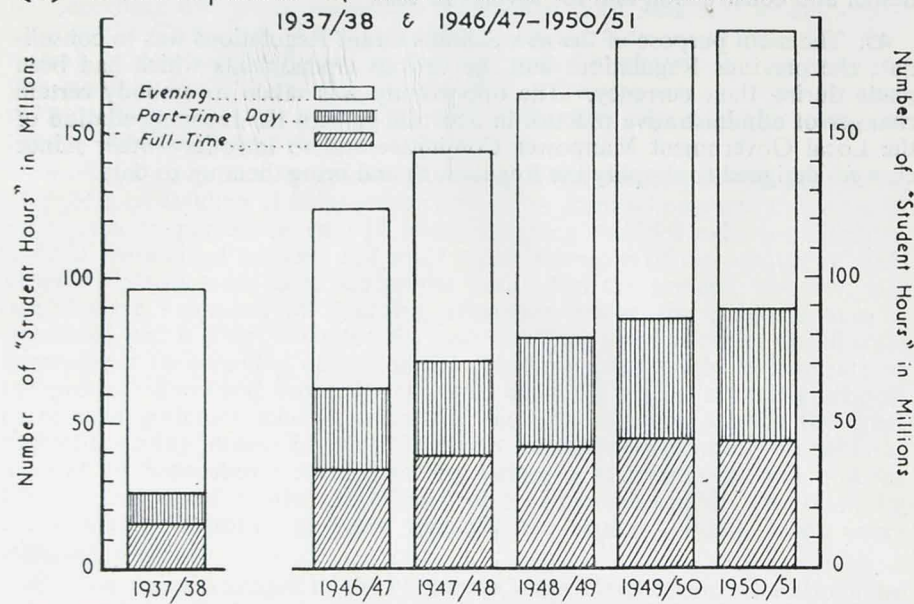
43. Two sets of Regulations were repealed and replaced by new Regulations during the year. The Standards for School Premises Regulations, 1951, came into operation on the 12th October and superseded the original Building Regulations made in 1945 and amended in 1949; and the Schools Grant Regulations, which came into operation on the 15th October, took the place of the Primary and Secondary Schools (Grant Conditions) Regulations, 1945.

44. The purpose of the new Building Regulations was to provide simpler and more flexible standards for school buildings and to maintain adequate educational standards, while giving more scope for freedom and experiment in design and construction and for savings in cost.

45. The main purpose of the new Schools Grant Regulations was to consolidate the previous Regulations and the various amendments which had been made during their currency. The opportunity was taken to embody certain changes of administrative practice in accordance with the recommendation of the Local Government Manpower Committee and to introduce other minor changes designed to simplify the Regulations and bring them up to date.

## FURTHER EDUCATION

(a) Development of work in all Establishments



(b) Growth of Part-Time Day Release

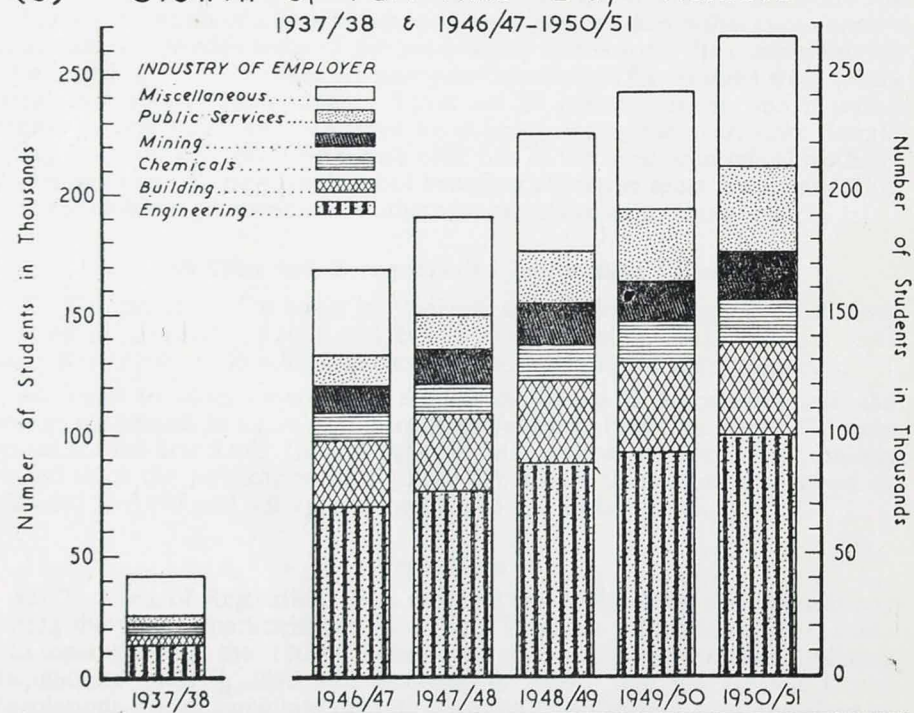


CHART No. 2

## CHAPTER II

### FURTHER EDUCATION

#### Introduction

1. More people want further education. There was a special demand in 1951 for technical education by those employed in industry. In many areas there were not nearly enough places in technical colleges for those who wished to enrol.

2. The numbers of full-time students in technical colleges rose slightly. During the post-war period many students, assisted by grants under the further education and training scheme, completed training which had been postponed or interrupted by the war. Since this period is now ending, the increase in full-time students is an encouraging sign. The numbers of part-time day students again showed a substantial increase over those in the preceding year. In spite of difficulties of accommodation, the interest shown by employers in the education of their young workers showed no sign of slackening, and pressure for more places continued.

3. Two additional national colleges were established during 1951, several new national schemes of training were introduced, and many new courses for industry and commerce were developed at all levels.

4. One interesting development was a move to improve co-operation between the United Kingdom and the United States and Canada in technical education and experience. The Ministry was concerned with two scholarship schemes for this purpose. From 1949 the Economic Co-operation Administration had offered to British students scholarships tenable in the universities and industry of the United States. H.M. Government also decided to provide scholarships to enable Canadian students to come to this country and to work in universities, research establishments and industry. The first group of students took up their awards in September.

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

5. The National Advisory Council on Education for Industry and Commerce were chiefly concerned in 1951 with the reactions to their Report on the Future Development of Higher Technological Education\* published in November, 1950. A number of organisations, both educational and industrial, submitted comments on the Report to the Minister, and these were considered in close consultation with other government departments concerned. As a result, a White Paper† on the Government's policy was presented to Parliament in September, 1951, by the Chancellor of the Exchequer, the Lord President of the Council, the Minister of Education and the Secretary of State for Scotland. The White Paper accepted in general the recommendations of the National Advisory Council.

6. So far as technical colleges were concerned, the two main proposals were for increased financial assistance for selected colleges and courses, and for the establishment by Royal Charter of a College of Technologists. The functions of the College would be to grant awards of associateship, membership and fellowship, and to approve the content and conduct of courses in higher technology leading to these awards. By these means it was hoped that colleges which had already initiated courses in advanced technology would be encouraged

\* H.M.S.O. 1s.

† Cmd. 8357. H.M.S.O. 3d.

to expand them and to do research work to assist in meeting the growing need for highly trained workers in industry. No announcement had been made before the end of the year about the policy of the new Government on these matters.

#### Regional Advisory Councils

7. These councils published more surveys of facilities in their regions in the form of guides to show students what courses and classes were available, and to indicate the links between establishments doing lower and higher ranges of work in the various subjects. They again considered extra-district fees and remuneration of part-time teachers, and arranged for a number of short courses for teachers of specialist subjects. They were invited by the Minister, in consultation with the Minister of Works and the Minister of Labour and National Service, to pay special attention to courses of training for foremen and managers in the building industry, so that they could recommend to local education authorities the best way to provide more courses of this type. Councils are now promoting, on a regional basis, more short courses of lectures on highly specialised subjects at an advanced level for industrial executives and professional men. Lecturers are drawn not only from technical colleges and universities but also from specialists in industry. It is clear that these courses were popular: 160 were successfully completed in the London region alone during 1951, compared with 120 in 1950.

#### Accommodation and Equipment

8. Work was completed on new buildings and adaptations to the value of about £1,500,000, and a substantial amount of new accommodation thereby came into use during the year. Much of it, however, consisted of adapted buildings or huts. The substantial building programmes started in 1949 and 1950 had still to show their effects; in the meantime, local education authorities had to continue their improvisation. From one area, H.M. Inspector reported: "Disused and ancient structures are common. Premises in one place have literally fallen down. In another, the technical institute is established in the railway station offices, and is getting ever nearer to the railway itself. There is now a class in one of the waiting rooms."

9. The main programme of new building notified to local education authorities for the year 1951-52 amounted to over £6,000,000 worth of work, all of it strictly related to vocational training and based on severely restricted standards of accommodation. Less than half of this work had, however, been started when, in November, the Government decided to suspend the start of all new projects (except for certain categories which did not include education). At that point the value of all new work started on major projects for further education from the beginning of 1948 amounted to almost £20,000,000.

10. A Building Bulletin, "New Colleges of Further Education" \*, was issued to help local education authorities to plan more efficiently and economically. The subject is complex and does not lend itself to guidance and control in detail. The Bulletin does, however, contain suggestions on the broad lines of planning, on procedure in moving through the various stages, on detailed requirements of various types of workshops, laboratories and other teaching rooms, and on limits of cost. It was favourably received by local education authorities and others interested in the subject.

11. The delivery of heavy equipment, though slow, kept pace with the opening of new accommodation.

\* Building Bulletin No. 5, H.M.S.O. 3s.

#### National Certificates and Schemes

12. There were further welcome developments in national certificate schemes. A number of new schemes were set up, and the number of students who took the established examinations and gained certificates continued to increase, as shown in Tables 55 and 56.

#### Chemical Engineering

13. A new scheme for the award of higher national certificates in chemical engineering was organised in conjunction with the Institution of Chemical Engineers. The scheme requires attendance at part-time classes for three years. The qualification for entry to the course is an ordinary national certificate in chemistry, applied chemistry or mechanical engineering.

14. This scheme is intended eventually to replace the present arrangements for the supplementary endorsement and counter-signature by the Institution of Chemical Engineers of national certificates in mechanical engineering, chemistry or applied chemistry.

#### Commerce

15. Following the recommendations of the Special Committee on Education for Commerce \*, the Minister appointed a new Joint Committee, representative of some fifteen interested professional institutions and associations and of educational bodies. This Committee agreed on a new scheme for national certificates in commerce which will replace the existing arrangements. The scheme varies from normal national certificate schemes in that the ordinary national certificate may be obtained after two years' study, while the higher national certificate requires a further three.

#### Retail Distribution

16. After negotiations with the Retail Distributive Trades Conference, a Joint Committee, representative of employers and operatives of various sections of the Conference, of the Ministry of Education, and of other educational interests, was set up to administer a scheme for the award of National Retail Distribution Certificates. The examinations under this scheme are organised by the City and Guilds of London Institute. Some 60 establishments are now providing approved courses dealing with a number of retail trades including drapery (textiles), women's and children's wear, men's and boys' outfitting, footwear, furniture and furnishings, hardware and ironmongery and bookselling.

#### Coal Mining

17. In 1950, the National Coal Board, in consultation with the Ministry and the Scottish Education Department, issued "the ladder plan" for the progressive education of colliery employees, including the certification of tradesmen, surveyors, under-officials and technicians.

18. A National Advisory Committee on Mining Education was set up in 1951; its members represent the National Coal Board, professional and industrial organisations connected with coal mining, the Education Departments, local education authorities and principals and teachers in further education establishments interested in education for the industry.

\* Report, 1949. H.M.S.O. 1s. 6d.

19. Courses and examinations were arranged for two types of certificates :—

- (i) *Two grades of general certificates.* The first of these will be appropriate for students seeking qualifications as mechanical and electrical tradesmen or as deputies. The second, requiring further study, will be suitable for those training to be mechanical or electrical technicians, or possibly under-managers. This certificate will be an alternative to the corresponding higher national certificate, but the examination will not require the same standard in the fundamental sciences.
- (ii) *National certificates intended for those who are likely to become under-managers, managers, colliery surveyors and mining electrical or mechanical engineers.* These certificates will generally conform to the existing schemes of national certificates and will be available at two stages : (a) ordinary national certificates in mining, mining electrical or mining mechanical engineering or mine surveying ; and (b) higher national certificates in mining and in mine surveying only, awarded after at least two years' study after the ordinary certificate. For the higher qualification in mining electrical or mining mechanical engineering, it is proposed that students should take the existing higher national certificate in electrical or mechanical engineering.

20. A Joint Committee of the Institution of Mining Engineers and the Education Departments was set up to operate the national certificate scheme. The Royal Institution of Chartered Surveyors, the Institute of Mine Surveyors, the Institution of Mechanical Engineers and the Institution of Electrical Engineers were represented on this Committee.

#### National Colleges

21. Two new national colleges came into operation during the year. In September the National College of Food Technology took over from the London County Council the Smithfield College of Food Technology and added to it some other accommodation to enable more advanced courses to be established. The Governors also investigated possible sites for new buildings, and started negotiations to acquire one.

22. A national college for the leather producing industry was also established in September, taking over the premises and staff of the Leathersellers' Technical College. The Worshipful Company of Leathersellers have placed the premises at the Governors' disposal and are also assisting financially, and to mark the continued association of the Company with the College it will be known as the National Leathersellers' College.

23. Work was started on new buildings, to cost £80,000, for the National College of Rubber Technology. These buildings will give the College several times more space than it had in 1951, and will enable it to offer improved training and more extended courses, with greatly increased facilities for research. At the College for Heating and Ventilating additional laboratory accommodation, including a refrigeration chamber specially fitted for experimental work, was taken into use. The National Association of Clock and Watch Manufacturers established a scheme by which students entering the National College of Horology would be indentured as apprentices, either to a manufacturing firm or to the Association, and would receive financial assistance from the firm or the Association, as the case might be. The numbers of full-time students attending national courses in the session 1950-51 were :—

Horology	..	..	..	..	..	..	..	..	38
Rubber Technology	..	..	..	..	..	..	..	..	36
Heating, Ventilating, Refrigeration and Fan Engineering	..	..	..	..	..	..	..	..	108
Foundry	..	..	..	..	..	..	..	..	36

#### Part-time Day Release

24. The number of young persons released by employers to attend classes during working hours increased by some ten per cent compared with 1949-50, in spite of the difficulties of accommodation. This shows that employers placed a high economic value on this type of education even when there was a serious shortage of young employees. Many firms assisted local education authorities by providing accommodation and equipment.

#### Economic Co-operation Administration—Technical Assistance Awards

25. As part of their technical assistance scheme, the American Economic Co-operation Administration offered awards to young United Kingdom university graduates with a minimum of two years' industrial or research experience. The aim of these awards was to increase industrial productivity in the United Kingdom by making it possible for such men to take part in post-graduate studies in United States universities and research organisations, and to obtain experience of the application of advanced technology in industrial plants in the United States.

26. The first group of successful applicants—eight in number—left for the United States in September, 1949. A group of 32 followed in January, 1950, and 46 more in the following autumn. In 1951 35 awards were offered for post-graduate study of production technology and management combined with industrial experience, and 40 for the study of management subjects. These were open to persons between the ages of 23 and 35 whose education was of approximately university degree standard, who were recommended by their firms as potential managers or likely to occupy positions of responsibility in industry, or who proposed to teach management subjects. The British Institute of Management helped to select this group, while the Ministry of Education were responsible for selecting the technologists (except for the first two groups, who were selected by the University Grants Committee).

27. The Ministry administers the scheme and bears the sterling cost of transatlantic passages and incidental expenditure in the United Kingdom. The Economic Co-operation Administration are responsible for the dollar expenditure in the United States, which includes the tuition fees and maintenance allowances. Reports from the earlier group of students, on their return to this country, and from their employers, showed that the scheme was of value both to the individuals and to their employing organisations.

#### Athlone Fellowships

28. This scheme was introduced by H.M. Government to promote better understanding and friendship between Canada and the United Kingdom, and to enable Canadians to obtain a better idea of the range and quality of our industrial products. Under the scheme 38 Canadian engineering graduates are to come to the United Kingdom annually to take :—

- (i) works training in one or more approved industrial organisations ; or
- (ii) post-graduate studies in a United Kingdom university or college or research establishment ; or
- (iii) a combination of (i) and (ii) ; or
- (iv) research in a United Kingdom university leading to the degrees of M.Sc. or Ph.D.

Twenty-eight awards are available for graduates who have completed a bachelor's or higher degree, and ten for engineers who have already spent some time in industry.

29. The selection for the awards is made by boards convened by the Deans of the engineering faculties of the Canadian universities, assisted by representatives from the office of the United Kingdom High Commissioner in Canada and H.M. Inspectorate. The scheme is managed in the United Kingdom by a Committee representing industry, the universities, the British Council, and the interested government departments. The Committee are responsible for placing the Fellows, and the Ministry of Education for the day-to-day administration of the scheme. Of the first group of 38 Fellows who started their training in September, 1951, 25 were taking post-graduate or research courses in British universities and 13 were in industry.

### Art Education

#### *Festival of Britain*

30. Art schools and colleges made a notable contribution to the Festival of Britain in many parts of the country. The Lion and Unicorn Pavilion on the South Bank site was designed by three professors of the Royal College of Art. Students of the College carried out much of the display, lettering and typographical work in the Pavilion, and their furniture, ceramic work and sculpture were shown in other parts of the exhibition.

31. Other art schools and colleges made their own contributions to the Festival. At Canterbury, for example, the staff and students of the College of Art planned and executed a most successful exhibition, which had the history of Canterbury as its theme, while at Hyde Park Underground Station successive exhibitions were mounted by six groups of art schools in London and the home counties.

#### *Royal College of Art*

32. The post-war development of the College continued with the establishment of a new School of Ceramics, which will have adequate machinery and equipment to teach up-to-date methods of design for mass production. A new Department of Interior Design was also set up under Sir Hugh Casson to provide professional training for students with a background of art or architecture.

33. The policy of the College in giving special attention to the training of designers in industry began to bear fruit. An exhibition of textiles and other work of the College held in Manchester in February created wide interest among industrialists. The Council of Industrial Design held the first International Design Congress at the College in September, and the opportunity was taken of organising an exhibition of work of the Design Schools. For the first time in the history of the College all students leaving the Design Schools obtained posts in industry.

#### *Art Examinations*

34. The 1951 examinations were the first to be held under the new arrangements introduced in 1950 on the recommendation of the National Advisory Committee on Art Examinations. The entry was somewhat lower than the record entry for the 1950 examinations :—

	1950	1951
Intermediate examination .. .. .	2,077	1,835
National Diploma in Design examination ..	1,898	1,588

The new requirement that candidates should submit evidence of their work on approved courses caused serious congestion in the examination premises at the Imperial Institute, where about 50 tons of work and packages were handled. To cut down the amount of work handled centrally and to give art schools

more responsibility for the Intermediate Examination in Art and Crafts, it was decided to reduce in future the demand for evidence of study, and not to assess modelling externally in the Intermediate Examination.

35. The year 1951 was also the first year in which the authorities of art schools submitted for approval details of courses of study leading to the art examinations. Proposals were submitted by 185 establishments and by the end of the year all but 31 had been dealt with.

### Adult Education

#### *Organised Class-work*

36. In 1950-51 the classes provided by the responsible bodies for adult education numbered approximately 8,090, attended by 162,850 students, compared with 8,023 attended by 162,527 students in 1949-50. The Ministry's contribution to these services was £330,000 compared with £310,000 in 1949-50. The returns make it clear that both for the university extra-mural departments and for the Workers' Educational Association the year was one of consolidation rather than of rapid development. None of the returns showed the spectacular increases in numbers of classes which were in evidence in the immediate post-war years, and in some areas there even appeared to have been some recession from the high peak reached in the year 1948-49. But the general picture was still one of gradual progress; and it was possible in 1951 to see more clearly how large an advance had been made since before the war. In the immediate pre-war years the number of students attending organised courses in liberal adult education ranged between 50,000 and 60,000; in the last three years it ranged between 150,000 and 160,000. In other words, since the war a large new section of the adult population of this country decided to devote a part of its leisure time to systematic self-education. The greater part of this remarkable increase was accounted for by increased attendance at the shorter type of class, the sessional, the terminal and the more informal course. But the number of tutorial classes also increased during these years, though at a less spectacular rate.

37. While the tutors in adult classes were largely men and women whose main work lay elsewhere, and who gave their services to adult education part-time, there was a growing body of tutors, particularly in the universities, who worked full-time in adult education. Whereas before the war there were only 50 full-time tutors, in 1951 there were over 250. They were an organised body of men and women with a growing awareness of the special nature of their responsibilities and a professional organisation of their own. Much thought was being given to their training, and special courses were being organised, with the help of the Ministry, in several universities. Moreover, the importance of their work, and of that of the departments to which they belonged, was being more generally recognised in the universities themselves: and their status was tending to approximate more closely to that of their colleagues on the internal staff—a tendency which was further helped during 1951 by increases in salary.

38. How important can be the role of the full-time tutor was strikingly conveyed in the concluding words of a full inspection report on one area which, though exceptional in many other respects, was by no means exceptional in this :—

“Four features of the work seem to deserve singling out. First is the vision and purpose uniting the tutors. No less striking is their devotion to their task. It will recall to many people the missionary zeal of the early days of adult education in the present century. Both these features are quickly apparent to any visitor. The third and fourth it has taken a long series of visits to establish beyond doubt. They are the wide spread of the tutors' influence and the high quality of the work done by students.”

### *Residential Colleges*

39. The five residential colleges which provide one-year full-time courses for adults and receive grants direct from the Ministry, namely, Ruskin, Fircroft, Hillcroft, the Catholic Workers' College and Coleg Harlech, were able to attract slightly larger numbers despite the increasing difficulties which students encountered in trying to get release from industry for so long a period. Like other similar institutions they were faced with rising costs; and although they mostly succeeded in increasing their income from outside sources, they had to turn for increased grants to the Ministry, whose total grants to these colleges rose from £19,500 in 1949-50 to £21,750 in 1950-51.

40. There was a small further increase from 18 to 23 in the number of residential colleges providing week-end, week or fortnight courses, though there was also one casualty. The numbers of students attending also increased from 17,700 to 20,777. In 1951, all but a few of these colleges were under the direct control of local education authorities or receiving regular assistance from them, and it was becoming increasingly apparent that in the existing financial climate close association with one or more local authorities was an all but indispensable condition for survival, or at any rate for effective operation. It was evident too that the growth of these colleges since the war had been a major development in adult education, for they had provided a channel for the dissemination of culture and learning to substantial new sections of the population.

### *International Contacts*

41. Contacts with adult education tutors and students in foreign countries were maintained and developed during the year. There were a number of international conferences and summer schools; the three months' residential course for Scandinavian students was once again held at Holly Royde; and relations with Germany in particular were fostered by visits of experts from both countries as well as by conferences and summer schools. An interesting experiment was the planning of joint summer schools by Southampton and Frankfurt.

### *Publications*

42. The number of books and articles published during the year on the history of adult education, its aims and its methods, testified to the increasing interest in the subject; and there was a general welcome in educational circles for the National Institute of Adult Education's decision to publish a bibliography of adult education and to issue regular information about current research on the subject.

### **Village Halls and Community Centres**

43. By the terms of the Physical Training and Recreation Act, 1937, the Minister has power to give grants in aid of the capital cost of village hall and community centre schemes, whether sponsored by voluntary bodies or by statutory authorities. In the years since the war the Ministry had already used these powers on a considerable scale, but such schemes required not only financial help from the Ministry but also assistance in the form of building resources provided from the Ministry's allocation, and during the year 1950 the shortage of building resources at his disposal had compelled the Minister to impose a virtual ban on such building. A slight improvement in the situation in the course of the year, however, made it possible to lift this ban at the end of 1950, and once again to start considering modest schemes. The building

resources, however, which could be allocated were so limited that it was essential, if applicants in all parts of the country were to get their share, to lay down strict conditions regarding the size and type of project which could be considered. Thus it was made clear that schemes for village halls in country areas would not normally be considered if they required more than £3,000 worth of building resources, the Ministry having been advised that such an amount would be sufficient to provide an adequate if modest hall for a rural community; but, in exceptional cases, for example, in built-up areas or new housing estates, schemes requiring up to £5,000 worth of building resources were admitted. At the same time the Ministry's rate of grant, which previously had been as high as 50 per cent or even more of the total cost of a scheme, was reduced to one-third. As it had from the beginning been a condition of the Ministry's grant that the sponsors should be able to find the remainder of the cost from some other source, this meant, in the case of voluntary organisations, that only those schemes were accepted for which there was substantial local financial backing. Schemes for halls in rural areas could in almost all cases look to the National Council of Social Service for interest-free loans to supplement what they could raise locally; in some areas local education authorities were also generous in supplementing the help offered by the Ministry.

44. By these arrangements many schemes were got going. In the course of the year the Ministry made offers of help in one form or another to no fewer than 127 village hall schemes in rural areas and 48 community centre schemes, mainly in urban areas. By the end of the year the great majority of the schemes which had been held up by the previous "ban" had been reconsidered and an offer made where the scheme conformed with the new conditions. It was not possible, however, to make offers on schemes reaching the Ministry for the first time. In many cases the offer was to help with the erection of an entirely new building, and perhaps the purchase of the site on which it was to be built; in others it was to buy and adapt some existing building, perhaps a disused school or church; in others simply to provide equipment and additional amenities for an existing centre or one which the local people had built out of their own resources.

45. Mention should be made of the increasingly effective and valuable work done by the National Federation of Community Associations in assisting the development of halls and centres. This body is the representative organisation of many community associations and neighbourhood groups up and down the country, which run, or aspire to run, community centres and village halls. It operates as an associated group of the National Council of Social Service, which provides it with premises and executive staff, and it receives a grant-in-aid from the Ministry, which for the financial year 1951-52 was £10,000. Its aim is both to give help and guidance and a focus of joint action to community associations where they already exist, and to encourage the formation of new associations where they are needed, on lines tested by experience. The growth of this movement, which is very largely a post-war phenomenon, may be judged from the following figures: in September, 1951, there were in England and Wales as many as 246 fully organised community associations affiliated to the National Federation, with a membership of more than 100,000 men and women, and there were more than 1,000 more neighbourhood groups, with a total membership of 300,000, associated with the National Federation but not yet fully constituted as community associations.

### **Playing Fields**

46. The Ministry also continued during the year to use its powers under the Physical Training and Recreation Act to assist voluntary organisations or local

authorities to provide playing fields for adults. Here again the slender resources available made it possible to consider only modest schemes, and normally no scheme was accepted of which the cost of lay-out exceeded £1,000. Moreover, in these as in village hall schemes the rate of grant had to be reduced to 33½ per cent or, for statutory bodies, 30 per cent, with the result that only those schemes could be considered whose sponsors could ensure a substantial contribution from local resources. Despite these limitations a considerable stream of applications for help towards the provision of football and cricket pitches, tennis courts, bowling greens and other forms of outdoor sport continued to reach the Ministry, and in the course of the year 217 offers of assistance were made.

47. The Ministry made a small grant (amounting to £1,000 for the year 1951-52) towards the headquarters expenses of the National Playing Fields Association. Among its many activities this organisation provides a technical advisory service which is of special value to groups embarking on playing field projects, and this service has done much to ensure that the projects which the Ministry is asked to assist are on sound and economic lines.

#### Youth Service

48. The economy measures announced at the end of 1949 had a serious effect on the expansion of the youth service, particularly on the provision of new premises and the work of adapting old buildings. The slight improvement in building in the early part of 1951 gave the promoters of schemes some encouragement and during the year the Ministry was able to offer grant-aid towards a more substantial amount of work than in 1950. Progress was, however, hampered by the general shortage of money, which made it increasingly difficult for local clubs to raise the initial amount of capital required before they could come to the Ministry for aid.

49. Direct grants to the national headquarters of the voluntary organisations in aid of training, organisation and administrative expenditure amounted in 1950-51 to £170,478. It was the Ministry's policy to try to maintain the level of its grants to these organisations; but it was not possible to increase them to meet any part of the cost of new developments.

50. Expenditure by local education authorities on the youth service during 1951 was estimated at approximately £1,600,000.

51. The National Advisory Council on the Training and Supply of Teachers published a Report on the Recruitment and Training of Youth Leaders and Community Centre Wardens\* (see page 28). The most important recommendations were that the salaries and conditions of service of youth leaders and community centre wardens should be considered by a fully representative committee analogous to the Burnham Committee and that the training of leaders and wardens should be under the supervision of the area training organisations. One-year courses in leadership training continued to be held at Bristol and Nottingham Universities and the University College of Swansea. These courses cost the Ministry £5,284 in 1951.

52. In April the Ministry co-operated with the King George's Jubilee Trust in a conference of representatives of the statutory authorities and the voluntary organisations which was called to examine the youth service and discuss its problems. The group discussions proved of value for considering both present and future policy.

53. Members of the youth service throughout the country played their part in the Festival of Britain. An exhibition illustrating the kind of work done by youth organisations was held in London and attracted a large number of visitors. In the provinces members of all kinds of youth organisations contributed towards the success of their local celebrations.

\* H.M.S.O. 6d.

## CHAPTER III

### TEACHERS

#### A—TRAINING AND SUPPLY

##### National Advisory Council on the Training and Supply of Teachers

1. A short review of the work of the National Advisory Council will serve to put into perspective some of the main problems concerning the training and supply of teachers that were of common concern to the Ministry, the local education authorities, the area training organisations and the teaching profession during the year.

2. In May, 1951, the Minister published the first report\* of the Council, covering the period July, 1949, to February, 1951. The report not only recorded what had been achieved in building up the recruitment and training of teachers to a level very much higher than had ever been reached before, but also gave an uncompromising picture of the very serious difficulties that had arisen as a result of the increasing number of children coming into the schools and of the limited size of the field from which teachers, especially women, could be recruited.

3. The Council estimated that simply to maintain the by no means satisfactory staffing standards of 1950, the number of teachers, which stood at 209,000 in January, 1950, and 216,000 a year later, would have to be increased to 229,500 by the beginning of 1954. The Council made it clear that, provided that all existing training college places were filled each year, the best that could be hoped for was that this number would be almost reached. The Council went on to calculate that between the beginning of 1954 and the beginning of 1957 the existing output of trained teachers would not be enough to maintain the staffing standards of 1950, but that if, after 1954, the net annual increase in the number of teachers could be increased from 4,000 to 5,000, there would throughout this period be enough teachers to provide for the additional children, with a margin, up to 1957 quite small, for improving staffing standards over those of 1950.

4. It was against this bleak background that the Council pursued their work. One of their main concerns was to stimulate the recruitment of women students to the training colleges, and, as the figures in paragraph 17 below show, the steps that were taken to this end met with very fair success. At the same time the Council reviewed the arrangements for ensuring an equitable distribution throughout the different parts of the country of the available women teachers, and advised the Ministry to continue throughout 1951 the existing scheme of maximum establishments of women teachers for each local education authority.

5. During the autumn term there was some temporary unemployment among newly trained teachers who were unwilling, or found it difficult, to apply for posts in the areas in which there were vacancies. By the end of the year nearly all, except some graduates in arts subjects, had found jobs.

6. The Council considered the appointment and re-employment of temporary teachers, of whom 2,353 were in service on 31st August, 1951; of these all but 331 were women. They endorsed the Ministry's proposal to reduce the initial period of employment of temporary teachers from five to three years, and to extend the period only in certain conditions. Extension will be granted when the temporary teacher still has an opportunity to retrieve failure in a training college course, or intends within a short time to become qualified by

\* Training and Supply of Teachers. 1951. H.M.S.O. 1s.

taking an external examination or by entering upon a course of training ; or, exceptionally, where extension is requested by a local education authority to enable them to overcome some special difficulty in filling a particular post.

7. The last of the special courses of training for uncertificated teachers (see paragraph 37) was held during the year, and the Council agreed that institutes of education should be asked to consider specially any uncertificated teachers with more than five years' teaching service who might apply for admission to a one-year course at a training college.

8. The Minister was again advised by the Council on the number of training college places and on the nature of courses likely to be needed for teachers of technical subjects.

9. In considering all these problems the Council were assisted by two standing committees concerned respectively with the recruitment and distribution of teachers and with training and qualifications. Three sub-committees were also set up to study particular problems. One of these considered the courses and examinations for teachers of art which are to replace existing arrangements for the award of the Art Teachers' Diploma. This is the last survival of the old system by which the Ministry itself examined intending teachers and conferred awards. The institutes of education were invited to be responsible for the students' examinations after the academic year 1951-52. The two other sub-committees, which were considering the training of teachers for handicapped children and the practicability of extending the present two-year course of initial training to three years, had not completed their work at the end of the year.

10. Early in May the Minister received, and shortly afterwards published, the Council's second report\*, which was made in response to a request by the Minister at the end of 1949 that the Council should consider the Report of the Office Committee on the Recruitment, Training and Conditions of Service of Youth Leaders and Community Centre Wardens†, and advise him on the matters with which it dealt. The Council, who were assisted by a sub-committee consisting of some of their members together with representatives of voluntary organisations, recommended that questions of salary scales and conditions of service of both youth leaders and community centre wardens should, as a matter of urgency, be referred to a fully representative committee analogous to the Burnham Committee. The Council emphasised the importance of selection of recruits and the need for generous grants to mature students ; they suggested that training courses should be flexible and that the training period should extend for two years and be based on four phases, with exemption for individual students from one or more phases according to previous experience and education ; and they expressed the view that superannuation arrangements for leaders and wardens should be parallel with those for teachers.

#### Graduate Teachers

11. Between the 31st March, 1950, and the 31st March, 1951, the number of graduate teachers in maintained and assisted primary and secondary schools increased from some 33,000 to 34,100. Thus once more the entry of graduates into the schools was more than enough to balance wastage and, indeed, increased their numbers by three per cent. During the year there was a slight fall in the proportion of graduates among the teachers in secondary grammar schools and a slight rise in the proportion in secondary modern and technical schools. The difficulty in filling posts requiring graduates in science and mathematics

\* The Recruitment and Training of Youth Leaders and Community Centre Wardens. 1951. H.M.S.O. 6d.

† H.M.S.O. 1949. 6d.

remained. On the other hand, arts graduates, both men and women, found it unusually difficult to obtain posts during the summer of 1951. At the end of the year there were still about 70 men and 40 women graduates, mostly with arts degrees, seeking posts in maintained and assisted schools, out of 2,875 who completed their professional training in the summer.

12. The number of graduates admitted in September, 1951, to courses of professional training at university departments of education or training colleges was 3,113, an increase of 227 over the number admitted in 1950. Fewer graduates received grants under the further education and training scheme, but this reduction was more than made up by an increase in the number who entered university departments of education as recognised one-year students under the Training of Teachers Grant Regulations.

#### End of the Four-year Grant System

13. The system of grant aid for intending teachers taking a four-year course consisting of a university degree course followed by a year of professional training was instituted in 1911, and remained substantially unchanged for forty years. Before receiving grants, students were required to sign a declaration which morally committed them to teaching as a career.

14. Reporting in 1944, the McNair Committee recommended\* that this system should be ended as soon as practicable. They made it clear that they did not think this reform would be possible without an adequate system of scholarships or grants to students at universities which involved no commitment to any profession or occupation. The National Advisory Council no less than the McNair Committee condemned the practice of making under-graduates pledge themselves to teaching. They recognised the possibility that fewer graduates might decide to become teachers if the "pledge" were abolished, but thought that the risk should be taken. Early in 1951 it was decided that the number of un-earmarked grants in the form of state and open scholarships and local education authority awards which would be available in the autumn would justify the abolition of the system of four-year grants to university students (see page 48). From the beginning of the academic year 1951-52, therefore, intending teachers entering upon university degree courses do so without having committed themselves to adopt teaching as a profession and they rely for financial assistance—in the same way as other university students—upon state and open scholarships and local education authority awards. University students are now required to sign a declaration of intention to teach only when they accept grants to enable them to take a post-graduate year of professional teacher training. These grants, unlike the old four-year grants, are comparable in value to state scholarships.

#### Training Colleges

15. Two permanent training colleges for women, one at Wynyard Hall, Durham, and one in Manchester, were opened during the year. Wynyard Hall was previously an emergency training college. The college in Manchester is unusual in that it takes only day students. It appears to have drawn on a new source of recruitment for, although its first year co-incided with a difficult recruiting period, it received applications from more candidates than it could admit.

\* Report on Teachers and Youth Leaders. H.M.S.O. 1944. 2s.

## TRAINING OF TEACHERS†

Students admitted to courses of training in University Departments of Education & Permanent Training Colleges 1938/39 & 1943/44 to 1951/52

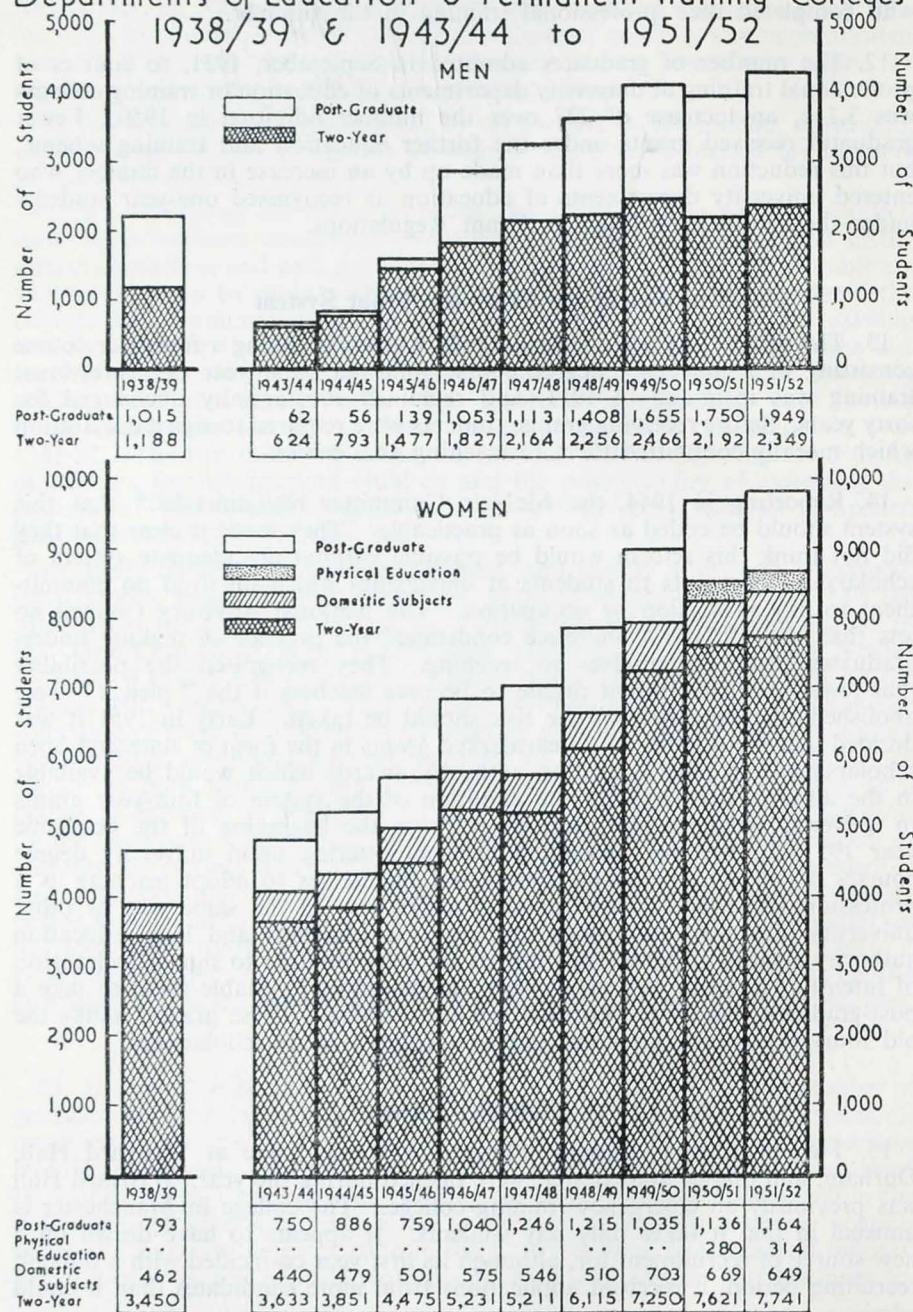


CHART NO. 3

16. A revised scale for the assessment of contributions paid by students towards the cost of their board during term was introduced in 1951. Its effect was to reduce contributions generally and to increase the number of students exempted from payments.

17. Recruitment to the men's training colleges in the autumn of 1951 was satisfactory. The women's two-year training colleges were not filled to capacity, but about 7,750 places were taken up—an increase of 100 over 1950. Of the 8,800 girls who entered two-year, physical education and domestic science training colleges, over 5,500 came straight from school, and several hundred more had served as temporary teachers for a short time only while waiting for admission to a college. It remains true, therefore, that nearly two-thirds of all the girls who stay at grammar schools until they are 18 years of age—and who do not go to the universities—have been entering training colleges. This number is not large enough to fill the available training college places or to meet the increasing need for teachers. Special efforts were therefore necessary in 1951 to make the possibilities of training known to girls who had already left school and taken up work other than teaching, and who might prove suitable as teachers. Girls of this kind provided nearly one-third of the recruits in 1951. The Ministry of Labour and National Service, local education authorities, teachers' associations, church authorities, the B.B.C., and the press all co-operated most readily to give publicity to courses of training and vacancies in the colleges. When term began in the autumn not more than 250 of the 8,000 places available in the women's training colleges remained unfilled.

18. Two new colleges, a general college and a housecraft college, could not be completed in time to open in 1951, and plans were made to open them in January, 1952. It was thought that courses extending over the calendar year would be an advantage to girls who were too young to enter college in the autumn of 1951 and were unwilling to wait until the following autumn. One general college arranged to start a course in January, 1952, to which girls could be admitted whose eighteenth birthday fell on or before the 1st February, 1952.

19. In 1951, as in previous years, half the girls entering two-year colleges began to train wholly or mainly for the teaching of infants. These girls will be taking posts in schools in the autumn of 1953 at the time of the greatest pressure of numbers in the infants' classes. It is noteworthy that, in spite of the recruitment difficulties, the training colleges managed to maintain this high proportion of candidates intending to train for the teaching of infants.

20. The three technical training colleges, which were embodied in the permanent training system in 1950, readily adapted themselves to changed conditions and completed their first session under those new arrangements during 1951. For the session 1951-52 they took over the task of selecting their students, which previously had been undertaken by the Ministry under the emergency training arrangements. The three colleges had hitherto shared teaching accommodation with technical colleges; one of them was able to move into new premises during the year.

21. The training college building programme was planned primarily to enable long overdue improvements to be made in the condition of some of the colleges rather than to increase the number of places, though a small increase in capacity was provided.

### Area Training Organisations

22. The Cambridge Institute of Education came into operation as a Scheme C organisation, i.e. one whose financial needs are met by a direct grant from the Ministry, and the Oxford Institute was founded as a university organisation.

23. For the area training organisations generally, the year was one of consolidation. The committees of management usually meet two or three times a year, and the professional or academic boards at least as often. A great deal of work is also done in the many boards of studies or other sub-committees. By the end of 1951 the oldest area training organisations had been running for some six years, and their machinery and methods of work had settled for the most part into smooth and efficient running. There is a growing appreciation of the help which each partner brings, each in his own way, to the work of training and educating teachers. During many, and often prolonged discussions, in large meetings and in small, a common vocabulary, common points of view and mutual confidence are being established. The area training organisations are emerging as live institutions, and though all are alike in the main outlines of their structure each one is already developing a recognisable and individual character of its own.

24. The area training organisations also made considerable progress as centres of further education to which teachers may look for stimulus and ideas. By organising courses and discussion groups, by providing libraries with a postal service, or by encouraging and guiding individuals or groups of teachers in carrying out enquiries and research projects, the institutes are progressively finding out how they can become most useful as centres of educational thinking.

25. The Standing Conference of Area Training Organisations, which provides opportunities for an exchange of views between representatives of the institutes of education, met three times during the year. Among the matters discussed were facilities for students' school practice, especially during vacations, provisional reports by college authorities on students applying for first appointments before examination results are known, staffing ratios in training colleges, and the award of certificates by institutes of education to students completing supplementary training courses.

26. The Standing Committee on Courses of Further Study, which was set up in 1950, met three times in 1951. Its objects are to co-ordinate the planning of advanced courses of study for experienced serving teachers run by institutes of education, and to secure in some measure the acceptance of common standards amongst institutes providing comparable courses.

#### **Training of Specialist Teachers**

27. No new college offering a three-year housecraft course was opened during 1951, but 41 students were recruited for a new college—the Training College of Housecraft, Ilkley—which opened in January, 1952. The number of students admitted to housecraft courses in the autumn of 1951 was 649. This again represented a drop in admissions; comparable numbers were 703 in 1949, and 669 in 1950. Recruitment to this form of training has now become a serious problem, as the needs of the schools for teachers of this subject call for an increase in recruitment proportionate to that which has been achieved in general two-year training.

28. With its third intake of students in 1951 the Lady Mabel College, Wentworth Woodhouse, came into full operation as a college of physical education. Two of the independent women's colleges of physical education became grant-aided during 1951—Nonington College of Physical Education as a local education authority college, and Dartford (Bergman Osterberg) College of Physical Education as a voluntary college.

29. A one-year course to train teachers of handicraft was begun, on an experimental basis, at the City of Leeds Training College. Students were required to be at least 25 years of age, and to have passed the examination for the Handicraft Teachers Certificate of the City and Guilds of London

Institute, up to the final stage (section two of the second examination). The Institute has decided to accept this course as an alternative method of completing its requirements for the Handicraft Teachers Certificate. Students who complete the course successfully will be eligible for qualified teacher status.

#### **One-year Courses taken after Initial Training**

30. As in previous years one-year supplementary courses in special subjects were arranged for trained teachers. These courses are either taken immediately after the completion of initial training, or deferred until after some experience of teaching. Seventy-three of these courses began in 1951, as compared with 69 in 1950. Rather more than half the courses were held in recognised training colleges. Nine hundred and seventy-one students (659 men and 312 women) were admitted, compared with 927 (672 men and 255 women) in 1950. Six hundred and sixty-one of the students attended courses immediately after their initial training and 310 after a period of teaching service.

31. Two supplementary courses in science were held for the first time in 1951. These attracted 17 students, of whom 13 were men and four were women.

32. Special one-year courses of advanced studies for a limited number of experienced serving teachers were again arranged as in previous years. Nine such courses were arranged for the session 1951-52, two more than in the previous year. Sixty-nine teachers attended—8 men and 61 women.

#### **Short Courses organised by the Ministry**

33. During 1951 the Ministry continued to provide short courses for teachers, but on a slightly diminished scale. The number of applications, which appears to have reached its peak in 1949, dropped to 8,992, and the number of teachers attending courses to 5,166. Though the peak of the post-war demand for short courses of all types is thus over, these figures are still more than double those of 1938 and they leave the organisers some scope in selecting students for most courses and a wide choice in certain very popular ones. The Ministry continued to provide nearly the same number of national courses as in 1948 and 1949. The reduction in total numbers was largely at the expense of regional courses. If other bodies continue, increasingly, to meet local needs the number of regional courses provided by the Ministry will be allowed to fall still further. The number of national courses held in 1951 was 68 in England and nine in Wales, providing for 3,722 teachers. The number of regional courses was 34, providing for 1,444 teachers.

34. As in previous years, the national courses aimed primarily at providing an opportunity for an exchange of ideas between experienced teachers to clarify aims, to improve and enrich teaching methods and to stimulate interest and inspiration. Different sections of the programme were devoted to work in primary schools, secondary schools of all types, and further education establishments, and to the training of teachers, the youth employment service and special educational treatment. Most of the established subjects of the curriculum were catered for and there was some experimental work, such as courses in handwriting, and in history through the study of churches. There was a joint course with the Home Office for teachers of children without a normal home life. Courses abroad included, in addition to modern language courses in France and Germany, the study of the Florentine Renaissance in Italy, an Anglo-Dutch science course in the Netherlands and a course to study Western Union held in Holland in the company of other teachers from France and the Benelux countries. A course was held in London, in association with the Colonial Office, for teachers from West Africa. There was also a Shakespeare course at Stratford-on-Avon for American and Dominion exchange teachers; this was organised jointly with the British Committee for the Interchange of Teachers.

### Emergency Training Scheme

35. At the beginning of the year, only six emergency training colleges remained. In addition, one group of emergency training scheme students was accommodated in a permanent college. All of these ended their work in 1951. The last college, Wandsworth, closed in August, and the group at Trent Park completed its course in the autumn.

36. More than 23,000 men and nearly 12,000 women successfully completed their training during the years 1945 to 1951. The majority of these 35,000 men and women have taken up teaching posts in primary and secondary schools in England and Wales. They are playing a vital part in sustaining the work of the schools during a time of great difficulty. An account of the emergency scheme was given in the Ministry's Pamphlet No. 17, "Challenge and Response"\*, but it is fitting that in the last record of its work tribute should again be paid to the imagination and devotion that lay behind its achievements.

### Special Courses of Training for Uncertificated Teachers

37. The Ministry's Circular 114 of 16th July, 1946, announced the decision to provide special one-year courses of training for uncertificated teachers who had given not less than five years service in the schools, though not so much as the 20 years necessary to be eligible for qualified teacher status without training. The courses began during 1947. Grants were made on the same basis as for students in emergency training colleges, and included allowances for students' dependants.

38. The closing date for applications for training was 30th June, 1950, but a few courses were due to continue into 1952 for students who started their training in 1951. During the five years from 1947, 2,625 teachers, varying in age from 24 to 55, received training—144 men and 2,481 women.

39. Much of the training was undertaken at a time when the women's permanent colleges were full to overflowing, and the scheme would not have been possible if accommodation and staff had not been made available as the emergency training scheme drew to an end. The teachers were trained partly in small groups in established permanent colleges (though not at the expense of the normal entry to the two-year courses), partly in three emergency training colleges made available wholly for the purpose, where 100 to 200 students trained at one time, and partly side by side with the last groups of students under the emergency scheme.

40. In the permanent colleges the teachers were generally non-resident. At first this was because there was no room for them in the colleges, and they had to live in lodgings, a poor alternative and often an expensive one. In the later years, after residence became available, many students still could not take advantage of it because of family responsibilities. They often had long and tiring daily journeys between home and college and their time-tables had to be carefully planned with this in mind. Those without home ties went for the most part to one of the ex-emergency colleges, which were thus able to gather students from all over the country. Within the permanent colleges the groups of uncertificated teachers numbered at first some 15 to 20 but, as the catchment area of the colleges offering the courses was gradually drained of eligible candidates, the groups became smaller and sometimes numbered no more than three or four. Altogether 57 colleges took part in the scheme.

41. The general plan of training was worked out by the principals of the colleges concerned, in consultation with H.M. Inspectors, but variety and flexibility were encouraged. Very quickly a recognisable and more or less

common pattern emerged. The courses were everywhere designed to meet the special needs of teachers who had had long and sometimes isolated experience, many of whom had understandably some feeling of frustration at having been deprived of those advantages from which their trained colleagues had benefited. Many colleges, therefore, began by offering opportunities for stimulating and broadening experiences, in the arts, in exploration of new and varied environments, and in critical discussion of ideas, especially in education. Visits to art galleries, exhibitions and various other institutions played an important part in the early weeks of the course. Visits to schools came later, together with the systematic observation of children.

42. The students chose from the normal college list one or two subjects for continuous study throughout the course. In addition, they followed the full range of professional subjects, together with various other, often shorter, courses according to their needs. Among the subjects chosen for special study, religious instruction, art and crafts, drama and local studies were especially popular, and so were physical education and speech training.

43. Visits to schools were planned to give these experienced teachers an opportunity to watch children while they were not for the moment responsible for them, and to consider the theory and practice of teaching objectively and critically. The four or five weeks of practical teaching were regarded mainly as an opportunity for them to try those new ideas which seemed to them promising.

44. The chances for observing children proved most revealing. The principals reported that one student after another exclaimed, "I wonder what has been happening in my class all these years", "Now I see why . . .", "Now I feel that the children's work really means something . . .", "Now I can see the justification of . . .", etc. Naturally the children in their own schools were much in their minds, a fact sometimes somewhat prejudicial to objective thinking. The first of the two school practice periods was generally unsupervised, while the one at the end of the training was inspected by H.M. Inspector.

45. The students' performance in the course was assessed by the college itself in consultation with H.M. Inspector on a review of the students' work as a whole and with the help of such tests as the college felt it desirable to use. Only five students were found at the end of the period to be unsuitable for qualified teacher status.

46. In every course the one-year students were in charge of a tutor who organised the programme of visits and studies. In all the colleges, the staff showed great interest in the courses and willingly shouldered the extra work they involved.

47. For the students themselves all who had contact with them expressed a high regard, especially for their zest, friendliness, and co-operation. In the later groups the majority were married, with children of their own, and undertook training only by great self-sacrifice and ingenuity of planning. Often it was only with the forbearing help of husbands, parents and friends that the mother could be spared for the long day's absence from home and for the college "homework" which training entailed.

48. Those who were free from home ties entered fully into college life, being sometimes elected to college councils, and many joined the old students' associations when they left. Their contribution to discussions on many matters, especially on the practical job of teaching, and their influence in the colleges, particularly their attitude to their work, have been all that could be wished from older and experienced women in association with younger ones. They will be remembered with pleasure, both by the staff and the students with whom they associated.

\* H.M.S.O. 1950. 4s.