



EDUCATION IN 1965

BEING A REPORT OF
THE DEPARTMENT OF EDUCATION AND SCIENCE

*Presented to Parliament by the Secretary of State for Education and Science
by Command of Her Majesty*

May 1966

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REPORT OF THE DEPARTMENT OF
EDUCATION AND SCIENCE

To the Queen's Most Excellent Majesty

MAY IT PLEASE YOUR MAJESTY

I submit to Your Majesty the Report on Education of the Department of Education and Science.

Anthony Rose

Secretary of State.

Herbert. Andrew.

Permanent Under-Secretary of State.

May 1966.

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PART ONE

A GENERAL SURVEY

It is the task of the education service today to meet simultaneously a demand to educate far more people than ever before and to educate them to a higher standard. In such circumstances an unprecedentedly rapid rate of growth may sometimes appear tardy and a sense of grievance be easier to acquire than a sense of perspective. Yet an attempt at the latter is worth making if the efforts of teachers and administrators in all sections of the service are to be fairly understood.

It is part of the perspective that the size of the teaching force in the maintained schools increased by 25 per cent between 1954 and 1964 and the salaries of teachers from £160 million to £453 million. Against this background the publishers of a pamphlet on oversize classes who appealed to "the public conscience" might perhaps be thought to be arguing for family planning; but no, their charge was the parsimony of the public authorities. It is also part of the perspective that the number of students entering the colleges of education doubled in seven years and that the number of places will again increase by 50 per cent by 1974. The Council for Educational Advance nevertheless found it appropriate to speak of "the minimum of additional expenditure and the maximum of makeshift". A year in which it was announced that public expenditure on education was to rise in five years from £1,500 million to over £1,900 million* was not in fact the best in which to revive the old taunt that this was the Cinderella of the public services.

It is right that public concern should be stirred and stressed. For the unused margin of personal fulfilment is wide in any generation. For the present generation, tackling a wide range of social and economic objectives, a further broadening of opportunity at all stages of the educational process is imperative. There is a general awareness of this: and the road to further educational advance lies not so much in appeals to the public conscience as in the exploration of the use of resources and a readiness to apply new methods. The share of education in the public purse will continue to rise: but the sheer bulk of numbers is bound to absorb a large part of the additional resources available. It was pointed out in the National Plan that the total projected increase in teaching staffs between 1964 and 1970 would take nearly two-fifths of the increase in the number of all people in the working population with full-time higher education, and substantial increases in non-teaching staffs also are forecast. The conclusion was drawn that this heavy call for manpower could impose some constraint on the planned development of the education service.

* *The National Plan*, H.M.S.O., Cmnd. 2764, £1 10s. 0d.

It is against this background that the particular events of 1965 are reviewed: and in this introductory survey attention is concentrated on questions of school organisation, the supply of teachers, and the provision for education beyond school.

School Organisation

In July, following detailed discussions with the education authorities and the teachers' organisations on comprehensive education, the Secretary of State issued a general request to local education authorities to prepare in twelve months a general statement of long-term proposals and by September 1967 a detailed statement of plans for the following three years. The request was made in accordance with the Government's declared objective of ending selection at the age of eleven-plus and of abolishing separatism in secondary education. The circular indicated various ways in which comprehensive education might be organised. There were strong arguments for adopting orthodox comprehensive schools with an age-range of 11 to 18 wherever circumstances permitted, but most existing secondary schools had been designed as separate units and were too small. So the circular went on to discuss various "two-tier" systems. Buildings must influence and in many cases go far towards determining the shape of secondary organisation. Authorities were asked to devise the most satisfactory plans in relation to local circumstances, but it was stressed that the Secretary of State did not wish progress to be achieved at the expense of the quality of education. The smooth inception and continued success of a re-organisation scheme would depend on the co-operation of teachers and the support and confidence of parents. To secure these a process of consultation and explanation was essential before a plan was approved for submission.

Meanwhile the Secretary of State announced a programme of long-term research by the National Foundation for Educational Research into the various methods of organising and running comprehensive schools, accompanied by an assessment of their educational and social objectives by the University of Manchester. In a preliminary fact-finding survey several hundred schools, organised wholly or partly on comprehensive lines, are being asked to provide detailed information on their organisation. The questions are factual and concerned with such matters as the range of courses offered, the nature of the schools' catchment areas, forms of internal organisation, curriculum and extra-curricular activities, deployment and qualifications of staff, school buildings and facilities. The answers will provide an important reference point for the planning of later stages. Research into some of the social aspects of comprehensive education will take place through a second study beginning in the autumn of 1966, or a little later. It will be based upon a much smaller but still representative sample of schools. It will concentrate also on factual information, but will investigate in more detail some aspects which cannot adequately be studied in the preliminary survey. It is hoped to obtain some insight into such aspects as the effects of comprehensive organisation on staff, pupils and parents; the relation of schools to their communities; problems posed by size; ways in which needs of special groups of pupils are met; and the nature and extent of participation in extra-curricular activities. The University of Manchester inquiry will attempt to develop adequate methods by which the relative success of different methods of comprehensive education may be measured. These will be used to evaluate the fact-finding surveys and later studies.

Circular 7/65 pointed out that immigrant children have the legal right to education "according to age, ability and aptitude", and that adult immigrants should be helped, through knowledge of English language and background, to acquire an understanding of the society in which their children are brought up. The major educational task was the teaching of English, and in schools with a number of children with little or no knowledge of the language it might be desirable to arrange special reception classes. In schools with pupils from different backgrounds and with varying educational standards and command of English, there might be an urgent need for smaller classes and more teachers, and this had been recognised by the Secretary of State when he indicated that he would consider requests for adjustments to quotas for teaching of immigrants. Experience suggested that, in the absence of special difficulties such as a high proportion of non-English speaking children, up to one-fifth of immigrant children in a group could be fitted in with reasonable ease, but that should the proportion rise above one-third in school or individual class serious strains might occur. Catchment areas of schools should thus be arranged to avoid undue concentration of immigrant children or, failing this, every effort should be made to arrange dispersal of the children within a greater number of schools.

The needs of children with other kinds of handicaps also received particular study during the year, and some notable additions to provision were made. The committee appointed in 1964 to consider whether there is a place for manual methods of communications in the education of the deaf met nine times during 1965 and began taking oral evidence. A working party was set up under Professor Summerfield to consider the field of work of educational psychologists employed by local education authorities. The adequacy of provision for the special educational treatment of physically handicapped and delicate children was under close scrutiny; local education authorities and others were consulted about the further education of handicapped school leavers and approval was given to the planning by the Coventry authority of a special further education college which would provide places on a national basis. The first purpose-built day schools for maladjusted children built since the war were opened at Coventry and Manchester, with another under construction at Southend. The design of residential schools for maladjusted children was the subject of a special building bulletin published by the Department. An increasing number of authorities were assessing the provision for psychotic children.

The first examinations for the Certificate of Secondary Education were held for about 66,000 candidates by nine regional boards. Grade One of the Certificate was accepted by a considerable number of national bodies which previously required the G.C.E. at ordinary level, and schools and colleges were advised of its acceptability for courses of further education and for entry to courses of initial training at colleges of education. On the use of school-based examinations—the most revolutionary of the three permitted C.S.E. modes—the Schools Council issued an advisory bulletin. Based on extensive field trials in the West Riding, the bulletin showed that, provided the schools combined (subject by subject) into like-minded groups, sufficient uniformity of standard could be achieved without prejudice to the initiative of teachers or the flexibility of the syllabus. The Department is

supporting from its Research Fund a comparability unit, set up by the National Foundation for Educational Research at the request of the Schools Council, to establish national standards in examinations for the C.S.E.

Advice on providing an adequate service of careers guidance in schools was provided in a pamphlet published by the Department in October. The growing importance of such guidance arises both from the need to search out and develop the best abilities of young people and from the need of the ordinary worker to find satisfaction in his work. There are still far too many schools in which the work of the careers teachers is regarded as of no more than marginal importance. Among other things, "the proper appreciation of further education as an independent and alternative road to higher education is still not widely diffused in secondary schools". The need for more systematic and extensive training courses through which teachers can appreciate techniques of vocational guidance and occupational analysis was stressed. The pamphlet discussed separately the planning of careers for the majority of school leavers, for those with G.C.E. ordinary level or C.S.E. qualifications, and for those with advanced level qualifications; and some special considerations applying to the handicapped leaver were also considered.

Studies were launched by the Schools Council into three broad fields: preparations for the raising of the minimum school-leaving age in 1970; sixth form curricula and the associated question of university entrance; and the teaching of English at all stages in the educational system. The extension to all pupils of the opportunities provided by a five-year secondary school course needs to be, and should be seen to be accepted to be, relevant to the interests of the less academically minded, while the changing character of the growing sixth form gives special urgency to the need for new thinking about curricula and examinations. Among the research projects commissioned by the Department was one at the request of the Schools Council to analyse work which relates to the adolescent in school and society, and this will provide valuable background both to the sixth form curriculum study and the problems of raising the school-leaving age. As for the Council's English programme, the improvement of language skills is basic to the health of a society which depends on willing co-operation between people performing different but inter-dependent functions.

Nowhere does the clash of numbers and standards ring out more sharply than in the provision of school places. During the last ten years the numbers of pupils in maintained schools has risen by 658,000 or 11 per cent, and in the next few years it will rise much more rapidly—perhaps nearly twice as fast. Inevitably, meeting the need for more places will use up a large part of the resources available for new school building. The programmes already announced, which will be providing places up to 1970, have included about three-fifths for improvement and replacement, but this will no longer be the case thereafter. When it was announced in July that Government economy measures included a six-months stop on building programmes, school projects were expressly excluded and allowed to continue normally. There was however some uncertainty towards the end of 1965 as to whether the approved figure of £80 million worth of starts for 1965-66 would be accomplished by the authorities.

If the level of school building is in fact to rise to £138 million in 1969-70—and the indications are that this level will be necessary to provide for increases and shifts in the child population and for raising the school-leaving age—not only will obstacles to long-term planning have to be removed but new methods for speedier processing of projects both in the architect's office and on the ground will have to be devised. For this reason local authorities have been urged yet again to adopt industrialised methods of building and to organise themselves into consortia for this purpose. The counties have generally been quicker to follow this advice than the county boroughs and in total some 25-30 per cent of school building makes use of industrialised methods. The Department has been examining how the wider use of industrialised building may enable the service as a whole to obtain better value for the resources of men and materials which are devoted to building.

Increasing use was being made of closed circuit television. The Plymouth authority embarked on a scheme linking about sixty primary and secondary schools to a studio in a college of technology; and the Inner London Education Authority, Liverpool and Hull were planning networks. From Hampshire came the final report of experimental work at Warblington county secondary school (supported by Southern Independent Television and the NFER), involving a specially equipped studio and land-line links with other schools. As well as demonstrating that television can be a powerful teaching aid, the experiment showed that its effective use does not involve relinquishing the traditional teacher-pupil relationship.

In a statement on the public schools in December the Secretary of State announced the setting up of a commission under Sir John Newsom. The main function of the Commission, which would cover Scotland as well as England and Wales, would be to advise on the best way of integrating the public schools with the State system of education. The Government were determined that the public schools should make the maximum contribution to meeting the educational needs of the country, and that this should be done in such a way as to reduce the socially divisive influence which they now exert. This implies that the schools should, like other parts of the educational system, become progressively open to boys and girls irrespective of the income of their parents; that they should move towards a wider range of academic attainment, so that the public school sector may increasingly play its own part in the national movement towards comprehensive education; and in particular that they should seek to meet any unsatisfied need for boarding education amongst wider sections of the population.

The Supply of Teachers

Teacher quotas for England and Wales were announced as usual in January, giving allocations for the following January and affecting therefore the distribution during 1965. Quota staffing standards had to be reduced slightly to compensate for the longer exemption of married women returners from the quota; it was nevertheless expected that the increase in the number of teachers would at least match the rise in school population, estimated at nearly 100,000, and that current staffing standards ought therefore to be maintained. Meanwhile the Government was examining urgently all possible ways of increasing the output of teachers from existing facilities, and in a circular letter sent to all colleges in March the Secretary of State drew

attention to the very large increase in applications for 1965-66, reflecting the larger age-groups resulting from the immediately post-war bulge in the birth-rate. He asked all colleges to review their plans and to consider what extra could be achieved in one or more of a variety of ways, so as to secure the admission of as many as possible of the suitable candidates who applied.

The colleges responded by making still more intensive use of their facilities supplemented, in some cases, by additional premises which they have rented or acquired. Some colleges set up "out-posts" in suitable existing premises at some distance from the main college or made use of spare accommodation in a nearby college of further education; others are hoping to make arrangements of this kind for 1966. As a result there was an increase of 5,000 over the previous year in the number of new students accepted for training—from 24,000 to 29,000. In 1957-58, the colleges' intake totalled under 14,000, so that the figure has doubled in the space of seven years. Over the same period, total student numbers have risen from 28,000 to nearly 73,000 (the normal length of the training course having been increased in 1960 from two years to three). The expansion of numbers is thus proceeding much faster than was assumed in the Robbins Committee's projections, which allowed for an intake of no more than 24,600 in 1965, rising to 28,500 in 1969 and 30,000 in 1970.

The character of the colleges has continued to change. They are becoming larger institutions. Seventy of them—nearly half the total—now have more than 500 students; there were only three colleges of this size in 1958. By the end of the year most of the universities had worked out arrangements for four-year degree courses in the colleges to lead suitable students to the B.Ed.—a qualification fully comparable to other first degrees but adapted to the concurrent nature of college courses. Plans were being made for more day colleges; and for increasing the proportion of men in the colleges. A study group was reviewing the internal government of the colleges, in the light of Robbins recommendations, and was expected to report early in 1966.

In an address to the annual conference of the National Union of Teachers at Douglas in April the Secretary of State announced a 14-point programme for tackling the problem of teacher shortage. He told the conference of the part that colleges of education and local authorities were being asked to play to speed up recruitment and provide more opportunities for part-time teaching. He asked the teachers for their part to help him by giving up some traditional attitudes; by welcoming part-time teachers warmly; by supporting him in making a fuller use of training college facilities; and by relaxing their traditional opposition to help inside the classroom. He did not regard the fourteen points as of equal importance, but there was no single panacea in this field and unless we moved with urgency and determination in all these directions we should not achieve our aim, "which is, quite simply, a fair deal for this generation of children". This programme charted the course for the Department's activities in this field during the year.

The ninth report of the National Advisory Council on the Training and Supply of Teachers was published two months later, though the Secretary of State had received it, and referred to it, when he made his Douglas speech. It contained a forecast of the demand for and supply of teachers over the next

twenty years, and its principal recommendation was for a more rapid expansion of the colleges of education. The Council were not unanimous on how to link this expansion with increased productivity from the colleges; nor did they express a view on other radical measures included in the 14-point programme. The Chairman of the Council, Mr. A. L. C. Bullock, told the Secretary of State that the divisions which had become apparent within the Council did not arise simply from differences of opinion which an independent chairman might hope to reconcile, but were the outcome of fundamental conflicts of interest about issues of national policy which required decision at the political level.

The Council made projections for 1976 and 1986. The demand for school teachers would, on present policies, be 461,000 and 508,000 (or 530,000 and 581,000 if all classes came down to 30). Assuming the expansion of higher education on the pattern recommended in the Robbins Report until 1980—the announcement in February on the expansion of higher education did not look beyond 1974—the annual recruitment of newly-trained teachers from the colleges would rise to a maximum of 36,000 by 1978. The recruitment of graduates was expected to increase broadly in line with the expansion of the universities, reaching over 8,000 by 1976 and nearly 14,000 by 1986. In addition it was thought that the number of women returning annually to full-time service would rise to 8,000 and 10,000, and that of part-timers in service to the full-time equivalent of 21,000 and 28,000. Annual recruitment from all sources would therefore rise from 27,000 in 1963-64 to 48,000 by 1976 and 63,000 by 1986; and the number of qualified teachers in service from 280,000 to 440,000 and 636,000. There would still, that is to say, be a gap of 20,000 in 1976. By 1983, primary as well as secondary classes could be reduced to 30. Accepting the Robbins recommendation that the annual intake of students into the colleges of education should be increased to a maximum of 40,000, the Council recommended an acceleration of the programme in order that the figure might be reached by 1971 or sooner, rather than by 1974 as the Robbins Committee had suggested. A minority of the Council recommended in addition the introduction of a four-term year in the colleges as a means of securing a substantial increase in their productivity.

In July the Secretary of State wrote to the colleges calling for the adoption of measures to make more productive use of their facilities so as to step up their output of trained teachers by 20 per cent; an increase of this order would give the schools another 25,000 teachers in service in 1976. The letter referred to the announced intention to provide more training places, and to other measures in train or under examination, such as more facilities for day students, the return of more married women, teacher training in technical colleges, and part-time training schemes. All these measures taken together, however, could not by themselves do all that was required to meet the demand in the next ten years. Various ways were therefore suggested of increasing the productivity of the colleges: some groups of students on teaching practice in the schools while others took their place in the colleges, or a four-term year of about 44 weeks, or a division of the year into two semesters and a quicker throughput by means of shorter vacations. First replies from the colleges appeared to favour the box-and-cox arrangement rather than the four-term year.

Also included in the 14-point programme was "a national effort by the Department, local authorities, schools and teachers to persuade married women to return to teaching by, especially, provision of enough opportunities for part-time service". The 1965 campaign was launched in March by a personal letter from the Secretary of State addressed to the 100,000 women teachers presumed to be out of service. Published in most of the national Sunday newspapers, the letter declared: "Some of you, in your late twenties or early thirties, may be finding that you now have more time at your disposal—enough time to allow you to take up your teaching careers again". This provided the cue for the advertising campaign with the slogan "It's Time to Teach again". In the eight months to end-September about 2,450 married women teachers were appointed to full-time service and another 2,500 took up part-time posts. There was evidence that some authorities, whose teacher supply position was easier than the national average, were doing less than they might to recruit married women in their areas. A greater enthusiasm in such areas and a readiness to profit from the national campaign might contribute towards a better distribution of the teacher force from which the shortage areas would benefit.

The rate of return to the schools of married women teachers is governed very much by the availability of part-time teaching posts. In Circular 6/65 the Secretary of State asked local authorities to aim at a minimum part-time teaching force equivalent to five per cent of the total; and authorities which had already achieved this figure were asked to aim at ten per cent or more. Already there were over 30,000 part-time teachers in the schools—nearly half of them in primary schools—but the Secretary of State said he was not satisfied that every authority was making full use of this source of teacher recruitment. The circular recommended the assimilation of the conditions of service of part-timers more closely to those of their full-time colleagues, and called for the provision of suitable facilities for refresher training. At the same time the Department published a special report, *Report on Education No. 21*, embodying a survey of authorities who already make extensive use of part-time teachers.

One great advantage of the use of part-time staff is that they allow for the development of activities which would otherwise be impossible. They are widely used to offer special help to small groups of backward children or sometimes of particularly able ones; they offer subjects not taught by the full-time staff and sometimes take part in specialised advanced work for which the demand is small, for example Russian and Chinese to sixth forms and "A" level mathematics in secondary modern schools. Part-time teachers may be employed in a similar way in primary schools in specialist subjects like music and in new ventures such as the teaching of French to older children. These teachers have proved particularly helpful as advisers to older pupils on courses and careers. One authority which employs them jointly as youth leaders finds them valuable in the pupils' transitional stage from school to further education and employment. Other part-time teachers provide additional help where there is, for example, a high proportion of immigrant children. There are thus many constructive ways in which part-timers are used to supplement basic staffing complements, but they may also be used as part of that complement. Their employment in secondary schools may facilitate the "setting" of subjects or permit a more precise division of a

school's teaching complement between the various departments. In many schools, especially primary schools, they are used for class-sharing, a practice which sometimes gives rise to difficulties but can work extremely well when the teachers are well-matched and co-operate closely.

The Secretary of State also indicated in the spring his desire to see a development of part-time training courses for older people, including married women with family responsibilities and people in employment who could only attend outside their working hours. A memorandum of firm proposals was sent to the national associations for comment towards the end of the year. Another of the spring proposals was that departments of education might be established in some of the technical colleges where advanced work predominated; and examination of the issues involved was well advanced by the end of the year.

The Department also launched a campaign to make university graduates more aware of the career opportunities now developing in the teaching profession. A survey of students' attitudes to careers suggested that a high proportion of women graduates would continue to enter teaching, both because of its intrinsic appeal and because it was more readily adaptable than most occupations to the requirements of marriage. For a substantial increase in total recruitment it was necessary to attract more men students, who needed to be satisfied about pay, status, and the interest and stimulation of the work. There was shown to be considerable misapprehension among students, particularly about teachers' salaries. The survey revealed that nine students out of ten under-estimated the average salaries of graduate teachers at age 35, most of them by a margin of at least £250. Nearly three-quarters of the students made a similar under-estimate of teachers' salaries at age 50, most of them by a margin of at least £350. Even the starting salary of a teacher with good honours was under-estimated by nearly two-thirds of all students. There was a widespread misapprehension that different basic scales apply in different kinds of maintained schools. And students in general seemed to have little awareness that most graduate teachers attain positions of responsibility carrying additional allowances from quite early in their careers.

As well as expanding the teaching force by every available means there is need also for greater support for teachers already in service, particularly by way of in-service training. The Department has sought to give fresh impetus to this important work, by encouraging local education authorities, institutes of education and other bodies to increase their provision of regional and local courses. An expanded programme of further training can be undertaken only if a substantial body of serving teachers are themselves able and willing to help to staff it. To prepare teachers for this work emphasis has been laid on high level courses, whether for a year, a term or a week; and as part of this process it is hoped to increase the number of teachers annually attending full-time one-year courses of advanced study, to reach 1,000 by the end of the decade. These courses are mostly at university institutes of education and are of great value as a training ground for higher posts and for research.

The Department's own short-course programme conducted by H.M. Inspectors provides 120 courses attended annually by over 6,000 teachers. For a growing proportion of the courses the aim is to bring together for

discussion groups of teachers with relevant experience, especially those who have already done interesting work and who can be expected to develop it further and to take a leading part in local conferences and courses in their areas. Six courses of this nature were introduced in 1964-65; these were very successful, and the number was raised to 16 in 1965-66, with 24 planned for 1966-67. All organisers of these courses have been asked to include a session devoted to consideration of the problems and techniques associated with the running of local short courses.

All the parties involved in the negotiation of new salary scales were anxious to get to work quickly under the new Remuneration of Teachers Act, and three discussions were held before it received the Royal Assent. In the event, however, the management and the teachers were unable to agree on a new salary award and the matter was referred to arbitration. The recommendations of the arbitral body came into operation on 10th September with retrospective effect to 1st April. They involve an additional cost for salaries of full-time qualified teachers in primary and secondary schools of £44½ million a year, an increase of 13 per cent over the previous scale. The great majority of teachers and the employers favoured implementing the report on pensions for dependants brought forward by a working party in 1964, and the necessary legislation was introduced on 10th November. A new working party, to explore how pension rights could be extended to part-time teachers, was at work from the end of June onwards.

Education Beyond School

Students in all forms of higher education—in the universities, in the colleges of education, and in the technical colleges—increased substantially in 1965. In Great Britain in 1963-64 there were 126,445 university students, in 1964-65 there were 135,186, and in the 1965-66 autumn term 151,033. For England and Wales only, but including also the CAT's, the figures were 123,194 in 1963-64, 132,199 in 1964-65, and 140,626 in 1965-66. In colleges of education and art training centres in England and Wales there were 53,955 students in initial training courses in 1963-64, 62,112 in 1964-65, and 74,639 in 1965-66. In the technical colleges in England and Wales (other than the CAT's) there were 128,873 advanced students in 1963-64 and 138,457 in 1964-65; of these 33,272 and 39,627 were full-time or sandwich course students.

The increased demand for higher education results from a complex of factors. The more obvious include the growth in the school population following the higher birth rate, and the larger proportion of pupils now staying on at school long enough to obtain the minimum academic qualifications. There is also the realisation that in any generation of school children a greater number are capable of benefiting from a course of higher education than have ever done so in the past. There is also the system of public grants, received by almost all U.K. students in higher education and increased in value during 1965: nowhere does a comparable proportion of students benefit in this way.

The babies of 1946 and 1947 who put the postwar bulge into the statistics have now reached the age of entry to higher education. After the bulge the birth rate was falling or stationary until 1955, since when it has risen every year, reaching the 1947 peak in 1965. There will therefore

be a fall in the number of 18-year-olds after 1966 lasting until about 1974. After that numbers will rise again, reaching the 1966 peak by the mid-1980's and then likely to rise without pause for the rest of the century.

Meanwhile there has been the tendency for a larger proportion of each age-group to stay at school beyond the compulsory minimum age for leaving. In ten years the proportion of 17-year-olds still at school rose from 8 per cent to over 13 per cent. With a larger proportion of a larger age-group in school than in previous years it was not surprising that many more pupils were attempting—successfully—the GCE at ordinary and advanced levels. In less than a decade the number of school leavers with five or more passes at "O" level nearly doubled; the number with two or more "A" levels more than doubled. At each level less than half the increase was attributable to the growth in the age-group. Despite some reduction in the size of the age-group for the next few years, the number of students achieving these qualifications is likely to go on increasing substantially. In the next dozen years or so there may be a further increase of a half in the number of boys and girls leaving school with five or more "O" levels and a still more rapid rate of growth with two or more "A" levels.

Provision for higher education is made in the universities, in the colleges of education, and in the technical colleges and other major institutions of higher education. Building programmes for further and higher education were generally subject to the six months deferment of new starts announced in July as part of the Government's measures to strengthen the economy. In December the Secretary of State authorised a new university building programme for the four years up to April 1970. This programme took account of the deferment from the current year of some £15 million of starts following the July measures.

In the National Plan published in the autumn the planned expectation was for 70,000 places by the end of the decade for students on advanced courses in the technical college system, allowing for an annual entry of about 27,000, and another 98,000 students in the teacher training system; acceptance of the Robbins target of 218,000 university students in 1973-74 was reiterated. The Plan emphasised that the long-run increase in productivity must depend heavily on the greater skill and technical proficiency of the labour force, developed through courses for technologists, technicians and other trainees; and planned expenditure up to 1969-70 was expected to rise faster in the technical college field than anywhere else: a 58 per cent rise compared with 55 per cent for teacher training and 33 per cent for the universities.

The Government's acceptance of the Robbins Committee's targets for education by 1973-74 had been announced in February. The Robbins Committee had recommended a 10-year programme designed to provide by 1973-74 390,000 full-time higher education places in universities, colleges of education and technical colleges in Great Britain. The Government accepted the objective, including 218,000 places in universities. It became clear that the target of 218,000 university places was within the capacity of existing universities and other institutions for which university status was accepted, and the Government therefore decided that—with one possible exception—no more additional universities or accessions to university status would be needed for about ten years. The possibility of creating

within that period a completely new technological university institution in the North East was being considered. The Government accepted the principle of selective development and expansion of technological education at a high level, considering that this would be best achieved, not by creating a separate category within institutions of university status, but by continuing the build-up of the three specialised institutions named by the Robbins Committee (the Imperial College of Science and Technology, the Manchester College of Science and Technology, and Strathclyde University) which would be given priority in the provision of finance, both capital and current.

Special supplementary recurrent grants for this purpose, totalling a million pounds over the academic years 1965-66 and 1966-67, were announced in June. It was the Government's intention also to encourage and expand the work of technological departments in other universities, for which up to £400,000 was to be made available during the rest of the present quinquennium. The special needs of the colleges of advanced technology would be considered by the University Grants Committee in assessing their total recurrent needs for the rest of the quinquennium (up to 31st July 1967). In February an increase of £5.8 million had been announced in the recurrent grants to universities for the remainder of the quinquennium in order to help them to meet the Robbins objectives in the light of increased costs since 1963. The total estimated recurrent provision for the three years would therefore rise to some £332 million.

Developments in the work of the colleges of education have been discussed in the previous section. The work of the technical colleges ranges from courses comparable to those provided in the senior forms of secondary schools to those at graduate and post-graduate level complementary to the provision in the universities. In implementation of the Alexander report on the public relations of further education, new initiatives were being taken throughout the country to make more widely known the broad range of opportunities available in the flexible system of further education. The National Advisory Council for Education in Industry and Commerce was itself giving close attention during the year to the use of technical college resources, not least in the context of the growing demands likely to be made on the system as the result of the setting up of Industrial Training Boards. A further progress report on the work of the Boards, and in particular on the relationship between industrial training and further education, was made in an administrative memorandum circulated in April.

The future of advanced work in the colleges was the subject of a policy statement in April and by the end of the year the national associations were being consulted in detail about the nature of the future pattern. In a speech at Woolwich the Secretary of State drew attention to "the twin traditions which have created our present higher education institutions"—the autonomous sector represented by the universities and the public sector represented by the leading technical colleges and the colleges of education. The separate tradition of the technical colleges accorded with the ever-increasing need for full-time vocational, professional and industrially based courses—at both degree level, and at less rigorous academic levels, and in part-time as well as full-time work. The further development of the system in accordance with these concepts was under discussion within the education service during the second half of the year.

During the year the Council for National Academic Awards, the chosen instrument for making degrees available to students outside the universities, issued its second and third policy statements. The Council has power to make awards to persons approved by the Council at educational establishments other than universities, or who have successfully carried out research work under the supervision of an educational or research establishment other than a university. The Council is not an examining body; its function is to consider and approve courses which are submitted to it. In its first full year of operation the Council has made good progress on formulating its policies, developing its structure and dealing with proposals for courses. The Council's April statement ("Statement Number 2") gave details of the constitution and membership of the Committee for Science and Technology, the Committee for Arts and Social Studies and 12 subject boards, and went on to announce that the titles of the Council's first degrees would be the B.A. and the B.Sc. (at honours or ordinary level). The third statement dealt with the approval of courses in science, technology, arts and social studies, leading to the award of honours and ordinary degrees of B.Sc. and B.A. The statement provided guidance to colleges intending to submit courses for the Council's approval and covers such matters as approval procedures and the Council's criteria in considering applications.

In April the Secretary of State announced that the University of Birmingham had accepted an invitation to set up a research and documentation centre for programmed learning. It is now in full operation and is giving guidance and assessing experiments as well as co-ordinating activity in this field. Short and one-term courses were started at some institutes of education and technical colleges to help teachers and lecturers to understand the potentialities of programmed learning and how to write programmes.

The establishment of central units to improve communication within institutions of higher education and of a centre to ensure co-ordination at a national level were among the recommendations made in October by a committee set up in 1963 to explore the use and potential value of audio-visual aids in the teaching of advanced science. The committee, under the chairmanship of Dr. Brynmor Jones, advocated active development of the use of visual aids by institutions of higher education and made specific recommendations relating to film, projection aids, television, programmed instruction and language laboratories. An inquiry by the committee had shown that while demand for some of the newer aids, especially closed-circuit television, was very high, not enough use was made of conventional aids which were generally available, and the development of audio-visual media tended to be in the hands of small groups of devoted enthusiasts. The committee also found that universities and other centres of higher education tended to work in isolation and that communication about ideas and aids for teaching was almost wholly unorganised. On the subject of specific aids, the committee recommended that determined efforts should be made to overcome the present shortage of suitable teaching films at higher educational levels and that overhead projectors should form part of the standard equipment of lecture theatres. The value and potential of closed-circuit television were manifest and institutions should take full advantage of them. Universities and colleges were advised to carry out research into

the possible uses of programmed instruction in their respective spheres and on the techniques of applying it. The report is being examined and discussed by the various bodies immediately concerned, and by the Government and the University Grants Committee.

The Committee on Research and Development in Modern Languages recommended the award of grants for a study by the University of Essex of spoken and written texts in contemporary standard Russian, research at Birkbeck College into applied linguistics and the psychology of learning languages, research at Edinburgh on testing procedures for the investigation of language proficiency and aptitudes, and the preparation of a visual French grammar at Battersea. In May the committee sent a questionnaire to all universities, institutes of education and colleges of advanced technology, and to some colleges of further education, asking for information on current linguistic research activities. The replies were being collated at the end of the year. The committee recommended the establishment of a centre to provide a comprehensive information service about all aspects of modern language teaching, and this was being considered by the Department, with the Scottish Education Department, at the end of the year.

The teaching of science and technology in higher education was discussed in the first report of the Committee on Manpower Resources for Science and Technology, published in October with a separate blue book on post-graduate courses. The committee (under Sir Willis Jackson) recommended that universities should continue their efforts to provide more facilities for candidates in science and technology, whose numbers were increasing. Ways should also be found to use imaginative and resourceful individuals, with practical experience in research and development establishments and industry, to widen the scope of science and mathematics teaching in the schools, and to demonstrate the challenge of careers in applied science and technology. The colleges of technology should be encouraged to maintain the resources devoted to "sandwich courses", and should keep open opportunities for holders of national certificates to enter higher education in technology. There should also be a closer partnership between the universities, colleges of technology, Government establishments and industry in promoting and conducting postgraduate courses in technology, and the Industrial Training Boards should give particular attention to the need for more graduate training facilities within industry. The blue book also stressed the importance of joint planning and participation by educationists and industrialists in initiating longer-term postgraduate courses of an instructional (as distinct from a research) character and concerned with preparing students as engineers and certain defined technologists.

The needs of the universities and civil research establishments for computers were considered by a working party, with Professor Flowers as chairman, appointed by the Council for Scientific Policy and the UGC. After receiving the advice of the CSP and the UGC on the working party report, the Secretary of State announced approval of a programme for an integrated system of computer provision, including very large installations at London, Manchester and Edinburgh universities which would serve as regional centres for other universities and research establishments, and expanded facilities at other individual institutions; a Computer Board would

ensure full utilisation of the facilities. It was estimated that the programme, to be spread over 6 years, would cost £20.5 million for universities and £9.3 million for research councils.

In May it was announced that a report had been received from the Standing Committee on Grants to Students and had been of great value in determining the increased levels of awards from 1st September 1965. The cost of implementing the increases in Great Britain would be of the order of £8½ million in 1966-67, and it was estimated that about a quarter of a million students would then be receiving the increased awards at an annual cost of about £100 million—roughly the same as the cost of the entire school building programme for a year. In July informal views were invited from a number of bodies concerned with the problems of student support on such topics as the provision for married students, the rationale of the parental contribution, and the question of introducing loans into the system.

During the year an advisory committee under Miss Jennie Lee completed a study of the educational size and functions of a University of the Air which would provide—through special television and radio programmes, reinforced by correspondence tuition, residential courses, and tutorial groups—courses that would lead to degrees and other qualifications. At the end of the year the technical, organisational, and financial implications of the scheme were under consideration by the Government.

PART TWO

THE YEAR'S EVENTS

SECTION I

THE SCHOOLS (ENGLAND AND WALES)

Introduction

1. This section brings together all matters relating directly to the schools of England and Wales. It begins by reviewing changes in the population of the maintained schools, in the supply of schools and in the supply of teachers followed by special reference to the organisation of secondary education and to the question of the education of immigrants. Information is then given concerning schools not maintained by local authorities including a note on the Public Schools Commission. Events in the field of the curriculum and examinations are then noted, followed by an account of developments in respect of handicapped pupils, special educational treatment and special schools. A concluding general section deals with the Central Advisory Council for Education (England), nursery education, the Council for Colony Holidays, licences for children in entertainment, the school dental service and school meals and milk.

1. Maintained Schools

a. POPULATION

Numbers

2. The total maintained school population continued to increase. In January 1965 there were 7,092,155 pupils on the registers of maintained primary and secondary schools (other than nursery and special schools) in England and Wales, 58,459 more than in January 1964.

TABLE 1.—*Numbers of pupils on the registers of maintained primary and secondary schools (other than nursery and special schools)*

Year (January)	Number of Pupils (000)			
	Infants	Juniors	Seniors	Total
1963	1,682.1	2,426.6	2,816.6	6,925.3
1964	1,735.8	2,443.2	2,854.7	7,033.7
1965	1,783.2	2,482.6	2,826.4	7,092.2

3. The proportions of 15, 16 and 17 year-old pupils in maintained schools were as follows:

TABLE 2.—*Numbers and proportions of 15, 16 and 17 year-old pupils*

Year (January)	Age 15		Age 16		Age 17	
	Number (000)	Percentage of age group	Number (000)	Percentage of age group	Number (000)	Percentage of age group
1960	214.7	31.0	97.3	15.4	45.8	7.6
1961	197.0	31.4	111.6	16.1	51.7	8.1
1962	259.8	33.9	104.6	16.6	60.0	8.6
1963	300.4	36.1	143.0	18.6	57.1	9.0
1964	383.6	51.3	160.8	19.0	75.7	9.8
1965	371.7	52.8	153.0	20.4	85.9	10.3

4. The total number of pupils in sixth forms increased by 7,500 to 169,000.

5. The number of pupils in senior classes of all age schools was 13,600 (31,724 in 1964). The proportion of pupils aged 13 attending all age schools was 0.7 per cent (1.4 in 1964).

Size of Classes

6. In January 1965 there were 232,000 junior and senior classes, of which 24.4 per cent, containing 29.3 per cent of pupils, were over-size (26.5 and 31.8 in January 1964). The proportion of junior pupils in over-size classes was 12.4 per cent (18.1 in 1964) and of senior pupils 39.8 per cent (51.7 in 1964).

b. SUPPLY OF SCHOOLS

School Building

7. In the course of the year 375 primary and 176 secondary schools were completed (including four primary and 14 secondary schools brought into use before the beginning of the year). In addition two primary schools and three secondary schools were brought into use in advance of completion. In total therefore 556 new schools were occupied. These, together with extensions and alterations to existing schools, provided 113,985 primary and 132,325 secondary places.

8. At the end of the year permanent premises for another 419 primary and 220 secondary schools were being constructed. Places started in major projects for primary and secondary schools (irrespective of the programme in which they originated) were:

TABLE 3.—*Places started in major building programmes for primary and secondary schools*

Financial year	Primary	Secondary	Total
1961-62	63,685	144,070	207,755
1962-63	67,900	147,030	214,930
1963-64	71,210	115,855	187,065
1964-65	79,680	107,065	186,745
1965-66(i)	73,700	53,860	127,560

(i) First nine months.

9. During the year the announcement of the 1966-67 programme was completed bringing the total value to £80m., of which the need for new accommodation arising from the growth and movement of population accounted for about five-eighths. At the end of the year £36m. of the 1967-68 programme had also been announced.

10. The value of minor projects* started at primary and secondary schools in 1965 was £20.1m. (£19.9m. in 1964) including projects costing £3.9m. at voluntary aided and special agreement schools.

Proposals for New Schools and Closure of Existing Schools

11. Under the provisions of Section 13 of the Education Act, 1944, as amended, any proposal to provide a new county or voluntary school, or to close an existing one, must be approved by the Secretary of State.

TABLE 4.—*Proposals for new schools approved under Section 13 of the Education Act, 1944, as amended*

	Primary	Secondary	Total
County	393	143	536
Voluntary:			
Church of England ...	21†	8	29
Roman Catholic ...	69	23	92
Church in Wales ...	2	—	2
Methodist ...	—	—	—
Undenominational ...	—	3	3
Total Voluntary ...	92	34	126
Total, all schools ...	485	177	662

† Includes one C. of E./Methodist.

TABLE 5.—*Schools closed under Section 13 of the Education Act, 1944, as amended*

	Primary	Secondary	Total
County	77	89	166
Voluntary:			
Church of England ...	98	5	103
Roman Catholic ...	3	4	7
Church in Wales ...	6	—	6
Methodist ...	—	—	—
Undenominational ...	2	2	4
Total Voluntary ...	109	11	120
Total, all schools ...	186	100	286

These schools included 131 schools in rural areas, of which nine were secondary schools. Of the remaining 122 schools (34 of which were replaced by new schools in the same area), 44 were county, 70 Church of England, four Roman Catholic and four Church in Wales.

12. Seven voluntary schools closed on the initiative of the managers under Section 14 of the Education Act, 1944.

* i.e., projects costing less than £20,000 each.

Voluntary Schools

13. At the end of 1965 there were 9,396 voluntary schools in England and Wales, of which 4,961 were aided, 181 special agreement and 4,254 controlled. Table 6 shows voluntary school projects included in building programmes since 1945 up to and including the 1965-66 programme. In addition, it is estimated that more than 60,716 places were provided at voluntary schools by minor works.

TABLE 6.—*Voluntary school projects included in building programmes 1945 to 1965-66*

	Projects						Accommodation brought into use					
	Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies		Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies	
	Projects	Places	Projects	Places	Projects	Places	Projects	Places	Projects	Places	Projects	Places
Aided	333	88,345	937	287,813	57	11,285	221	55,660	681	203,410	57	11,285
Special Agreement	32	10,370	128	48,640	2	810	28	8,790	116	43,930	2	810
Controlled	194	41,925	—	—	59	9,160	153	32,255	—	—	53	8,235
TOTAL	559	140,140	1,065	336,453	118	21,255	402	96,705	797	247,340	112	20,330

14. Payments of grants during 1965 brought the total since 1945 to £66,808,569 of which £48,688,559 had been paid at the rate of 75 per cent authorised by the Education Act, 1959. These grants represent the amount claimed and paid up to the end of 1965 on major and minor building projects together with grants on minor alterations and repairs.

15. 116 new loan agreements were concluded during the year for loans amounting to £2,363,338. Loan advances during the year brought the total advances to £15,417,402.

TABLE 7.—*Grants and loan advances during 1965*

	Church of England schools (including Church in Wales)		Roman Catholic schools		Other voluntary schools	
	Grants	Loan Advances	Grants	Loan Advances	Grants	Loan Advances
Alterations and repairs at aided and special agreement schools	1,432,160	95,937	1,102,628	151,020	316,211	—
Transferred and substituted schools	1,110,851	110,800	747,447	250,090	465,763	—
Schools for displaced pupils	48,275	13,300	831,458	138,482	—	—
Secondary schools to match primary schools (1959 Act, Section 1(2)) ...	521,544	24,000	4,263,458	1,520,757	86,776	—
TOTALS	3,112,830	244,037	6,944,991	2,060,349	868,750	—

c. SUPPLY OF TEACHERS

Full-time Teachers in Service

16. In the last ten years, the full-time qualified teacher force has increased by about 18 per cent. The number of men teachers in service increased by nearly 32 per cent compared with 9 per cent for women. The increase during the year in the number of full-time women teachers in service was disappointingly small, and points to a continuing heavy rate of wastage among women teachers. These figures, however, did not reflect the recent rapid growth in intake to the colleges of education, which will produce a marked increase in output to the schools in and after 1966. Meanwhile, the rapid growth in the part-time teacher force (paragraph 30) was all the more welcome.

TABLE 8.—*Full-time qualified teachers in service in maintained schools (other than nursery and special schools)*
(excluding temporary and occasional teachers)

31st March ...	1955	1960	1961	1962	1963	1964	1965
Men ...	90,500	105,400	109,200	112,800	114,000	(Provisional) 116,400	(Provisional) 119,300
Women ...	146,000	158,500	159,900	161,600	156,800	158,700	159,300
	236,500	263,900	269,100	274,400	270,800	275,100	278,600
Increase during year:							
Men ...	3,800	3,600	1,200	2,400	2,900		
Women ...	1,400	1,700	-4,800	1,900	600		
Total increase ...	5,200	5,300	-3,600	4,300	3,500		

Temporary and Occasional Teachers

17. There was a marked increase in the number of temporary and occasional women teachers during the year ending 31st January, 1965. These additional women were almost wholly employed in primary schools, a reflection of the growing staffing difficulties which those schools were experiencing through the persistently heavy wastage of young qualified women teachers.

TABLE 9. *Temporary and occasional teachers in service in maintained schools*

1st February	1962	1963	1964	1965
Temporary teachers:				
Men	1,316	1,544	1,571	1,549
Women	2,112	2,801	2,667	2,947
Total	3,428	4,345	4,238	4,496
Occasional teachers:				
Men	165	142	181	168
Women	1,500	1,704	1,803	2,098
Total	1,665	1,846	1,984	2,266
TOTAL	5,093	6,191	6,222	6,762

Graduate Teachers

18. Separate figures for the numbers of graduate teachers in service at 31st March, 1965, were not available at the time this report went to press; but provisional figures for March, 1964, which were not included in the 1964 report, are given in the table.

TABLE 10. *Graduate teachers in service*

31st March	1955	1960	1961	1962	1963	(Provisional) 1964
Men	24,067	32,038	33,637	34,827	35,923	36,186
Women	16,534	19,984	20,411	20,803	21,032	21,076
Total	40,601	52,022	54,048	55,630	56,955	57,262
Increase during year:						
Men		1,599	1,190	1,096	263	
Women		427	392	229	44	
Total increase ...		2,026	1,582	1,325	307	

19. In 1963-64 there was a further decline in the rate at which the graduate teacher force was increasing in size. This falling off does not seem to reflect any substantial increase in the wastage rates applying to graduate teachers but to be almost entirely the result of a drop in the recruitment of untrained graduates, with no compensating increase among trained graduates. These figures gave added point to the Department's intensified graduate recruiting campaign.

20. The results of a survey of university students' attitudes to teaching as a career, which the Department had commissioned, suggested that a substantial increase in the recruitment of graduate teachers could be achieved only if more men students became convinced that teaching offered what they were looking for in a career. But most uncommitted men students who took part in the survey appeared to regard teaching as dull, restrictive work, offering poor pay and prospects and enjoying low prestige. In their eyes, it failed to satisfy three criteria to which they attached particular importance in choosing a career—pay, status and the intrinsic interest and stimulation of the work.

21. There were, however, more encouraging features of the survey's findings. It was clear that the proportion of women graduates entering teaching could be expected to remain high, since teaching appeared to be well-suited to the career aspirations of very many women students. There was a broadly favourable attitude among students to the teacher training available to graduates. Most important of all, there was overwhelming evidence that students' convictions as to the poor financial rewards of teaching—which no doubt also contributed to their view that teaching lacked prestige—were based on a gross underestimation of the actual levels of graduate teachers' earnings.

22. A main aim of recruitment policy was thus seen to be to make accurate information about salaries and the nature of the teacher's work readily available to more students. A revised version of the Department's

recruitment booklet *Careers in Education for Graduates*,* which incorporated full details of the salary award announced in July, was circulated in the universities. Through contact with university appointments secretaries, arrangements were made for its wider distribution among students. The Department undertook a press advertising campaign which started in October and was planned to continue through the spring of 1966. The advertisements sought both to draw attention to the new salary scales for graduate teachers and to emphasise the importance of education to the community at large in a time of rapid change and development. Publicity was addressed to undergraduates through student publications and also to graduates in the general public, through the medium of national newspapers and periodicals. The response to this publicity was encouraging ; by the end of the year, the Department had received about 2,000 enquiries which were attributable to the advertisements. It was hoped to make arrangements for students to be brought into contact with schools, especially of kinds with which they were not familiar, and with serving teachers, so that they could see for themselves some of the interesting developments now emerging in the schools, and obtain an insight into the variety and complexity of the work of a teacher.

The Return of Married Women

23. Married women returning to service continued to make an important contribution to the staffing of the schools, especially the relatively hard-pressed primary schools.

TABLE 11. *The return of qualified women teachers*

Year ended	Total	Full-time	Part-time	Graduates	Non-graduates	To primary schools	To secondary schools
31st January, 1962	4,662	2,752	1,910	646	4,016	3,029	1,633
31st January, 1963	5,557	3,407	2,150	756	4,801	3,964	1,593
31st January, 1964	5,507	3,273	2,234	767	4,740	3,983	1,524
31st January, 1965	6,431	3,435	2,996	888	5,543	4,666	1,765
31st January, 1966	7,225	3,441	3,784	985	6,240	5,249	1,976

24. The total recruitment of 7,225 in the year represented an increase of 12 per cent on the high recruitment level achieved in the previous year. The proportion returning to part-time service (46.6 per cent in 1964) showed a further increase to 52.4 per cent, a reflection of local education authorities' increasing willingness to give to returning women teachers the opportunity many of them seek to resume their careers in easy stages. The expansion of part-time recruitment represented virtually the whole of the increase in the total number returning to service.

25. National publicity to attract married women teachers back into service was renewed in 1965 on a larger scale than in previous years. Press advertisements were issued between mid-March and the end of June, and during a further period of a month in the autumn. As before, a number of local education authorities co-operated vigorously in the campaign ; at least

* Department of Education and Science. Unpriced.

50 authorities mounted local advertising campaigns to supplement the national publicity. Posters issued by the Department were widely displayed and some 150,000 explanatory leaflets were taken up for distribution to enquirers.

26. For the first time, press advertisements used in the campaign included a coupon which enquirers could send in to the Department as an alternative to approaching their local education authorities direct. In all, some 2,700 coupons were received of which 1,600 were from teachers who wished to know about current teaching opportunities in their areas. The names and addresses of those who submitted coupons were passed on to the local education authorities concerned ; at the end of the year, enquiries were in train to discover how many of these teachers had been taken into service.

27. A new one-minute television film, drawing attention to opportunities to teach part-time, was commissioned by the Department and was shown by the B.B.C. shortly before the campaign and at intervals during its progress. Sound broadcasts in the B.B.C. official announcements period were also made regularly during the campaign period.

28. A review was carried out of the operation of Addendum No. 1 to Circular 8/60. The review showed that 16 authorities were operating a total of 22 nursery classes which had been set up to facilitate the return of married women teachers and that 12 authorities had firm proposals for establishing 17 classes under the terms of the Addendum. It showed also that, over the system of maintained nursery schools and classes as a whole, the number of qualified teachers released for service in maintained schools exceeded the number of teachers employed in the nurseries.

29. More flexible arrangements were devised for relating nursery expansion to the recruitment of returning teachers. The new arrangements were announced by the issue in December of Addendum No. 2 to Circular 8/60. This Addendum offered two methods by which authorities could qualify for an expansion of their nursery facilities. First, the method established in Addendum No. 1 was continued, but with its requirements more closely defined : a new nursery class could be set up provided that it secured the return to service of at least the equivalent of four full-time qualified teachers. Second, a new method was introduced which authorities were eligible to use if they had established at least three nursery classes which were currently enabling the equivalent of at least twelve qualified teachers to serve in maintained schools. These authorities could undertake a further expansion of their nursery provision without having to guarantee that the return of a specified number of teachers would be achieved by any individual new class. But they were required to give priority of admission to teachers' children in all their nursery schools and classes and to ensure that taking their nursery provision as a whole, the number of teachers released for service through the admission of their children continued to be at least twice the number employed in staffing the system.

Part-time Teachers

30. The success of efforts to increase the opportunities for returning married women teachers to undertake part-time service in the first instance contributed to a further substantial increase in the total part-time teacher force.

TABLE 12. *Part-time teachers in service*

February	1960	1961	1962	1963	1964	1965	1966
TOTAL	13,567	15,689	19,358	23,575	25,737	30,772	36,195
Increase during the year ...	2,122	3,669	4,217	2,162	5,035	5,423	
Men	2,073	2,193	2,512	3,087	3,211	3,739	4,290
Women... ...	11,494	13,496	16,846	20,488	22,526	27,033	31,905
In primary schools	5,177	6,190	8,102	10,089	11,577	14,254	17,595
In secondary schools	8,390	9,499	11,256	13,486	14,160	16,518	18,600

Full-time equivalents

February ...	1960	1961	1962	1963	1964	1965	1966
Men	924	1,027	1,168	1,427	1,474	1,697	1,935
Women... ...	5,499	6,597	8,255	10,063	11,098	13,081	15,531
TOTAL	6,423	7,624	9,423	11,490	12,572	14,778	17,466

The increase in the year (5,423) was the highest yet recorded. Women teachers represented 88·1 per cent of the total numbers in service, and the primary schools share of the total rose to 48·6 per cent.

31. During the earlier part of the year enquiries were made by the Department among a number of local education authorities, most of whom employed a relatively high proportion of part-time teachers. These enquiries revealed the wide variety of constructive ways in which these teachers were used in the service of the schools, identified the most effective methods of recruiting them, and brought out the extent to which part-time teachers' conditions of service had been assimilated to those of their full-time colleagues. They also showed that part-time teachers tended to be most highly regarded in areas and schools where they were most extensively used. These findings were embodied in one of the Department's monthly Reports on Education*, which was published in May and widely circulated. At the same time, the Department issued Circular 6/65 on part-time teaching in the schools. The Circular asked authorities to review the conditions of service of their part-time teachers; it called for a further initiative in the provision of refresher courses for returning teachers; and it urged authorities to adopt as their minimum aim the employment of part-time teachers on a scale equivalent to 5 per cent of their total teacher force; those authorities who had already achieved this target were asked to move on towards 10 per cent and beyond.

32. By the end of the year, an official working party set up to consider the possible introduction of a superannuation scheme for part-time teachers had started work; and a working party of the Burnham Committee had undertaken to study whether national arrangements could be devised for part-time teachers' salaries.

* Reports on Education No. 21. *Part-time teaching in schools*. Unpriced.

Staffing the Primary Schools

33. While the supply of teachers as a whole broadly kept pace with the growth of the school population during 1965, some serious local difficulties developed in certain areas, especially in primary schools. In general the staffing situation in the primary, and especially the infant, schools came under growing pressure towards the end of the year, as a consequence of the steadily increasing number of children reaching school age. In December the Department reminded local education authorities and colleges of education of the need to channel into primary schools as large a proportion as possible of the output of newly-trained teachers, particularly those with a junior/secondary training.

Distribution of Teachers

34. The quota arrangements for 1966 were announced in Circular 1/66, published on 3rd January, 1966. This forecast slightly better overall staffing prospects for 1966, due mainly to the substantially larger output expected from the colleges of education, and announced small improvements in the quota pupil/teacher ratios of about half the authorities, with the main benefit going to areas with the least favourable staffing standards.

The Fourteen-point Programme

35. The main lines of development for the Department's work in the field of teacher supply were laid down by the Secretary of State in a fourteen-point programme which he announced in his speech at Easter to the annual conference of the National Union of Teachers at Douglas, Isle of Man. He had just received the Ninth Report of the National Advisory Council on the Training and Supply of Teachers (paragraphs 36-42) which forecast that the shortage of teachers would persist for at least the next ten years, until the schools began to reap the full benefit of the authorised programme of expansion for the colleges of education and the other sectors of higher education. The fourteen-point programme was intended to improve the supply of teachers during this interim period. Seven of the points related to various measures designed to make more places quickly available for the training of teachers, and are described in Section II, paragraphs 68-80. One point referred to the need for non-teaching help in the classrooms; in his speech the Secretary of State indicated that he did not wish to interrupt the study of this topic which was being undertaken by a working party comprising representatives of the teachers' and local authority associations. By the end of the year it was understood that this working party had completed a comprehensive survey of existing non-teaching help in schools and that the results of this survey were under active consideration. Of the remaining points in the programme, three dealt with plans to stimulate the recruitment of returning women teachers generally, and three with measures to increase the opportunities in the schools for part-time teaching. Progress in implementing these proposals has already been described in paragraphs 23 to 32 above.

National Advisory Council on the Training and Supply of Teachers

36. In May the National Advisory Council on the Training and Supply of Teachers published their Ninth Report*, a major review of the long-term prospects for staffing the maintained schools. The Council's Standing

* *The Demand for and Supply of Teachers, 1963-1986*, H.M.S.O., 7s. 6d.

Sub-Committee on Teachers for Further Education also submitted a report to the Secretary of State on the Training of Teachers in Further Education. (Section II paragraph 91.)

37. On the demand side, the Ninth Report took account of the latest birthrate projections and also of the decision to raise the school leaving age to 16 in 1970-71, and estimated that the school population would increase from about 7 million in 1963 to 8.7 million in 1972 and to 10.2 million in 1986.

38. On the supply side, the report took account of the Government's announcement on 24th February of plans to expand the colleges of education to provide a total of 111,000 places in England and Wales by 1973-74, i.e. an expansion on the lines recommended by the Robbins Committee. It was assumed that an increased recruitment of graduate teachers would result more from the expansion of the universities than from an increase in the proportion of graduates who chose to enter teaching; this proportion was expected to increase only slightly up to 1968-69 and to remain unchanged thereafter. This report identified the rising school population and the wastage of young women teachers as the most significant factors in the teacher supply problem.

39. The wastage rates for young women teachers were expected to continue rising throughout most of the period under review, although less sharply than in recent years and at a diminishing pace. On this basis, four women teachers out of every five recruited would be needed to replace wastage, and only one in five would represent a net addition to the teaching force.

40. The Council calculated that on the present plans and assumptions described above, the number of qualified teachers in service would be insufficient to eliminate oversize classes (i.e. senior classes of more than 30 and junior classes of more than 40) until 1978 and that the reduction of all junior classes to a maximum of 30 could not be achieved until 1983. They forecast that by 1972 the total number would be 40,000 less than the number required to achieve the former objective and by 1981 would still be 22,000 below the number required to achieve the latter.

41. While on this assessment the teacher supply prospects for the second half of the period under review were considered reasonably satisfactory, those for the first half of the period gave the Council cause for dismay. The Council concluded that the scale on which it was proposed to expand the colleges of education was adequate, but that this expansion would take place too late. They therefore recommended that the planned expansion be accelerated by at least two years; that is, that the annual intake of students should be increased to 40,000 not by September, 1974, as planned, but by September, 1971, or if possible even earlier. Eleven members of the Council submitted a supplementary minority report which endorsed the main recommendation, but urged that even faster progress should be made by the introduction of a four-term year in the colleges of education, a device for enabling more students to be accommodated in the existing college buildings. Three members of the Council submitted a note of dissent which made a number of radical criticisms of the methods and assumptions used in the report.

42. Shortly after submitting the Ninth Report, the chairman of the Council, Mr. Alan Bullock, resigned. In doing so, he told the Secretary of

State that the divisions which had become apparent within the Council did not arise simply from differences of opinion which an independent chairman might hope to reconcile, but were the outcome of fundamental conflicts of interest about issues of national policy which required decision at the political level. He accordingly recommended that in future a Minister should act as chairman of the Council rather than an independent person, as had hitherto been the practice. In accepting Mr. Bullock's resignation, the Secretary of State undertook to study this suggestion.

d. THE ORGANISATION OF SECONDARY EDUCATION

43. Circular 10/65*, issued on 12th July, 1965, represented a major statement of Government policy on the reorganisation of secondary education. It called attention to the Government's declared objective to end selection at eleven-plus and to eliminate separatism in secondary education, gave detailed guidance on possible interim, as well as long term, methods of achieving this objective, and requested local education authorities to submit plans for their areas on these lines within a year. The plans were to cover both a general statement on long term proposals and a detailed statement for a three year period starting not later than September 1967. Before the Circular was issued the Secretary of State undertook consultations with the main bodies representing the local education authorities, the teachers, the Churches and direct grant and non-denominational voluntary schools. The six main comprehensive systems which have been proposed are as follows:

- (i) The orthodox comprehensive school with an age range of 11 to 18 years.
- (ii) A two-tier system whereby all pupils transfer at 11 to a junior comprehensive school and all go on at 13 or 14 to a senior comprehensive school.
- (iii) A two-tier system under which all pupils on leaving primary school transfer to a junior comprehensive school, but at the age of 13 or 14 some pupils move on to a senior school while the remainder stay on in the same school.
- (iv) A two-tier system in which all pupils on leaving primary school transfer to a junior comprehensive school. At the age of 13 or 14 all pupils have a choice between a senior school catering for those who expect to stay at school well beyond the compulsory leaving age, and a senior school catering for those who do not.
- (v) Comprehensive schools with an age range of 11 to 16 combined with sixth form colleges for pupils over 16.
- (vi) A system of middle schools which straddle the primary/secondary age ranges. Under this system pupils transfer from a primary school at the age of 8 or 9 to a comprehensive school with an age range of 8 to 12 or 9 to 13. From this middle school they move on to a comprehensive school with an age range of 12 or 13 to 18.

* H.M.S.O., 1s. 3d.

e. EDUCATION OF IMMIGRANTS

44. Circular 7/65 issued in June gave advice to local education authorities on measures needed to ensure that children from overseas who were coming into the schools in increasing numbers were given special help in overcoming their educational difficulties and that the general standard of education provided in the schools was maintained. Recommendations which received general support were for smaller classes, better teaching staff ratios, more books, teaching aids and ancillary help and the provision of special training for teachers of immigrant children. Some reservations were expressed about the suggestion in the Circular that immigrant children should, where appropriate, be dispersed among a number of schools in order to limit the difficulties facing any one school.

45. The first one term course of training for teachers of immigrant children started in October, and plans were made for additional courses to start in 1966 as well as for courses to help immigrant teachers to reach the standards required for teaching appointments in this country. Work also started on a research project sponsored by the Schools Council in connection with the special problems of teaching English to immigrant children.

46. The Department continued to study closely the new situation created by the increasing numbers of immigrant children in school.

2. Schools Not Maintained by Local Authorities

a. DIRECT GRANT SCHOOLS

47. In the Circular on comprehensive education issued in July the governors of direct grant secondary schools were asked, in consultation with the local education authorities concerned, to consider ways of maintaining and developing their traditional co-operation with the authorities in the context of the new policy on comprehensive education. The hope was expressed that authorities would study ways in which the schools might be associated with their plans, and that governing bodies would be ready to consider changes, for instance in curriculum and method and age of entry, which would enable them to participate fully in local schemes. For this reason direct grant schools were not included in the terms of reference of the Public Schools Commission (see paragraph 49 below).

48. It was decided in November to increase the Department's capitation grant from £45 to £52 per annum to meet part of the combined effect of the increase in salaries for teachers, which operated from 1st April under the Remuneration of Teachers Act, 1965, and increases in other costs in the last two years. The sixth form grant remained at £84 per annum.

b. INDEPENDENT SCHOOLS

Public Schools

49. On 22nd December, the Secretary of State informed the House of Commons that Sir John Newsom had accepted his invitation to be Chairman of the Public Schools Commission. At the same time he announced that the terms of reference of the Commission would be as follows:—

“The main function of the Commission will be to advise on the best way of integrating the public schools with the State system of education. For the immediate purpose of the Commission public schools are defined as those independent schools now in membership of the Headmasters Conference, Governing Bodies Association or Governing Bodies of Girls Schools Association.

The Commission will be expected to carry out the following tasks:—

- (a) To collect and assess information about the public schools and about the need and existing provision for boarding education; forms of collaboration between the schools (in the first instance the boarding schools) and the maintained system.
- (b) To work out the role which individual schools might play in national and local schemes of integration.
- (c) If it so wishes, and subject to the approval of the Secretary of State, to initiate experimental schemes matching existing provision with different types of need.
- (d) To recommend a national plan for integrating the schools with the maintained sector of education.
- (e) To recommend whether any action is needed in respect of other independent schools, whether secondary or primary.

In carrying out its tasks the Commission will be expected (while respecting the denominational character of the schools), to pay special attention to the following objectives:—

- (a) To ensure that the public schools should make their maximum contribution to meeting national educational needs, and in the first instance any unsatisfied need for boarding education in the light of the Martin and Newsom Reports*.
- (b) To create a socially mixed entry into the schools in order both to achieve (a) above and to reduce the divisive influence which they now exert.
- (c) To move towards a progressively wider range of academic attainment amongst public school pupils, so that the public school sector may increasingly conform with the national policy for the maintained sector.
- (d) To co-operate closely with local education authorities in seeking to match provision with need for boarding education.
- (e) To ensure the progressive application of the principle that the public schools, like other parts of the educational system, should be open to boys and girls irrespective of the income of their parents."

Recognised Efficient Schools

50. Thirty-one additional schools were recognised as efficient under Rules 16. Recognition was withdrawn from four schools. In all, 1,543 schools were so recognised at the end of the year.

Registration of Independent Schools

51. At the end of 1965 the register of independent schools contained 1,890 finally registered schools besides those recognised as efficient. Forty-four schools were provisionally registered, fifteen of them being new schools which had come into existence during the year. Fifty-six new schools were added to the register and the particulars of 217 schools were removed on closure or change of status. The Secretary of State served twenty-one notices of complaint during the year, making a total of 117 since the introduction of Part III of the Education Act, 1944. In three cases the complaints related to deficiencies in premises and accommodation; in three cases to deficiencies in premises only; in one case to deficiencies in accommodation only; in one case to inefficient or unsuitable instruction and in nine cases to instruction as well as to premises and accommodation. One of these cases, which was concerned with deficiencies in premises and accommodation, resulted in an appeal to an Independent Schools Tribunal, which made an interim Order under Part III of the Education Act instructing the school to meet certain requirements specified in the notice by November. The Tribunal then expressed itself satisfied with the work which had been carried out and amended its earlier decision to rule that no Order would be made. Another of these cases, which was concerned with instruction only, resulted in an appeal, the hearing of which had not taken place by the end of

* *Report of the Working Party on Assistance with the Cost of Boarding Education*, H.M.S.O. 1960, 1s. 0d. *Half Our Future*, a report of the Central Advisory Council for Education (England), H.M.S.O. 1963, 8s. 6d.

the year. A Tribunal also met in January to resume the hearing, postponed from 1964, of the appeal against a notice served in that year concerning deficiencies in a school's accommodation and instruction; the Tribunal's Order in this case limited the number of pupils to be accommodated in the school and made certain requirements for its curriculum and staffing. The school subsequently closed voluntarily.

52. Four cases involving persons were the subject of notices of complaint during the year. A teacher considered by the Secretary of State not to be a proper person to be a teacher appealed to a Tribunal, which made an Order disqualifying the appellant from being a teacher in any school. The other three cases, which related to persons considered unsuitable to be the proprietors of independent schools, were not settled before the end of the year.

53. During 1965, the Secretary of State dealt with six cases where the time limit for satisfying his requirements made in a notice of complaint had expired. In one case concerning deficiencies in premises and accommodation the proprietor closed the school voluntarily. Three cases concerned inefficient and unsuitable instruction as well as deficiencies in premises and accommodation; in two of these the proprietors closed the schools voluntarily; in the other case, and in two cases concerned with deficiencies in the instruction, the proprietors failed to satisfy the requirements of the notices of complaint and the Secretary of State made Orders striking the schools off the Register.

3. The Curriculum and Examinations

a. SCHOOLS COUNCIL FOR THE CURRICULUM AND EXAMINATIONS

54. An account of the Council's first year's work was published in December under the title *Change and Response**. What follows is a summary of that report.

55. The Council started programmes of study and development in relation to the teaching of English, the sixth form curriculum and examinations, and preparation for the raising of the school leaving age. The programme on the teaching of English includes surveys of the study of English at every stage in education and of the attitudes of parents, pupils and teachers of English. Problems of communication through speech, reading and writing are to be the subject of research and development work. A series of factual enquiries into the changing character of the sixth form was put in hand and the Council studied one possible new pattern for sixth form courses. For its study in relation to the school leaving age, the Council initiated or planned factual and other studies and an extensive programme of development work, in which serving teachers are to be closely associated in evolving new curricula and courses.

56. The Council proposed to publish in the form of "Working Papers" its own preliminary ideas on these subjects, in order to stimulate thinking and bring to bear on development work the judgment and experience of all teachers and others concerned. By the end of 1965 three working papers had been produced; *Science for the young school leaver*†, *Raising the school leaving age*‡ and *English*§.

57. Other studies initiated by the Council included secondary school mathematics, foreign languages, the humanities and engineering science. The Council became joint sponsor with the Nuffield Foundation of their major curriculum development projects in science at all levels, junior mathematics and junior foreign languages teaching. It assumed responsibility for the co-ordination of secondary school examinations and for the joint committee which was set up by the Secondary School Examinations Council to consider the relationship between the Certificate of Secondary Education (C.S.E.) and the Ordinary level examinations for the General Certificate of Education (G.C.E.) and continued the series of Examinations Bulletins begun by the Secondary School Examinations Council, issuing a number of Bulletins describing experimental examinations in C.S.E. subjects and examining techniques. A new series of Curriculum Bulletins was started with the publication of *Mathematics in Primary Schools*|| based on the results of much research and development work on modern methods of teaching mathematics to young children.

58. The Schools Council's own organisation and committee structure was almost completed during the year. Below the governing council are

three steering committees responsible for the formation of policy; these deal respectively with education up to the age of 13, education between the ages of 11 and 16 and education between the ages of 14 and 18. (The overlap is deliberate.) On the same level is a separate committee for Wales and a general purposes committee which deals with financial questions. At the next level a series of committees, linked by a co-ordinating committee, is responsible for the detailed examination of policy questions and the execution of enquiries and for the general arrangements for the C.S.E. and G.C.E. examinations. There are also ten subject sub-committees.

59. Officials of the Department serve on the Schools Council and all the committees.

b. THE C.S.E. EXAMINATION

60. Nine of the fourteen boards set up to administer the C.S.E. examination held examinations in 1965. Some 66,000 candidates sat the examination. All fourteen of the boards were expected to hold examinations in 1966.

61. The careful preparatory work by the boards and the former Secondary School Examinations Council gave the examinations a good start. They were based on a new principle of placing upon the teachers full responsibility for the content of the syllabus and methods of examining within a framework of consultation and guidance designed to ensure that the examination is genuinely national in its descriptions of the content and standard of attainment. The maintenance of this framework is the Schools Council's main role in the organisation of the C.S.E. examinations. In collaboration with the National Foundation for Educational Research, the Council undertook the experimental procedure of supplying the nine boards offering examinations in 1965 with information relevant to six main subjects about the probable distribution of attainment of their candidates; this information, which was based on aptitude tests given to children in a country-wide sample of schools, could be taken into account by the boards, if they wished, in deciding on the grading of candidates. This procedure was merely a first attempt at solving a difficult problem. At the close of the year modified procedures and some new approaches to the problem were being considered.

c. SCHOOL HOLIDAYS AND NATIONAL EXAMINATIONS

62. In April the Department sought the advice of educational interests on the possibility of changing G.C.E. examination dates in order to encourage the spreading of holidays throughout the summer months and to ease the problem of selecting candidates for higher education courses. The memorandum setting out the Department's proposals, which was given wide publicity to stimulate discussion, suggested that the G.C.E. examinations should be held at the end of the spring term so that results would be available shortly after Easter. This would give schools much more freedom in fixing their summer holidays and would allow a longer period for institutions of higher education to make their selection of candidates for admission to courses beginning in the autumn. The comments received on these proposals were being considered at the end of the year.

* H.M.S.O., 4s. 0d.

† Schools Council—Free.

‡ H.M.S.O., 3s. 6d.

§ H.M.S.O., 3s. 0d.

|| Curriculum Bulletin No. 1, H.M.S.O., 10s. 0d.

4. Handicapped Pupils, Special Educational Treatment and Special Schools

63. In January 1965 there were 882 special schools, with 6,271 full-time teachers and 74,299 pupils (867, 6,041 and 72,541 in 1964).

Special School Building

64. During 1965, 33 major special school building projects, including clinics, were started, at a total value of £2.90m., and 34 projects valued at £2.36m. were completed. At the end of the year 52 projects valued at £5.1m. were under construction.

65. There were 13,195 children reported to be awaiting admission to special schools in January 1965 (13,395 in 1964); of these 9,932 were educationally sub-normal and 1,177 were maladjusted (10,173 and 1,083 in 1964).

Blind Pupils

66. The Department is studying the declining trend in the number of blind pupils foreshadowed in the 1964 Report and its consequential effects on the organisation of schools for the blind. There is some evidence that a higher proportion of blind children entering schools may have multiple handicaps.

Deaf and Partially Hearing Pupils

67. The committee to consider whether there is a place for manual methods of communication in the education of the deaf (appointed by the Secretary of State in 1964 under the chairmanship of Professor M. M. Lewis) met nine times during 1965 and began taking oral evidence in September.

68. Reference was made in last year's report to the decision of the University of London Institute of Education to establish a course for training teachers of the deaf and partially hearing. The course opened in October with an entry of 20 students. The number of students in training at the University of Manchester Department of Audiology and Education of the Deaf was maintained at the level of previous years. In the autumn the Department opened discussion with the Universities of Manchester and London on the question of a further expansion of training places to meet the increased long-term demand revealed by the review carried out by the Department in 1964.

69. Agreement was reached with the Newham and Waltham Forest local education authorities on the details of a re-organisation of the West Ham and William Morris Schools for the Deaf, which at present both cater for children of all ages. The building work required to carry through the re-organisation was included in the capital investment programme for 1966-67. When the work is complete West Ham School will be approved as a secondary school, while the William Morris School will cater for children of primary school age. To minimise the amount of daily travelling for very young children both schools will retain small separate nursery departments. Ways of improving secondary education for deaf children were also discussed with the

authorities of other special schools. In many areas the disposition of existing schools and the scattered and fortunately not numerous population of deaf children make it impossible to provide separate primary and secondary schools without involving some children in unreasonably long daily journeys and others in attendance at boarding schools which are so far from their homes that they could not return for weekends. Emphasis in these areas has been placed on the provision wherever possible of separate secondary departments in schools catering for children of all ages. These departments, some of them now housed in excellent new buildings, aim to offer children a wide range of opportunity at secondary level and to foster the maturity of outlook which senior pupils can be expected to develop.

The Advisory Committee on Handicapped children

70. The Committee considered joint proposals from the Department and the Ministries of Health and Labour to give effect to the recommendations in the reports on *The Handicapped School-Leaver** and on *Handicapped Children and their Families*† about the co-ordination of services for handicapped children and young people. They also reviewed the role and composition of the Committee and suggested a slightly increased membership to represent other interests. This recommendation was accepted and during the course of the year the membership of the Committee was enlarged.

Physically Handicapped and Delicate Pupils

71. The adequacy of provision for the special educational treatment of physically handicapped and delicate children remained under close scrutiny during the year. An analysis of the provision of places and waiting lists in the previous year showed that the total number of places and the number of children requiring places were fairly well balanced, but that there were difficulties in some areas in placing children in nearby schools, and that there were delays in placing severely handicapped children who were also educationally sub-normal.

72. In anticipation of the increasing number of children suffering from spina bifida who will be entering school, two new I.E.A. boarding special schools especially for these children and an extension to an existing voluntary school were planned, and plans for other new schools for physically handicapped pupils took account of the likely needs of very severely handicapped children, including those suffering from spina bifida.

73. The survey of children with severe limb deformities attributable to thalidomide continued. So far, almost all those of school age have been able to manage in ordinary or special schools.

74. Local education authorities and other interested bodies were consulted about provision for the further education of handicapped school leavers, and approval was given to the planning by the Coventry authority of a special Further Education College for the Physically Handicapped which would provide places on a national basis.

Educationally Sub-Normal Pupils

75. The building programme for 1965-66 and 1966-67 and the first part of 1967-68 will provide about 6,600 additional special school places for

* The British Council for Rehabilitation of the Disabled, 15s. 0d.

† The Carnegie United Kingdom Trust.

educationally sub-normal children; these will bring the total number of places available to over 55,000. The number of educationally sub-normal children in special schools increased from 40,921 in 1964 to 42,517 in 1965.

Maladjusted Pupils

76. The first purpose-built day schools for maladjusted children built since the war were opened during the year in Manchester and Coventry and the construction of another in Southend was well advanced by December. Hitherto, day schools for maladjusted children have usually occupied buildings adapted for the purpose. The Coventry School, Wainbody Wood, is of particular interest because although it is primarily a day school its headmaster's house is designed to allow a small number of pupils to live as members of his family. In December the Secretary of State opened Lower Lee School for maladjusted children in Liverpool. In this school the majority of places are residential but a number of day pupils are also taken. Thus, in providing within one school the possibility of placing a proportion of the pupils either as boarders or day pupils, both Liverpool and Coventry exemplify the increasing attempt by local authorities to match as exactly as possible the varying needs of emotionally disturbed children. The growing number of day special classes and units is another aspect of this trend.

77. The Department published a Bulletin* produced by the Development Group of its Architects and Building Branch, in consultation with medical and educational advisers, on the design of residential schools for maladjusted children. A school of this kind presents, in probably a more demanding form than any other type of boarding school, the problem of designing a building which is both home and school. It was the architects' task to try to create a sympathetic environment in which children can most readily be helped to resolve their emotional and educational difficulties. In tackling this task they adopted a completely fresh approach to design. Authorities up and down the country who are providing schools of this kind discussed their projects with the Department in the light of the Development Group's work. A residential school designed by the Development Group to incorporate the ideas resulting from their study is under construction in Hertfordshire and plans have been made to devote a later Building Bulletin specifically to this school.

78. The number of child guidance clinics again increased and at the beginning of 1965 there were 336 run by local education authorities (325 in 1964). Staff shortages continue to present a serious problem. When the year began the clinics had the services of the full-time equivalent of 101 psychiatrists (102 in January 1964), and the full-time equivalent of 140 psychiatric social workers employed was unchanged. The number of educational psychologists employed in child guidance and school psychological services was 365; of these, the full-time equivalent of 151 were in child guidance clinics (147 in 1964). The full-time equivalent of 172 were working in the school psychological service. 46,303 pupils were known to have been treated in child guidance clinics during the year which ended on 31st December, 1964. Reference is made in paragraph 80 to the working party on educational psychologists set up in February 1965.

* Building Bulletin No. 27, *Boarding Schools for Maladjusted Children*, H.M.S.O., 4s. 0d.

Psychotic Children

79. The report of the conference organised by the Department in November 1964 to discuss the educational needs of psychotic children was circulated to all chief education officers and principal school medical officers in England and Wales. An increasing number of authorities was known to be assessing the educational provision needed for psychotic children for whom they have a responsibility, and some plans were coming to fruition. It was hoped that the report would prove helpful to authorities in making and maintaining special educational arrangements, whether in hospitals, special schools, special classes or in units specifically for children with this form of mental handicap.

Working Party on Educational Psychologists

80. The Secretary of State set up a working party in February under the chairmanship of Professor Arthur Summerfield with the following terms of reference:

"To consider the field of work of educational psychologists employed by local education authorities and the qualifications and training necessary; to estimate the number of psychologists required; and to make recommendations."

The working party held seven meetings in 1965 and received views from, among others, associations representing educational psychologists and teachers, local authority associations, departments responsible for training educational psychologists, all university departments of psychology in the United Kingdom and chief education officers in England and Wales.

Use of Independent Schools for Handicapped Pupils

81. Under the terms of Circular 4/61 independent schools not recognised as efficient under the Department's Rules 16 were regarded after 1st January 1964 as unsuitable for providing special educational treatment unless the Secretary of State granted an exception in a case of a particular school for an individual pupil or a category of pupils. During 1965, local education authorities continued to apply to the Department for exceptions to the Circular. The applications concerned both ordinary independent schools and those catering wholly or mainly for handicapped pupils. Exceptions were granted only after the facilities provided by a particular school had been balanced against the particular child's needs and found to be adequate. Most of the applications were for maladjusted children.

82. During 1965 three schools catering wholly or mainly for handicapped pupils were recognised as efficient (eight in 1964). Exceptions to Circular 4/61 that had been granted for local education authority pupils at three other schools were withdrawn.

Training of Teachers in Special Educational Treatment

83. Two new courses were arranged by the new Chair of Child Development at the University of London Institute of Education, and both started in October; the course for teachers of the physically handicapped has 20 places and 8 enrolled students; and a diploma course in the teaching of the deaf has 20 places, all of which are filled.

84. The number of one year courses for teachers of children requiring special educational treatment increased in 1965-66 to 34, catering for 415 students (26 and 373 (revised figures) in 1964-65).