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The Hon'ble Minister for Education,
Govt of Madras, Fort St. George,
Madras, 9.

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EDUCATION IN BRITAIN

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EDUCATION IN BRITAIN

A. EDUCATION IN ENGLAND AND WALES

3

I. Introduction

Education in England and Wales is a typically British institution in that it is the product of slow growth, combining variety and freedom. As with other social services, that slow growth quickened under the impact of the world struggle. The war against national aggression rallied, and did not distract, the forces in the war on ignorance, and it is characteristic of the British spirit that, at the height of a world war, it could plan the future of its young people and wholly recast its educational system in one sweeping measure. The typical virtues of British education have shown the nation's dislike of imposed uniformity, its preference for voluntary effort, its patient and practical capacity for mending rather than ending existing institutions, and its tolerant attitude towards religious differences. A criticism in the past has been that it has been disinclined to take long views. With the passing of the great Act of 1944, that criticism no longer holds.

In organisation and administration the educational system of England and Wales differs in three main respects from that of many other countries. These characteristic features are the decentralization of administration, the prominent part played by voluntary agencies, and the fact that teachers are not subject to official control on questions relating to curricula, syllabuses of instruction and methods of teaching.

The relation of the central authority to local authorities is based on consultation and cooperation which is established both by direct contact with the Minister of Education and his Department and through the intermediary of His Majesty's Inspectors who act as liaison officers. Both the central authority and the local authority are, of course, bound by Acts of Parliament, of which the chief is now the Education Act, 1944, which came into force on 1st April, 1945. Under this new Act the Minister's duty is defined as being "to promote the education of the people of England and Wales and the progressive development of institutions devoted to that purpose, and to secure the effective execution by local authorities, under his control and direction, of the national policy, for providing a varied and comprehensive service in every area". The Minister of Education, in discharge of the duties placed upon him, issues his main requirements in the form of statutory Regulations and in Circulars addressed to local education authorities and other responsible bodies. Although in the last resort the final word in most matters rests with the Minister, who, under the new Act has been given a more effective power and control, the autonomy of the publicly-elected local authorities is, and remains, a real thing.

In the past, the burden of providing educational facilities was mainly shouldered by religious bodies, voluntary societies and generous patrons. This tradition of voluntary effort persists strongly.

The teachers in the schools are not civil servants; they are neither employed nor paid by the State. They are servants of the local authorities or of the governing bodies of their schools. Head teachers are free, within wide limits, to organise their schools according to their own ideas, and teachers generally are not bound by official instructions as to syllabuses, text-books or teaching methods. On the other hand, the Ministry's views and advice are presented in various ways. H.M. Inspectors review and report on the content and value of the education provided in schools, and, during their visits are available as advisers to individual teachers. The Ministry publishes pamphlets dealing with varied educational topics. Further, the 1944 Act required the Minister to appoint two Central Advisory Councils, one for England and one for Wales, to advise him on educational theory and practice. These Councils may take the initiative in making suggestions and recommendations.

These characteristic features of decentralization, voluntary effort and freedom of method have combined to mould a system of great variety. The 1944 Education Act greatly simplified the general structure and provided for a general levelling up of standards, without sacrificing the variety and freedom which have been English education's firmest tradition.

II. History

The history of education in England may be roughly divided into three periods:

(a) from the age of Alfred the Great to the end of the 18th Century;

(b) the slow growth of the 19th Century, and

(c) the swifter, broader advance of the 20th.

Early Days. The story of this first period is mainly the story of the ancient universities of Oxford (1168) and Cambridge (1209) and of the endowed grammar schools. For primary education there were an unknown number of parish and Dames' Schools and, in the later 18th Century, a fairly wide network of Charity Schools, Ragged Schools and the beginnings of Sunday Schools. Any technical education came through apprenticeship and the trade guilds.

The ancient universities and the older schools were religious foundations and, though the Reformation intervened, the Act of Uniformity (1662) claimed them as the preserve of the established church. This restriction led the non-conformists to establish in the 17th and 18th Century a number of "Dissenting Academies". Until 1779, when Protestant non-conformists were allowed to become teachers, these academies were illegal.

England has a long tradition of secondary education. The "classic" period for the foundation of Grammar Schools - as, Shrewsbury, Christ's Hospital, Repton and Rugby - was the 16th Century, but Winchester dates from 1382, and Eton from 1440, while King's School, Canterbury, claims to trace its origins back to the time of Alfred the Great. Many grammar schools less famous than these but not dissimilar in origin, were founded before 1500. The Grammar Schools made provision for poor scholars, but they were really secondary, not primary schools; they prepared their pupils, via the universities, almost exclusively for the learned professions, especially the Church and the Law. Latin and, later, Greek were the essential subjects. "Grammar" meant Latin grammar.

Though there were many Parish and "Dame" Schools throughout this period, the spearhead of the war against illiteracy lay in the Charity Schools and the Sunday Schools. The former, mainly established through the Society for Promoting Christian Knowledge, did some good work in the 18th Century, and the latter, originally founded by Robert Raikes in 1780, did not confine themselves to religious knowledge, but taught reading, writing and sometimes "cyphering".

The Nineteenth Century. The force that drove education forward in the early nineteenth century was the Industrial Revolution. This connection, however, was indirect, because improvement first came about through the humanitarian effort of isolated philanthropists, who were righteously indignant at the effect of factory and mine work upon young children; it also came through the inspiration of the Methodist and Evangelical Revivals, and the political drive of the 1830s. This latter period saw the first Reform Act, the first substantial Factory Act, the abolition of slavery in the British Empire and the first Parliamentary grants for education (1833).

New Universities. University College (Gower Street) was opened in 1828, and, as it imposed no religious tests, may be regarded as the last of the "Dissenting Academies". King's College (Strand) was founded as a Church of England institution in 1829. The University of London, for many years a purely examining body, was formed in 1836. The University of Durham (1832) was established in connection with the Cathedral and took Oxford as its model.

From 1880 onwards other provincial universities were founded, most of them having their origins in science, technical or general colleges founded after 1850. Students of such colleges, as a rule, sat externally for the degrees of London University, and eventually, when the number of students and the finances of the institution warranted, the college would receive an independent charter. This is how the universities of Manchester, Liverpool, Birmingham, Leeds, Bristol and Sheffield came into being.

Secondary Education. As with the universities, so with the Grammar Schools, there came in the early 19th Century a strong urge towards wider studies and general reform, and it was to their own credit that the sweeping reforms came mainly from within and were associated with such great names as Thomas Arnold (Rugby, 1828-42). Edward Thring (Uppingham, 1853-87) and Haig Brown (Charterhouse, 1863-97).

Arnold of Rugby. The best known of the great headmaster-reformers was Arnold of Rugby, and he, rather than his mediaeval predecessors, is regarded as the inspiration of the Public Schools, as they exist to-day. He reorganised both the school and its curriculum, changed the outlook on the teaching of history, and introduced French and mathematics. His practice of entrusting responsibility to his prefects and of using organised games as an instrument in character building was especially important in giving Public School education its unique character. He "made the chapel the centre of his appeal to the school, a thing which before his day had not been done".

Through the work of such pioneering headmasters, the older Public Schools improved their standards and many new ones - Marlborough, Wellington, Haileybury, Clifton and others - were founded. There was, during this period, no public system of secondary education, and the need for it grew as the century proceeded. Three important Commissions sat: the Public Schools Commission (1861-64) which investigated the administration of nine great Public Schools, the Schools Inquiry Commission (1864-68) which dealt with the other secondary schools, and the Bryce Commission (1894-95) which was instructed "to consider what were the best methods of establishing a well-organised system of secondary education in England". The recommendations of this last Commission formed the basis for some of the main developments of the 20th Century.

Primary Education. The first third of the 19th Century continued and expanded the work for primary education of humane voluntary effort, especially of the British and Foreign School Society (1814) and the National Society for Promoting the Education of the Poor in the Principles of the Church of England. These two societies sought to cover the country with schools and maintain them out of charitable subscriptions and fees.

In 1833, the first key-date in the century, Parliament made its first grant to education of £20,000, a sum which was divided between the two societies. Other bodies came in, and a regular grant system for elementary education was established. Payment of grant was bound to involve some form of control. In 1839 a Special Committee of the Privy Council was set up to consider "all matters affecting the education of the people". Sir James Kay-Shuttleworth was the first Secretary of the Committee of the Privy Council on Education. His period of office was short, but in that time he laid the foundation of elementary education in England.

1870 The School Board Act. The most important date in the century was 1870, when the School Board Act was passed, providing for the establishment of popularly elected School Boards who could set up and manage schools in areas of educational need not covered by the Voluntary Societies. This was the beginning of the so-called "dual" system: two types of grant-aided elementary schools came into being, one provided by the churches and the other by the School Boards.

1899 In the course of time elementary education became compulsory and free, and by the end of the century had been made available for every child. In 1899, the Board of Education was created under the Education Act of that year, and charged with the superintendence of matters relating to education in England and Wales. As the new century dawned, big developments were at hand.

1902 The Twentieth Century. The Education Act of 1902 became the cornerstone of the State educational system in England and Wales.

It abolished the School Boards and made the County Councils, County Borough Councils, and certain Borough and Urban District Councils the Local Education Authorities (known as the L.E.A.s). It gave County Councils and County Borough Councils power to supply or assist education other than elementary (i.e., secondary and technical) schools.

It lessened the financial difficulties of the Voluntary Schools by requiring the L.E.A.s to maintain them in return for the control of the instruction (other than religious) given in them.

The ultimate results of the Act, to which later Acts and Statutory Regulations contributed, included the establishment and rapid development of Secondary Schools wholly provided and maintained by L.E.A.s the granting of financial assistance by L.E.A.s, to a number of Secondary Schools (Grammar Schools and others) already in existence, the development of technical education, and the establishment of a number of Training Colleges for teachers wholly provided and maintained by L.E.A.s. This Act held the field until the war of 1914-1918 gave a further impetus.

1918 The Fisher Act and Others. The Education Act of 1918, commonly called the Fisher Act after the scholar and historian, H.A.L. Fisher, then President of the Board of Education, raised the upper age of compulsory attendance, without exemptions, to the end of the term in which the pupil reached his fourteenth birthday, it charged L.E.A.s with the duty of providing, in senior departments or central schools, advanced instruction and practical instruction for the older children, and made provision for the establishment of part-time compulsory attendance at day continuation schools for boys and girls between 14 and 18 who had given up full-time schooling. But the post-war financial depression, among other things, led to the postponement of the operation of this last provision.

1921 The Education Act 1921 embodied the Act of 1918 and consolidated earlier
1936 ones. The Education Act of 1936 provided, among other things, for the raising of the school-leaving age to 15 (as from 1st September, 1939) with the possibility of exemption from attendance after 14 years, if beneficial employment had been obtained. The outbreak of the war postponed the coming into operation of these provisions of the Act, but the Act of 1944 has advanced far beyond it. Wide general development has taken place in the last quarter of a century, especially in the increase in the number of publicly provided secondary schools, the development of separate "senior" schools for older children in elementary schools, and the advance of technical education.

Secondary and Elementary Education. The Education Act of 1899, which created the Board of Education, also required the appointment of a permanent Consultative Committee to consider educational questions referred to it by the President of the Board.

1926 In 1926 this Committee, whose chairman at the time was Sir Henry Hadow, issued a report known as the Hadow Report.

This report, which has deeply influenced educational organisation, proposed a complete educational break for all children at the age of eleven and their transfer, in all cases, to separate schools, built, equipped and staffed to meet the needs of older children. It also recommended the raising of the school-leaving age to 15 without exemptions, so as to ensure at least four years' progressive schooling for all children over eleven.

1938 In 1938 the Spens Report, that is, a later report of the Consultative Committee, proposed an alternative type of Secondary School, namely, the Technical High School. There were already in existence a number of Junior Technical Schools which recruited boys and girls from the elementary schools at 13, and if transfer to some kind of school with a technical bias took place at eleven, the general lay-out of education would be:

Primary Schools	(Nursery Schools	2 to 5 years
	(Infant Schools	5 to 7 + years
	(Junior Schools	7 + to 11 years
Secondary Schools	(Senior or Modern Schools	11 + and upwards
	(Grammar Schools	
	(Junior Technical or Technical	
	(High Schools	

Up to 1939. By 1939 it could be said that enormous advances had been made since the first parliamentary grant of 1833. That first grant was £20,000. The annual expenditure of public money in 1943 was well over £100,000,000. In 1870 elementary schools to the number of 9,000 provided for 2,000,000 children. In 1938 there were 20,000 elementary schools catering for 5,000,000 children, besides 1,400 grant-aided secondary grammar schools, with half a million children. In 1900 not one child in 70 could normally expect to enter a secondary grammar school. In 1938 the figure was near one in 10.

Gaps in the Pattern. Great as progress had been, however, much remained to be done. Although free education had been provided for every child, there were weak places in the fabric. It was for instance, a gap, that, for a majority of boys and girls, education ended at too early an age, especially as the raising of the school leaving age from 14 to 15, scheduled for 1st September, 1939, was inevitably postponed by the outbreak of war. Reorganisation had proceeded, but a comparatively small proportion of the children of 11 years and over were in senior schools or departments specially organised for children of that age. Owing to the postponement of the operation of the part of the 1918 Act dealing with part-time compulsory attendance at day continuation schools for boys and girls of 14 to 18, much of the work of the schools was in danger of running to waste, and although a number of young people - possibly one in six - attended evening institutes or technical schools on their own initiative, the need for a compulsory system of further education remained.

There was an insufficiency of nursery schools for children under five. Classes in elementary schools were often too large and accommodation generally left much to be desired, especially in the matter of school-buildings. There was a great need for broadening and improving the supply of school-meals. There were also difficulties in what was called the "dual system", that is, the system under which, from the point of view of provision, there were two types of public elementary school: those provided by a local education authority and called provided or council schools, and those provided by a voluntary (usually religious) body, and called non-provided or voluntary schools. The cost of maintenance of all public elementary schools, that is, teachers' salaries, expenditure of lighting, heating and so on, was borne by L.E.A.s, but the L.E.A. was not allowed to meet the cost of provision, i.e. building, structural repairs etc. (other than those called for by fair wear and tear) or a voluntary school, this being the responsibility of the voluntary body concerned. In voluntary schools the appointment of teachers, as distinct from the payment of their salaries, and the provision of religious instruction fell on the managers of the schools, L.E.A.s were empowered, but not compelled, to provide for council schools' religious instruction, which had to be of a non-denominational character.

This dual system, with its divided responsibilities, led to much complication in administration and put a serious brake on progress in improving and replacing old buildings, and especially reorganisation, in spite of the attempt of the 1936 Act to meet this problem by enabling L.E.A.s for a limited time to pay from half to three-quarters of the cost of new voluntary school building for senior children.

At the other end of the scale were the Public Schools and other analogous schools; institutions of high quality, but not integrated into the national system. There were also private schools, of varying merit, which had not yet been subjected to an effective system of registration and inspection. All these problems existed, and there was need to tackle them comprehensively. A far-reaching reform was due.

III. Educational Reconstruction

From an early stage in the Second World War, despite air bombardment, the threat of invasion and disturbance caused by general evacuation, the foundations of a far-reaching reform were being steadily laid. Big things were foreshadowed by the Prime Minister in his Four-Year Plan of Social Reform broadcast (21st March, 1943) when he gave prominent place to a "broader and more liberal education with equal opportunities for all".

1943 On 16th July, 1943, the Government's proposals for Educational Reconstruction were presented to Parliament in a White Paper (Cmd. 6458).

The Government's stated aim was "to secure for children a happier childhood and a better start in life; to ensure a fuller measure of educational opportunity for young people and to provide means for all of developing the various talents with which they are endowed and so enriching the inheritance of the country whose citizens they are".

The plan, it was stated, would be brought into operation by stages, and would fit into the general picture of social reconstruction. The rate at which it would be possible to proceed would depend upon a sufficiency of teachers and the provision of new buildings and equipment. Within the period of the Four-Year Plan of social advancement foreshadowed by the Prime Minister it was hoped to complete the initial design of the future structure of a reorganised statutory scheme of full-time education, and to take the first steps in the programme of raising the school-leaving age to 15 and subsequently to 16, and of establishing a system of compulsory part-time education for young people up to 18.

The far-reaching proposals contained in this White Paper were generally accepted and welcomed by the widest possible field of opinion throughout the country and in less than six months a Bill, broadly based on these proposals, came before Parliament. An immense advance in reorganisation had begun.

1944 The Education Act, 1944

This Bill "to reform the law relating to education in England and Wales", carrying out the White Paper's proposals, with certain adjustments, was presented to Parliament on 16th December, 1943, and received the Royal Assent on 3rd August, 1944, after having in its various stages occupied the House of Commons for twenty days and the House of Lords thirteen days. The Bill thus became the Education Act, 1944, which superseded all existing Education Acts. It reconstructed the public system of education and provided for the inspection of schools outside the system. The Act was to a great extent based on the 1943 White Paper, and embodied all the legislative changes recommended therein, in addition to a number of proposals which were new or were modifications of what the White Paper called for. The most important of its provisions were as follows:-

1. Minister of Education. The President of the Board of Education was now called the Minister and his Department the Ministry of Education.

2. National Policy. For the first time the Minister was given effective power to secure development of a national policy in education. Under the 1921 Education Act the Board had merely superintendence of matters relating to education in England and Wales. Under the 1944 Act the Minister has the duty of "promoting the education of the people of England and Wales and the progressive development of institutions devoted to that purpose and of securing the effective execution by L.E.A.s, under his control and direction of the national policy in providing a varied and comprehensive educational service in every area". This change, while continuing to allow wide scope for local initiative, ensures that every child, wherever he lives, has equal access to the benefits of the new education.

3. Central Advisory Councils. Two Central Advisory Councils, one for England and one for Wales, were established to advise the Minister on educational theory and practice. Unlike the Consultative Committee which they replaced, their activities are not confined to matters referred to them. Sir Fred Clarke is Chairman of the English Council and Principal D. Emrys Evans of the Welsh.

4. Structural Changes. On 1st April, 1945, the old division into elementary and higher education was replaced by a new threefold classification.. To quote Section 7 of the Act, which sounds the keynote of the new system: "The statutory system of public education shall be organised in three progressive stages to be known as primary education, secondary education, and further education; and it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their area".

For the first time the educational process was regarded as a continuous one through which all children and young people would pass. In particular, all children were to be given a full-time secondary education.

5. School-leaving Age. The period of compulsory school attendance had hitherto been from 5 to 14. The age would be raised to 15 not later than 1st April, 1947 and subsequently to 16 when the Minister was satisfied that sufficient buildings and teachers were available. (On 28th September, 1945, the Minister of Education the late Miss Ellen Wilkinson, stated that the raising of the school-leaving age to 15 would be introduced on 1st April, 1947).

6. School Premises. New standards of school construction were prescribed and would be enforced; and new arrangements were made to enable schools provided by voluntary bodies to satisfy the new requirements.

7. Further Education. The Act defined the powers of the Minister and of the L.E.As. with regard to the much needed extension of technical vocational training and of adult education. L.E.A.s henceforth had the duty of providing adequate facilities. They must consult universities, educational associations and neighbouring authorities and submit their comprehensive schemes to the Minister, who would give directions as to the putting into effect of the schemes. "County Colleges" would in due course be established for young people who had left School before reaching the age of 18. Part-time attendance during working hours would be compulsory. Continuity of educational supervision would thus be ensured for all young people up to the age of 18.

8. Nursery Education. A much wider provision of nursery schools and nursery classes became obligatory on the local education authorities, attendance being voluntary from the age of two or three to five.

9. Physical and General Welfare. A wide range of developments would take place in the arrangements made for the physical and general welfare of all children and young people up to the age of 18.

10. Handicapped Children. Better and more varied education would be provided for handicapped children. L.E.A.s would have the duty of ascertaining and providing special educational treatment for all children who require it (especially "maladjusted" children). Education would be provided for the less severely handicapped in an expanded system of special schools. The object was to develop existing facilities and at the same time provide great flexibility to cater for a wider range of disability. The certification of children by L.E.A.s as mentally or physically defective was abolished.

The Act lowered the age of compulsory attendance at special schools from 7 to 5; and granted parents the right to ask for the examination of any child over 2, with a view to its being given such special education as it might need.

11. Registration and Inspection. Schools not receiving grants from public funds had not hitherto been subject to compulsory inspection and supervision. Under the Act all such schools have in due course to be registered by the Ministry of Education and inspected.

12. Scholarships and Maintenance Allowances. Both the Minister and L.E.A.s have power to grant Scholarships and maintenance allowances to pupils over compulsory school age and to pay the fees (including in suitable cases, boarding fees) of pupils attending fee-charging schools.

13. Educational Research. The Minister's general powers now enable him to foster research. He also has the specific power to make grants for this purpose both to local education authorities and other bodies. The local education authorities' powers of assisting research will be extended.

14. Abolition of the "Marriage Bar". No woman is now disqualified for employment as a teacher in any school maintained from public funds or may be dismissed from such employment by reason only of marriage.

15. Administrative Changes. Changes were made in the system of local administration and finance to correspond with the main developments mentioned above. In particular, the county and county borough councils are now the only L.E.A.s.

16. Summary of Timetable. The passing of the Bill into law gave the Minister his new powers with a view to enabling the new administrative scheme to be prepared in readiness for 1st April, 1945, the date fixed for the main parts of the Act to come into operation. The Act allowed the Minister to postpone the raising of the school leaving age to 15 for a further two years, and this was found necessary owing to the continuation of the war with Japan and the impossibility of finding teachers and additional accommodation in time. On 28th September, 1945, the Minister of Education, stated that the raising of the school-leaving age to 15 would actually be introduced on 1st April, 1947. The effect, she said, of raising the leaving age in April 1947 - it could not be done before - would not be felt in the schools until September 1948, by which time, if strenuous efforts were made, the necessary teachers and buildings should be ready.

Within the 12 months following 1st April, 1945, the new authorities were required to prepare and submit to the Minister "development plans" covering the whole field of primary and secondary education. When approved by the Minister, with any necessary modifications, these plans will be given statutory force by the making of "Local Education Orders" for each area. Time is being allowed for managers of voluntary schools to submit objections to the plans and to decide whether their school should become an aided, controlled or (if eligible) a special agreement school. (See p. 10, below.)

After preparing their development plans for primary and secondary education, the L.E.A.s. will be preparing to establish County Colleges. An Order in Council will fix the date on which it will become their duty to establish and maintain such colleges; but the date must not be later than 3 years after the raising of the school leaving age to 15 (1.4.47). Attendance will become compulsory by direction of the Minister, when facilities are available.

Authorities are also required concurrently to proceed with the planned development of technical and adult education.

The registration and inspection of independent schools will become compulsory when the necessary inspecting staff is available. The date will be fixed by Order in Council.

The Education Act, 1946, which received the Royal Assent 22.5.46, was introduced to give effect to the intentions of the 1944 Act, making minor adjustments where necessary. It also gives L.E.A.s certain additional powers, e.g., to enlarge the premises of controlled schools /See p.10/ to take in extra pupils drawn from other voluntary schools which are no longer available.

IV. General Structure

The period between the passing of the 1944 Act and the time of writing has been one of unprecedented difficulty. The second world war had another year to run and peace brought no easy answer to the problems of reconstruction. Despite all obstacles, a steady effort to carry out the great reforms has been maintained. The main drive for raising the school-age in April, 1947, went on continuously and involved not only the establishment of a large number of Emergency Training Colleges under very considerable difficulty, but also the operation of a wide programme for constructing prefabricated school buildings, while canteen buildings for the expanded service of school meals are receiving especially high priority in the way of labour and materials. As the Minister said (8.10.46): "To put into effect all the reforms of the Education Act (1944) we shall need many thousands of teachers and we must carry out a

building programme running into several hundred million pounds. But let there be no mistake, when the Act is in full operation, we shall have accomplished a revolution in education in this country..."

Having glanced at the story of education from early times up to the passing of the great 1944 Act, we may now give a short account of the structure of the educational machine as it functions to-day.

The Ministry of Education. The central authority for education in England and Wales is the Ministry of Education, presided over by the Minister, who is assisted by a Parliamentary Secretary. The staff of his department consist of (a) headquarters administrative officers and (b) H.M. Inspectors, whose work mostly lies in the areas of the L.E.A.s.

The chief officials working under the Permanent Secretary are two Deputy Secretaries, five Under Secretaries, the Accountant General, the Legal Adviser, the Senior Chief Inspector, and six Chief Inspectors, the Chief Medical Office, who is also Chief Medical Officer to the Ministry of Health, assisted by the Senior Medical Officer who gives his whole time to the Ministry of Education. (The Welsh Department of the Ministry with its own Permanent Secretary and Chief Inspector, deals with the administration of education in Wales and Monmouthshire and works at the same headquarters.)

The chief duties of H.M. Inspectorate are:-

(1) To inspect and report on the efficiency of schools and other educational institutions. This also involves the assessment of progress in schools and the offering of guidance and help to teachers both individually and in groups.

(2) To serve as local agents of the Ministry on administrative matters.

(3) To act as the expert advisers of the Ministry on matters of educational theory and practice.

Local Education Authorities. There are 146 local education authorities in England and Wales. These consist of 62 counties and 83 county boroughs, besides one joint board representing the areas of a county and a borough.

Each local education authority must establish one or more Education Committees to which it entrusts its educational work, with the exception of certain financial transactions. In practice, education committees usually contain a substantial proportion of persons of experience in education who are not necessarily members of the council.

Every local education authority is now responsible for seeing that there is a full range of educational provision in its own area throughout the three stages of primary, secondary and further education.

To preserve and extend local knowledge and initiative, the Act of 1944, while abolishing those L.E.A.s which were not county and county borough councils made provision for the delegation of certain of the functions of county councils to specially constituted "divisional executives", some of which are called "excepted districts". These executives are individual county districts (i.e. boroughs and urban or rural districts) or combinations of them or parts of them. The functions delegated to the executives by the county councils relate normally to primary and secondary education. A divisional executive will not normally be responsible for an area with a population of less than 60,000.

Finance. The great bulk of expenditure on education is met out of public funds, that is, money provided by Parliament out of taxes, or by L.E.A.s out of rates. The amount of grant paid to L.E.A.s by the Ministry out of monies provided by Parliament is related to the amount of approved expenditure incurred by the authorities, and for the year 1944-45 was in total equal to rather more than half this expenditure, though there is considerable variation in the rate of grant for individual areas.

As from 1st April, 1945, the standard percentage of Exchequer grant payable to each authority was increased by 5, giving an average rate of grant for England and Wales of 55 per cent. In addition, substantial additional grants are payable to the authorities for the poorer and more sparsely populated areas, while the school milk and meals service attracts specially high rates.

In presenting the 1946-7 Education Estimates (1.7.46) the then Minister Miss Wilkinson said: "For the first time, over £100 million is asked for on the Ministry of Education Vote ..."

The Estimates for 1947-8 showed the Exchequer contribution as £136,185,535, while the Estimates for 1948-49 were about £160,000,000, an increase of nearly £24,000,000.

Primary Schools. Rather more than five million shildren, about equally divided between girls and boys, now attend publicly maintained primary and secondary schools. In January, 1946, the figures were

	Primary Schools	Secondary Schools
Boys	1,913,525	651,460
Girls	1,822,155	617,071

About four-and-a-half millions of these are attending schools which, before the new Act came into operation, were called public elementary schools.

The term "primary education" now covers all educational provision for children of 11 and under. It is now the duty of each L.E.A. to make special provision for children between 2 and 5, by means of nursery schools. A preference is given to the separate and self-contained nursery school. In January, 1947, the number of nursery schools maintained by local education authorities was 353; the number of registered pupils at the schools was 18,173. In addition there were 17 grant-aided nursery schools under voluntary management, with 875 pupils.

General improvements in standards of accommodation and reduction in the size of classes to a maximum of 40 (and lower when there are sufficient teachers to make this possible) will help infant and junior schools to provide a more flexible and progressive education. Between January, 1946, and January, 1947, the number of classes with over 40 pupils was reduced from 26.7% to 22.3% and those with over 50 pupils from 2.6% to 1.3%.

Secondary Schools. The key-note of the new system is that so far as is possible, all children should receive the type of education best suited to their abilities and aptitudes. In order to fulfil this principle, there are to be three main alternative types of education open to children of 11 and over: that given by the secondary grammar school, by the secondary modern school, or by the secondary technical school. The main provision of grammar schools consists of schools provided or aided by the L.E.A.s since 1902. The provided schools were generally called county schools, but this term has now been extended to cover all primary and secondary schools provided, as distinct from being merely maintained, by the authorities. The modern secondary school will develop a more general education closely related to the interests and environment of the pupils. The secondary technical schools will be developed from the junior technical and similar schools, and will offer an education largely related to one or other of the main branches of industry (including agriculture) or commerce. The three types of secondary education will not necessarily be provided in separate schools. They may in some cases be provided in a single "multi-lateral" school. In any case the free interchange of pupils from one type to another will be made as easy as possible. The original choice will be reviewed at thirteen or even later.

Under the 1944 Act, all tuition fees in secondary schools maintained by L.E.A.s were abolished as from 1st April, 1945.

The Ministry of Education's Pamphlet No.9, entitled The New Secondary Education (H.M.S.O., 2/-, 8.6.47) says that the essence of the new plan of secondary education for all is that every secondary school, of whatever type, must be able to provide for the full development of its pupils. Local education authorities are encouraged to plan to suit local needs.

The Secondary School Examinations Council in a report to the Minister of education, published 30.9.47 (H.M.S.O., 2d.) recommended the complete revision of the present examination system in secondary schools. The Minister of Education accepted the report's recommendation and on 25.4.48 announced that a new General Certificate of Education to be introduced in 1951 to replace the present School and Higher School Certificates. It will be open to boys and girls at school and also candidates who are not attending school. The main features of this examination will be:-

a) papers will be set in all suitable subjects at ordinary, advanced and scholarship levels;

b) all subjects will be optional and no "minimum" or "group" requirements will be imposed for the certificate. It is emphasized that only candidates who have a reasonable chance of success should be entered for any part of this examination:

c) no candidate will be admitted to any part of the examination who is under 16 on 1st September, 1951.

Controlled and Aided Schools. The administrative difficulties of the dual system had been partly met by the Education Act of 1936 which enabled, but did not compel L.E.A.s for a limited period to pay 50-75 per cent. of the cost of new voluntary school building for senior children. (519 proposals were put forward, covering about a third of all the senior children in voluntary schools and owing to the intervention of the war, only 37 materialized.) The 1944 Act enables the remaining proposals, modified if necessary to meet new conditions imposed by war damage or town planning or by the new educational requirements, to be revived under broadly the same conditions as before. Schools provided under this scheme will in future be called "special agreement" schools.

The 1944 Act has dealt with the problem of both voluntary elementary and voluntary grammar schools by offering all of them (except those which become special agreement schools) two alternatives:

(a) If the managers find themselves unable or unwilling to meet half the cost of the alterations and improvements needed to bring the buildings up to standard, and the continuing external repair of the fabric, all financial obligations pass to the authority. The power of appointing and dismissing teachers also passes to the authority, subject to the right of the managers to make representations with respect to the person proposed to be appointed as headmaster or headmistress and to the right of the foundation managers to be satisfied as to the appointment of a proportion of teachers (called "reserved" teachers), who may give denominational instruction for not more than two periods a week to those children whose parents desire it; apart from such denominational teaching, the religious instruction must be in accordance with an agreed syllabus. Schools, the managers of which have elected for this alternative, are termed "controlled schools"

(b) Where the managers are able and willing to meet half the cost of the alterations, improvement and external repairs, the remaining half is met by a direct grant from the Exchequer. The powers and duties of the managers in regard to the appointment and dismissal of teachers and the giving of denominational instruction remain substantially unaltered and denominational instruction continues to be given as before, subject to the right of parents who so desire to have their children given "agreed syllabus" instruction, i.e. instruction based on a syllabus governing undenominational religious instruction, and drawn up or adopted for each area by a conference representing the religious denominations, the teachers and the L.E.A.s. Schools falling in this category are known as "aided schools".

The result of these provisions of the Act is not only to make available the financial assistance needed by the voluntary schools to enable their premises to be brought up to modern standards and enable these schools to play a full and effective part in the primary and secondary school system, but also to ensure that they retain liberty for the teaching of the tenets of the Church with which they are associated by teachers of their own faith.

It is now a statutory requirement that in all county and voluntary schools, both primary and secondary, the day should begin with a collective act of worship, and that religious instruction should be given.

Direct Grant Schools. There are a number of grammar schools - about 230 - which have received grant-aid not from the local education authorities but from the central authority. These were, and continue to be called, direct-grant schools. Many of these, and also of the schools aided by L.E.A.s are ancient foundations going back to the 16th century or earlier, but generally speaking, they are all predominantly day schools and mainly local in character.

The Fleming Report on the Public Schools (H.M.S.O. 1/6) made certain recommendations for linking these direct grant grammar schools more closely with the publicly aided system. (see also p.3 above) The Minister has in the main adopted these recommendations. In revising the direct grant list, the Minuster requires that a school, to be included, must offer 25 per cent. of its places to non-fee-paying pupils from grant-aided primary schools who may be selected by the governors or selected and paid for by one or more L.E.A.s. The school must also put at the disposal of the L.E.A., for any areas served by the school, a further 25 per cent. of reserved places to be filled at the nomination of the authority. The fees of pupils nominated to fill reserved places will be paid by the L.E.A.s concerned. The school may charge fees to the pupils filling the remainder of the places but the tuition fees must be in accordance with an approved income scale. A reasonably graded income scale would provide for complete remission where the gross weekly income of the family with one child does not exceed £7.10.0, with a suitable allowance for each additional child. Remissions of fees are made up to the school by the Ministry of Education, which also pays a capitation grant.

In September, 1947, it was announced that the London County Council were placing more than 200 boys in 100 different schools in different parts of the country. Middlesex County Council are sending five boys to Harrow and 40 to Mill Hill. Surrey Council have 69 placings including four to Dulwich and 15 to Caterham.

Boarding Education. The 1944 Act makes it possible for any L.E.A. to provide a boarding school education for boys and girls in its area for whom it regards such an education as suitable, either by providing boarding school accommodation itself or by paying fees at an existing boarding school. On 20.8.46 the Ministry of Education proposed (Circular No.120 H.M.S.O. (1d.)) a plan to ensure the best and widest possible use of existing accommodation by appointing a small committee to collect and circulate precise information of the boarding places available in all types of schools, which are not earmarked for local purposes. This committee is to be appointed by the Minister and will include representatives of the L.E.A.s, the teachers in maintained primary and secondary schools, the governing bodies and headmasters and headmistresses of independent and direct-grant schools. They will also work out a procedure by which the pooled vacancies can be allocated on the basis of a fair distribution. The scheme will also assist L.E.A.s in planning new or enlarged boarding schools in their areas.

Further Education

The significance of the further and wider education of boys and girls and men and women is emphasized in the 1944 Act, which lays down that it is no longer a permissive function, but a duty of L.E.A.s to secure (a) full-time and part-time education for persons over compulsory school age, and (b) leisure-time occupation, in such organized cultural, training and recreative activities as are suited to their requirements for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose.

Traditional Variety. Further Education has inherited traditions from its early days when the Mechanics' Institutes, the Polytechnics, University Extension Lectures, the Workers' Educational Association, and the Y.M.C.A., the Trade Union and Co-operative movements started their experimental classes and lecture courses for adults.

There are large and comprehensive colleges which cater for students of all types, full-time and part-time, those studying for careers, and those following their leisure interests; colleges which provide day and evening courses related primarily to the needs of particular local industries; engineering, for instance, or printing, and colleges and schools of art and craft, where students may either prepare for a career or gain skill for private enjoyment. There are the polytechnics and literary institutes, working men's colleges and men's institutes which offer a many-sided programme of classes and courses.

Vocational Education. In 1938 there were 230 junior technical schools with 29,000 pupils, together with 41 junior art departments with 2,480 students. During the war years the number of these schools was doubled. There were (1938) over 11,600 students in full-time courses of from one to four years in technical and commercial colleges, and some 4,700 in art schools. Part-time Day Courses in technical and commercial colleges were attended in 1937-38 by 34,000 students and there were 61,000 students attending part-time in art schools or art classes. Voluntary part-time day attendance increased greatly during the war years - from 46,000 in 1938 to 90,000 in 1945 - and is still rapidly increasing. Part-time evening classes at colleges and evening institutes represented the great bulk of vocational instruction and catered as well for many needs and interests in general education. Nearly one and a quarter million students were registered in 1938. Provisional estimates of the latest figures suggest an even higher enrolment.

Technical and commercial institutes which have the vocational bias their name implies give an extraordinary variety of courses in all aspects of industry, including art and design. Technical education is related closely both to the needs of the individual industry and of the individual student. For certain important industries national colleges have been set up, such as the College of Aeronautics and the College of Horology, and several other industries are considering whether they should seek for the establishment of national colleges to meet their several needs.

The Report (6.11.45) of the Special Committee on Higher Technological Education in England and Wales (Chairman, Lord Eustace Percy) made far-reaching recommendations and in accordance with these the Ministry of Education announced (21.2.46) a scheme to provide machinery to ensure closer contact between industry and education in order that the educational needs of industrial and commercial personnel could be adequately met. This would include the planning of new developments and the expansion of existing facilities, the review of courses and curricula, and arrangements for the most effective use of specialist staff. The setting up of nine Regional Advisory Councils for England and Wales was recommended and a further proposal of the Percy Report was accepted, i.e., the appointment of Regional Academic Boards to co-ordinate the activities of university and technical colleges at the higher levels of technical education.

Non-Vocational Training. Alongside the activities noted above, further education of a non-vocational kind has been undertaken by L.E.A.s or by universities or certain voluntary bodies. Non-vocational training can be obtained by young people between 15 and 18, mainly through L.E.A.s and also by older people, often through the universities or such voluntary bodies as the Workers' Educational Association. (In 1946-7 this Association catered for 100,373 students in 5,516 classes.)

It was announced in July, 1946 that 20 L.E.A.s, either directly or by aiding schemes sponsored by voluntary bodies, had taken, or were taking steps to secure the provision of adult education colleges. Sites and premises for 12 such colleges have been acquired and by February 1948 eleven residential colleges and centres of adult education were in operation. The first college for resident adult education was opened on 28. 6.47 at Urchfont Manor, near Devizes, Wiltshire, and Wedgewood Memorial College, near Stoke-on-Trent, Staffordshire, was opened 22.7.47.

The Carnegie United Kingdom Trust has done important work in financing the development of Rural Community Councils and Rural Schemes of the Workers Educational Association. It has also, through the county library service, promoted an efficient book-supply. Other Trusts and Charities have by their good work stressed the importance of the voluntary element.

Powerful agencies in any system of further education, the libraries, museums, and art galleries are exerting an increasing influence on the life of the people.

Arts Council of Great Britain. The Arts Council of Great Britain, incorporated under Charter in June 1945, follows the policy laid down by C.E.M.A. - Council for the Encouragement of Music and the Arts - which was set up in January 1940 to maintain the standards and encourage appreciation of the arts in wartime. Work done by the Council included many projects such as concerts in churches, productions in London parks, 50 exhibitions circulated to municipal galleries and many thousands of entertainments in factories, villages, hostels and allied troop centres all over the country. Many orchestras, (symphony, chamber and string) were associated with C.E.M.A. and a number of theatres were under its direct management.

In 1945 over 6,500 concerts were provided, 4,583 directly by the Council, for over a million people. A permanent theatre organisation is being built up on a regional basis to take the place of nationa-wide touring from London and help local repertory companies to surmount economic difficulties. Ambitious plans for a truly national theatre are now being worked out following the amalgamation of the "Old Vic" and the Shakespeare Memorial National Theatre Committee. (The Government has conditionally promised £1,000,000 towards this project). The Council is responsible to Parliament for the expenditure of a yearly grant of £235,000, since increased to £320,000, but is otherwise self-governing.

During the year 1946-47, 951 symphony concerts were given by the London Philharmonic and other orchestras, in association with the Council. After the war, a permanent theatre organization was built up regionally to help local repertory companies. The number of associated companies increased in 1946-47 from 19 to 27. The Council's Art Department has arranged many exhibitions, including a unique collection of French tapestries, visited by nearly 200,000 people.

Education in the Armed Forces. During the war an immense impulse was given to education in the services. Early on there was a wide growth of lectures, classes and libraries, and this development led later to the establishment of the Army Bureau of Current Affairs and the issue of the publications known as "The British Way and Purpose" series. In June 1945 the War Office outlined its plans in a pamphlet, The Army Education Scheme (H.M.S.O., 2d.) which showed how, before leaving the service, the troops would be provided with a kind of special training, which dovetailed into and prepared men and women for the training schemes of the Ministry of Labour. The curriculum of the scheme was broadly divisible under such headings as: technical subjects, general science, home and health, man and society, the arts and current affairs. The apex of the scheme was the Formation College, of which there was one in each Command, where specialised residential training courses were undergone.

While large-scale demobilization has inevitably reduced the size of the educational services, the quality remains high. Every man receives compulsory training, a distinc part of which is in citizenship and current affairs. In addition, every facility is given for the individual soldiers who want to continue further education. Service education is not considered as something apart from the national education system. Royal Army Educational Corps personnel will in due course be provided on the scale of one officer per 2,400 personnel (for direct supervision of teaching) and one other rank per 144 personnel as unit instructors. Provision was made in the Army Estimates for 1947 for the training of 2,000 other rank R.A.E.C. instructors.

Community Centres. An interesting development has been the decision that the provision of community centres where men and women can meet for social and educational purposes and for recreation should be regarded as within the scope of the education services. L.E.A.s are expected to review the needs of their areas and provide such centres which should have buildings of their own and full-time staff. [See "Community Centres" (22.12.44) H.M.S.O. 9d.]

The Youth Service. This has been built upon the foundation of many well-established national voluntary organisations (Scouts, Guides, Boys' Brigades and kindred bodies) and to-day it is a normal educational service concerned with the leisure activities of young people between 14 and 20 who are no longer in full-time attendance at school. The Youth Service was intended from the outset not merely to cover the provision of recreational facilities but to provide for the training of young people in self-government and citizenship and as a means of continued education in the widest sense of the term.

While the late war brought the boys' pre-service organisations (Sea Cadets, Army Cadet Force and Air Training Corps) into closer contact with the Youth Service of which they form an integral part, the service of youth looks ahead and is concerned to provide increasing opportunity, without compulsion, for leisure-time facilities for all kinds of young people. It will be developed in close conjunction with, and as a complement to, the system of part-time education in county colleges. The Ministry's Youth Advisory Council has issued two reports, "The Youth Service After the War" (15.9.43) and "The Purpose and Content of the Youth Service" (15.7.45) which deal with this subject in full detail. [See also Children and Youth in Wartime and Post-War Britain, R.1192. (C.O.I. reference paper)]

County Colleges. Under the 1944 Act, L.E.A.s are required, not less than three years after the leaving age has been raised to fifteen (i.e. after 1.4.47), to establish County Colleges. All young people over fifteen, who are not receiving a full-time education, will be required to attend these on one whole day a week for 44 weeks in the year, or the equivalent. The full age range will be built up gradually, children of 15 attending for the first year of operation, in the second year those of 15 and 16, the full range 15 to 18 being attained in the third year following the appointed day.

The new service will have a vital contribution to make to the education and welfare of young people. Its aim will be to secure for all students a steady development towards a balanced adult life. County colleges will take their place within the environment of the local colleges of further education, which will provide, where necessary - in addition to the compulsory day-time activities - full-time vocational courses for young people under 18; and part-time day and evening courses and activities of all kinds, both vocational and general.

An interesting experiment has been made in the village colleges of Cambridge-shire. These are establishments planned as community centres for young people and adults in such a way as to accommodate, in addition to further education activities, a secondary school.

In a pamphlet, Youth's Opportunity (31.10.45, H.M.S.O., 1/-) the Ministry of Education sets out its aims for county colleges, stressing the necessity of helping young people to lead a healthy life, to increase their knowledge and understanding and to develop character and a balanced outlook on life. The subject is dealt with under such headings as the problems of planning, organisation, premises and equipment, staffing, curriculum, the special needs of girls, and the special needs of the countryside. In the colleges, it is hoped, the educational tradition of country: individuality, craftsmanship, scholarliness and freedom from rigid codes will meet and influence each other in a way that has never before been possible.

The Future of Further Education. A vast plan for the future of Further Education is outlined in Ministry of Education Pamphlet, No.8, published (21.3.47, H.M.S.O., 3/-) under the title of "Further Education: The Scope and Content of its Opportunities under the Education Act, 1944". The Ministry envisage three types of college: (1) local colleges to meet general, vocational and leisure-time education, including County Colleges; (2) regional or central colleges for specialized requirements and research; (3) national colleges, e.g. the College of Horology, for advanced technology and research in the case of industries or sections of industry with relatively few personnel. National Colleges will be provided by the Ministry in close co-operation, and with the assistance of, the industries concerned.

Organisation. Varying schemes of organisation to meet the main needs of different areas are suggested, ranging from a small college with residential facilities and a range of further education and social activities for dispersed populations below 1,000 in rural areas to a central college or group of colleges with six or more local colleges for populations of 500,000.

Vocational Education. Schemes must be sufficiently wide to meet the needs of all grades, from the craftsman to the designer and manager, and there must be the closest possible co-operation with industry. The importance of design in industry, and of the relations of the technical and art colleges in the future development of further education, is emphasised.

Governing Bodies. Greater representation of industrial interests should be made on the governing bodies of all colleges and the workers as well as the employers should be represented.

Women's Interests. Women's special interests should receive the fullest consider-ation. Special courses, centred on home activities, should be provided and it is hoped that arrangements can be made to look after children so that married women, with young families, can attend evening classes.

Leisure-Time Opportunities. A wide extension of educational and social resources is necessary to make for individual happiness and for a civilised community. The chief requirements are: co-operative action by authorities, universities and voluntary organisations of every kind; the appointment of officers whose main work will be to give close attention to the development of leisure-time education; and the provision of adequate premises.

Teachers. Special attention is to be devoted to the training of teachers required in colleges of further education. When the supply of teachers is greater, authorities are encouraged to use those with a talent for club work.

Residential Courses. Residential education for adults and young people should be included in all schemes of further education. There is considerable scope for experiment with short courses at the week-end, or for a week or a period of weeks. Many authorities are now considering acquiring property for residential centres and in some cases, two or more authorities are sharing ventures of this kind.

Rural Areas. Market towns and the larger villages should become the focal point of educational activities for the district. Every village in the country, certainly those with a population of 400, should have a village hall.

Broadcasting and Visual Aids. All important buildings should include mechanical equipment, such as cine and film strip projectors, for the display of visual material, and wireless sets should be provided in all establishments of further education. The effect of the Third Programme and of the policy behind it will inevitably be far-reaching.

TEACHERS

The new pattern of education under the 1944 Act makes far-reaching demands upon the supply and training of teachers, a subject that is fully dealt with in the McNair Report (Teachers and Youth Leaders, 4.5.44, H.M.S.O., 2/-). The supply of teachers is an important factor in the rate of educational progress, and vigorous measures are continually being taken to keep it at a high level. When the full effect of the raising of the school-leaving age is felt, 13,000 teachers will be required on that ground alone, but there were by March, 1948, some 25,000 more teachers in the schools than there were at the end of the war, and they have been mainly absorbed in reducing the size of classes (See p.10 above). More women teachers and especially teachers of infants, are required.

Training Colleges. There are two main types of training institutions, namely, Training Colleges, which normally provide a two-year course for students of 18 or over, and Training Departments provided by a university which give a one-year course of professional training for students who have spent the previous three or four years obtaining a degree. There are 70 Training Colleges and 22 Training Departments, catering (in 1939) for 15,700 students. By April, 1948, the number of students had been increased to 23,000.

Emergency Training Colleges. Besides these institutions, there has been a vigorously working scheme of special "emergency" training colleges for men and women from the forces or other forms of national service who wish to become teachers. These colleges provide an intensive course of training lasting for one year followed by two years' probation. Courses are included preparing students for work in nursery schools and in domestic subjects. Teachers trained in this way are regarded as fully qualified teachers. On 20.4.48, the Minister of Education stated that 55 Emergency Training Colleges had already turned out 10,000 trained teachers and that, in about two years from that date, some 30,000 teachers would have been obtained from that source alone. He added: "We are continuing the Emergency Training Scheme for women, for the time being ... We are also opening new two-year colleges for women, some in 1948 and some in 1949 . .."
The cost of Emergency Training Scheme is likely to be about £20,000,000.

National System of Training. Area organisations are being set up to secure a closer relationship between the Universities, Training Colleges and L.E.A.s and these three partners will co-ordinate to establish an educational centre in each area to serve as a focus of interest and activity; not only for students in training and the staffs responsible for them but also practising teachers in all types of institutions in the area and for the authorities themselves.

The arrangements are being made in accordance with recommendations of the McNair Committee, mentioned above.

Supply and Recruitment. Comprehensive and important recommendations for improving the system of training teachers were made by the McNair Report. Some of the recommendations have already been put into practice, for instance, it has now been accepted in principle that in future all teachers in grant-aided schools should be professionally trained; the reforms contemplated under the Act do much to improve the status and conditions of service of teachers; something has been done to widen the field of recruitment by asking L.E.A.s to extend the educational opportunities for selected children in schools other than grammar schools with a view to the possibility of their becoming teachers, and the 1944 act making illegal the practice, common among employing bodies, of regarding marriage as disqualifying a woman teacher from employment on their regular staff.

It is also accepted that ultimately there should be only one grade of teacher, i.e. the qualified teacher. Until, however, an adequate supply of teachers is available, the Minister proposes to approve the appointment of individuals as temporary teachers for a period of five years. These temporary teachers will be of the kind hitherto recognised as uncertificated teached, wardens in wartime nurseries or classes or certain instructors in handicraft, trades and so on.

In 1947 a start was made with a scheme that would enable all uncertificated teachers with not less than 5 years' service, who satisfactorily completed a special one year's course of training, to become qualified.

Interchange Schemes. A system of interchange of teachers and students between Britain and abroad is in full swing. On 4.12.47 the Minister of Education gave details of the programme for 1948. The figures for the estimated number of exchanges of teachers are: U.S.A., 150; Canada, 100; Australia, 50; South Africa 18; New Zealand, 9. In addition it is expected that there will be a small number of exchanges with Sweden, Norway and Denmark. The exchanges normally last for one year.

In the school year, 1947-48, approximately 400 French, 30 Swiss and 6 Belgian "assistants" have been serving in British schools. About 150 assistants from Britain have been employed in France and 5 in Switzerland. It is hoped that these numbers, on both sides, will be increased in future years. Early in 1948, the Ministry of Education announced the establishment of a Central Bureau of Educational Visits and Exchanges which will co-ordinate the activities of organisations in this and other countries which are concerned with arranging educational visits.

The School Health Service

For nearly 40 years the principle has been accepted that the State has a special responsibility as regards the health of school children. The 1944 Act provides for the widest advance in this field, and the School Health Service will be closely co-ordinated with the proposed national health service, due to come into operation on 5.7.48.

Until recently authorities have only been required to provide inspection for children in elementary schools, though they have had the option of extending treatment facilities to secondary school children. Forms of treatment so far provided cover minor ailments, defects of the eyes, ears and teeth, and enlarged tonsils and adenoids, while an increasing number of authorities have also undertaken the treatment of crippling defects, heart disease and rheumatism and the treatment of maladjusted children through child guidance clinics or otherwise. (There were in 1946, 66 Child Guidance Clinics provided by L.E.A.s and 49 other authorities had established a child guidance service using clinucs provided by voluntary bodies or other local authorities). Under the new Act, the work of regular medical inspection and the provision of free treatment, undertaken by the L.E.A.s, through their medical and nursing staff, is extended to cover all children in primary and secondary schools maintained by the L.E.A.s, and also, when they are established, all young people attending county colleges. Here, the adolescent will gain an advantage not hitherto enjoyed.

The setting up of a comprehensive national health service under the National Health Service Act, 1946 will eventually ensure that all forms of treatment which school children require will be available through that service. When this stage is reached it will no longer be necessary for local education authorities to provide treatment generally, and their functions will probably be mainly confined to providing medical inspection and seeing that children and parents are properly advised and encouraged to seek through the new health channels any treatment the children may need.

The report of the Chief Medical Officer of the Ministry of Education for the years 1939-45, published on 21.1.48, gives figures which show, by a survey of over 1¼ million children, an improvement in the nutritional standard as follows:

	Good %	Fair %	Poor %
1938	88.7	10.8	0.5
1945	90.8	8.9	0.3

During the same period the rate of deaths from diphteria dropped from 32 to 9 per 100,000 in the age-group 5-10.

Handicapped Children. Though much has been done in the past for children who are blind, deaf, or physically or mentally defective, usually in "special" schools for children so handicapped, the 1944 Act goes considerably further. L.E.A.s are now required to ascertain all children who need special educational treatment including "maladjusted" children, and to provide special educational treatment in the ordinary schools for those less severely, and in special schools for those more severely handicapped. More "special" schools will be provided, and parents may ask for the examination of any child over 2 with a view to its being given such special education as it may need. The compulsory age of attendance for all handicapped children needing education is special schools is standardised at 5 to 16.

In September, 1946, the Ministry of Education published a pamphlet, "Special Educational Treatment", dealing with the problems of providing special treatment for children suffering from disability of mind or body. (Ministry of Education Pamphlet No.5, H.M.S.O., 9d.). Suggestions were made for dealing with educationally sub-normal, ineducable and maladjusted children. There were also proposals for the education of physically handicapped children, blind and partially sighted children and for children suffering from speech defects.

In June, 1947, plans were announced for the setting up of a residential college near Sheffield to meet the needs of some 400 deaf young persons (aged 14-16) every year. They will attend 2-month courses 80 at a time. On 28.6.47 the first school specially catering for children with speech defects was opened at Moor House, Hurst Green, Surrey. Through the formation of a British Council for the Welfare of Spastics, which undertakes research, investigation, and the spread of information, great efforts have been made to relieve the plight of children suffering from spastic paralysis.

Meals and Milk

From 1908 L.E.A.s were able to provide supplementary nourishment to pupils in elementary schools who were unable, owing to lack of food, to take full advantage of the education provided. Since 1939 the School Meals Service has been greatly expanded. It is the policy of the Government as part of its plans for family allowance that school meals should be provided free of charge at all schools maintained by L.E.A.s, for all children whose parents desire, and the 1944 Act makes it the duty of L.E.A.s to provide meals at all these schools. Until canteens are universally available, parents who can afford to do so will continue to pay a small sum which represents not more than the cost of the food, as distinct from overhead expenses. This sum is usually about 5d. a meal, subject to total or partial remission. In 1938 the average daily number of dinners supplied was 210,000. The corresponding figure in June, 1948, was 2,322,000. As the Minister of Education has said: "The Schools Meals Service is already the largest catering service in the country..."

Under the 1944 Act, the provision of milk, like that of meals, is converted from a power into a duty of L.E.A.s. School milk became free of charge in all grant-aided primary and secondary schools as from 6th August 1946. At that date milk was being taken by 72% of the children in schools in England and Wales and by 64% in Scotland. Under the new regulations all authorities must appoint an Organiser, well qualified in dietetics and experienced in the planning, preparation and service of meals on a large scale. The pupils are to have a minimum of ⅓ of a pint of milk daily, and it is hoped the supply position will soon enable the amount to be raised to 2/3.

The following table, given by the Minister of Education on 13.11.47, shows the number of pupils having meals and milk on a normal day in grant-aided primary and secondary schools during the years 1943-47.

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	MEALS				MILK			
	Dinners (000s)	Breakfasts and Teas (000s)	Total (000s)	Number of pupils having dinner as % of number present %	Number ar ½d. for ⅓ pint rate (000s)	Number having milk free (000s)	Total number having milk (000s)	Number of pupils having milk as % of number present %
1943 Feb.	1,048	13	1,061	23.5	3,089	282	3,371	76.8
1944 Feb.	1,495	20	1,515	32.8	3,114	314	3,428	76.3
1945 Feb.	1,650	17	1,667	36.3	2,934	331	3,265	73.0
1946 Feb.	1,898	21	1,919	41.6	2,932	337	3,269	71.5
June	2,040	22	2,062	43.4	2,988	382	3,370	71.6
Oct.	2,252	26	2,278	47.0	--	4,438	4,438	92.5
1947 Feb.+	2,173	22	2,195	49.7	--	3,817	3,817	87.0
June	2,322	25	2,347	48.5	--	4,267	4,267	89.0

+ The number of children at school was abnormally low owing to bad weather.

The Minister also gave figures showing the cost of the milk in Schools scheme to public funds:

Financial Year	£
1942-43	4,102,494
1943-44	4,751,779
1944-45	4,697,796
1945-46	4,639,199
1946-47	5,556,875

Taking meals and milk together, the sums of money spent in 1946-47, and estimated for 1947-48 and 1948-49 respectively are: (a) £14,447,000, (b) £19,750,000, and (c) £23,490,000.

Boots and Clothing. The 1944 Act enables L.E.A.s to provide, or aid the supply of boots and clothing for children and young people attending grant-aided primary, secondary, and special schools. The cost will be recovered from parents who can afford it. Provision was already made on these lines in Scotland.

Education for Industry and Commerce. In July, 1946, the Minister of Education announced the setting up of a new Committee on Commercial Education to consider the provision which should be made for education for commerce and for the professions related to it. The Committee includes representatives of the business world, trade unions, universities, colleges of commerce, L.E.A.s and schools, as well as of the Ministry of Education. As the result of a working party report a National Council on Education for Industry and Commerce has been set up to advise the Minister of Education on the national policy necessary for the full development of education in that sphere The functions of the council will include the planning of new developments, including National Colleges, the provision of scholarships and awards, and the co-ordination of the work of the Regional Advisory Councils and Regional Academic Boards which have already been set up. Lt.Gen. Sir Ronald Weeks, K.C.B., has been appointed chairman of the Council. (7.4.48).

School Buildings. The provision of school buildings has been one of the hardest of post-war tasks, but has been prosecuted with vigour. On 14th November, 1944, the Ministry of Education published a Memorandum on the Building Regulations made under the 1944 Education Act, suggesting both general standards common to all Primary and Secondary Schools, and prescribing particular standards of accommodation for different types of school. The minimum area for the school site, including playground space, varies from half an acre for the smallest primary school to three acres for a three-form entry secondary school. Playing fields up to 14 acres and more, must be provided, preferably on land immediately adjoining the site. In

selecting sites, attention is to be given to the importance of avoiding sites abutting on main traffic thoroughfares, and of ensuring that children do not have to cross such routes on their way to school. The importance of unrestricted sunlight, avoiding undue exposure to prevailing winds, and the value of trees is also stressed.

Detailed standards were laid down for lighting, heating, ventilation, hot and cold water supply and sanitation. All types of schoo must have staff-rooms, accommodation for medical inspection and treatment, drying facilities and adequate storage provision. All schools, except the small Primary Schools, must have one or more separate dining rooms. All county and voluntary schools should have arrangements for film-projection and should have at least some class-rooms wired for broadcast reception.

An elaborate programme for constructing prefabricated school buildings was put into operation and on 6.5.48 Mr. Tomlinson said that since 1945 sixteen new schools had been built, with places for 4,000. A much larger number of new schools was under construction and many of them were nearly ready.

In November, 1946, a Committee, appointed to consider ways of cutting delays in existing procedure for erecting schools, recommended methods of school construction which would make the most economical use of materials and skilled labour. They also recommended increased technical staff for all L.E.A.s and the employment of more private architects.

The committee estimated that the 1944 Education Act would require a total building expenditure of the order of £1,000 millions. This would include the building work needed for all the reforms covered by the Act, including the reconstruction, reform and development of primary and secondary education, new schools on new housing estates, new County Colleges and other wide developments in further education, and for the expansion of facilities for the training of teachers.

They suggested as a target spreading this educational building programme over a period of 15 years allowing an average of £70 millions a year, which at current costs is roughly double the programme in 1938. On 6.5.48 Mr. Tomlinson said that since August, 1945, sixteen new schools with places for some 4,000 pupils had been built. He added that a much larger number of new schools was under construction and that many of them were nearly ready.

On 23.10.47 the Minister of Education gave details of the building programme for 1947 and 1948, saying that this programme was estimated to cost £50,000,000 for permanent building, apart from the costs for standard huts, for raising the school-leaving age, and school meals. The permanent building programme, he said, included 200 projects for raising the school-leaving age, and another 235 projects to meet new housing developments in 1947, at a total cost of £24,500,000, and 650 projects including war damage repairs, new schools to meet 1948 housing schemes, some provision to meet the increased birth rate, and for Further Education requirements, at a total cost of £25,000,000.

On 26.11.47, Mr. Tomlinson reaffirmed that the school-building programme would be run as intended until June, 1948. After that there would be no question of stopping it, only expanding it, as by then the labour force engaged would have risen from 14,000 to 20,000.

Broadcasting to Schools.

In the 25 years of its growth school broadcasting has become one of the cardinal factors in education. Before the war there were 11,000 registered listening schools. At the end of the summer term, 1946, the number had risen, despite the difficulties of obtaining new sets, to 14,735. Forty-three broadcasts in the week - about 1,400 in a year - were then being handled by the Schools Department.

Outside specialists with particular gifts or experience together with skilled script-writers do some of the work and there is a widely qualified staff within the corporation: educationists, drama producers, a repertory company of players, and specialist teachers in history, music, science and so on. There is a wide range of broadcasts on appropriate subjects to suit all ages. There

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is constant experiment and new ground is constantly being broken.

In 1947 the Central Council and the Scottish Council, which had guided the B.B.C.'s educational policy since 1929, were superseded by three new bodies. The School Broadcasting Council for the United Kingdom covers broadcasting to the U.K. as a whole, while two contributory Councils, one for Scotland and one for Wales, cover the series relating particularly to those countries. Each Council is supported by Programme Committees to whom are delegated programmes aimed at children of a particular age.

The staff of the School Broadcasting Council has been increased to provide a more effective contact with schools, training colleges and education authorities, with a view to the best use of radio as a supplement to school work.

Visual Aids

The Ministry of Education announced on 1.1.48 that an organization to be known as the Educational Foundation for Visual Aids will be set up as soon as possible. Its detailed functions will include:

(a) to secure production of visual aids through commercial undertakings and other channels;

(b) to purchase or obtain visual aids for disposal to local education authorities, schools, libraries, and other educational institutions;

(c) to arrange at suitable centres for the exhibition, storage and servicing of visual aids;

(d) to assist the formation of regional and local libraries on visual aids;

(e) to facilitate the interchange of visual aids with the Commonwealth and foreign countries;

(f) to arrange for the collection and dissemination of information on visual aids.

On 5.8.47, Mr. Tomlinson said that the Ministry of Education's visual units were planning the production of some 20 educational films. Four such films had already been produced: The Beginning of History, Instruments of the Orchestra, Houses in History, and Local Studies.

The Universities

There are twelve degree-giving self-governing universities in England and Wales. Oxford and Cambridge, each with a number of colleges, are very old foundations and are residential. The remainder, three of which - London, Durham and Wales - also comprise groups of largely autonomous colleges, are mainly non-residential. University degree courses generally extend over three or four years, though in medicine five or six years are required. All the universities provide for post-graduate work and research.

The following table, given by the Chancellor of the Exchequer on 1.12.47, shows the total number of full-time students during the autumn term, 1947, arranged under their respective universities. Figures for the last year before the war (1938) are given for comparison's sake:

	Autumn Term, 1947			Academic Year, 1938-39		
	Men	Women	Total	Men	Women	Total
Birmingham	2,136	839	2,975	1,013	420	1,433
Bristol	1,252	650	1,902	675	330	1,005
Cambridge	6,326	617	6,943	5,422	509	5,931
Durham	2,970	803	3,773	1,321	388	1,709
Exeter Univ. College	450	335	785	288	134	422
Hull Univ. College	377	188	565	126	36	162
Leeds	2,185	703	2,888	1,361	396	1,757
Leicester Univ. College	297	152	449	63	19	82
Liverpool	2,196	747	2,943	1,575	480	2,055
London	10,918	4,871	15,789	9,705	3,486	13,191
Manchester	3,408	1,224	4,632	1,920	542	2,462
Nottingham	1,179	500	1,679	467	115	582
Oxford	6,375	1,125	7,500	4,147	876	5,023
Reading	520	470	990	294	290	584
Sheffield	1,327	343	1,670	619	148	767
Southampton Univ. College	588	244	832	196	72	268
Total, England:	42,504	13,811	56,315	29,192	8,241	37,433
University of Wales	3,440	1,214	4,654	2,041	738	2,779
Aberdeen	1,451	556	2,007	809	402	1,211
Edinburgh	3,278	1,626	4,904	2,358	847	3,205
Glasgow	5,644	1,429	7,073	3,580	1,110	4,690
St. Andrews	1,203	608	1,811	577	351	928
Total, Scotland:	11,576	4,219	15,795	7,324	2,710	10,034
GRAND TOTAL, Great Britain:	57,520	19,244	76,764	38,557	11,689	50,246

The second table shows the total number of full-time students in 1947, arranged under faculties:

	ARTS			PURE SCIENCE			MEDICINE		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Autumn Term 1947	22,094	12,106	34,200	11,193	3,327	14,520	12,389	3,175	15,564
Acad. Year 1938-9	14,936	7,576	22,512	5,909	1,858	7,767	11,623	2,013	13,636

	TECHNOLOGY, including Engineering, etc.			AGRICULTURE, including Forestry, etc.			GRAND TOTALS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Autumn Term 1947	9,850	293	10,143	1,994	343	2,337	57,520	19,244	76,764
Acad. Year 1938-9	5,199	89	5,288	890	153	1,043	38,557	11,689	50,246

State Scholarships tenable for university honours-degree courses are offered each year by the Ministry of Education. The number offered annually was increased (27.3.47) from 360 to 750 and (5.4.48) to 800. Approximately two-thirds of the holders begin at elementary schools.

The Ministry also award about 30 Royal Scholarships and Studentships in Science, and about 60 Scholarships, and Exhibitions in Art each year. (Some 1,500 scholarships with maintenance grants are also awarded by L.E.A.s.)

Numerous exhibitions and scholarships are awarded from their own funds by all the universities - notably by the colleges at Oxford and Cambridge - and also by private benefactions. Approximately 40 to 50 per cent. of Great Britain's university students are receiving financial assistance from other than private sources.

During the late war over 6,000 State Bursaries in physics with radio, engineering (mechanical and electrical), chemistry, metallurgy, and also in glass technology, were awarded by the Ministry to selected boys and girls. Some 3,000 Engineering Cadetships were also given to boys of 17 and 18 for training for commissioned rank in technical units of the Services.

Under new Regulations, any student who wins an open or State Scholarship, or its equivalent, receives from the Ministry such supplementary financial help towards the cost of his tuition and maintenance as may be necessary to enable him to take full advantage of his university course. This now applies to all winners of open scholarships and exhibitions, State Scholarships, and to winner of close scholarships or exhibitions where the Minister is satisfied that the conditions of the awards are of a sufficiently high standard.

The value of the award received by a student is made up by the Ministry in full to this amount where the parents' net income is less than £600 a year. On incomes above this level there is a graduated scale of contributions. If the parents' income exceeds £1,500 no supplementary payment is made.

University Grants. The Ministry of Education has no jurisdiction over the universities, and its relations with them are concerned mainly with the training of teachers, the provision of adult education and the award of state scholarships and bursaries. The universities, though self-governing institutions, receive aid from the State in the form of direct grants from the Treasury made on the advice of the University Grants Committee, composed mainly of representatives of the Universities themselves.

The Chancellor of the Exchequer, Mr. Dalton, stated 10.3.47: "Before the war Exchequer grants to the universities were settled for periods of five years. I propose to resume this practice in order that universities may plan development with knowledge of the resources they may expect. They will need Exchequer grants on an increasing scale for some time to come, both in order to effect improvements, which were due even before the war, and to increase the number of students.

"As their need will be on a rising scale, I propose that Parliament should be asked to provide recurrent grants rising from £9,000,000 for the academic year 1947-48 to £9,970,000 for 1948-49 and thence by annual increments of £650,000 to £11,920,000 for 1951-52. The recurrent grants for the present academic year will amount to between £6,000,000 and £7,000,000. These figures exclude the grants of £500,000 now made to teaching hospitals, which will continue during the financial year 1947-8 and the amount of which for future years has not yet been determined. They also exclude grants for agricultural education.

"The University Grants Committee estimate that the universities' programmes of development will necessitate during the quinquennium non-recurrent grants amounting to £50,000,000 of which £40,000,000 would be for new buildings and £10,000,000 for acquiring sites, existing buildings and new equipment. I accept this estimate and will do my best to meet it."

On 20.2.48 it was stated by the new Chancellor of the Exchequer, Sir Stafford Cripps, that the grant for 1947-48 would be over £11,000,000 including £2,000,000 for non-recurrent grants.

For the academic year beginning October, 1946, preference in entry of students to the universities was given to men who had served in the Armed Forces and others who had been engaged for an equivalent period in important civilian work. On 26.6.47 the Parliamentary Secretary to the Ministry of Education, Mr. Hardman, said that in December, 1946, there were 20,273 students at British universities in receipt of financial aid from the State and 7,000 from L.E.A.s. Of the former number, 12,534 were assisted under the Further Education and Training Scheme.

Of the Further Education and Training Scheme Mr. Tomlinson said on 24.2.48 that 54,000 awards had been made, of which 40,000 were then current.

B. EDUCATION IN SCOTLAND

I. Historical. Education in Scotland is not an offshoot of education in England, but a vigorous parallel growth. The ideal of a comprehensive educational system available for all capable of profiting from it is one that has long been cherished. As far back as 1560, the Scottish Reformers in the First Book of Discipline formulated provisions whereby every town was to have a school and every parish a schoolmaster. The children of all, rich or poor, were to receive education "so that the Commonwealth may have some comfort of them."

Although the Reformed Church had not the resources to carry out this scheme, the ideal behind it persisted, and in 1696 the Scottish Parliament enacted that every parish should provide a "commodious house for a school" and the salary for a teacher.

Even then it was many years before the Act was fully carried into effect, especially in remote districts. By the 19th century, however, thanks to the exertion of the Churches and of various other voluntary bodies, the number of schools had greatly increased. There was no compulsion to attend, and the success of the school depended largely on the schoolmaster's personality. Educational provision was still far from complete and there was much illiteracy, especially in the large towns which had sprung up as a result of the Industrial Revolution. The seriousness of this became more apparent with the Second Reform Act of 1867, which gave the vote to the working classes in the towns. Education was now seen to be a matter of urgent national concern, which could no longer be left to voluntary agencies.

Act of 1872. The great Educational land-mark of 19th Century Scotland is the Education (Scotland) Act of 1872, which transferred the work of organising and administering education from Church to people. Popularly elected school-boards, nearly 1,000 in number, were set up for all parishes and burghs, with power to levy rates to meet the cost of administering existing schools and of providing such additional schools as were found necessary. Other duties included the prosecution of defaulters for non-attendance at school and the securing of compliance with the requirements of the Code of the Scottish Education Department which was set up about this time for the distribution of the Parliamentary grant. As the main aim of the schools at this period was regarded as the elimination of illiteracy, all that was required to entitle a child to exemption from school was ability to read and write and a knowledge of elementary arithmetic. The age of compulsory school attendance was 5 to 13, but school boards were empowered to provide evening schools for persons over 13.

In 1892 a sum of money was allocated for providing for secondary education. To receive and distribute availanle grants, secondary education committees were set up for each county and for each of the five burghs of Aberdeen, Dundee, Edinburgh, Glasgow and Leith, and for the Parish of Govan.

Act of 1908. This Act left the local authorities for education unchanged but extended their powers in various directions: children in outlying parts could be conveyed to school or, if necessary, boarded nearby; medical examination of pupils could be carried out; neglectful parents could be prosecuted, where a child attended school in a dirty or verminous condition or was unable through lack of food or clothing to take advantage of the education provided, and food and clothing could be provided for necessitous children. It became the duty of school-boards to provide continuation classes for the further education of young persons over 14.

Act of 1918. By the end of the first World War it was becoming widely recognised that the area and resources of the Parish School Board were often too narrow for efficient education provisions, especially with the development of specialized forms of secondary education. The Act of 1918 accordingly substituted for the thousand-odd school-boards 33 county and 5 urban Education Authorities. These were ad hoc elected bodies. Local interest in education, which had been favoured by the school boards, was maintained by the institution of School Management Committees for local districts, whose main duty was to manage the schools in their districts and to deal with matters of attendance, thus relieving the Education Authority of much detail work.

Other important changes brought about by this Act were the transfer of voluntary schools to the management of Education Authorities, subject to certain conditions designed to preserve their denominational character; and the framing of schemes for educational provision, both primary and secondary, for each area and of bursary schemes to ensure that promising pupils should not be debarred from secondary education by the expense involved.

Authorities were empowered to provide a library service, not only for pupils under instruction but also for the adult population. They were also empoweered to provide nursery schools or to aid nursery schools provided by voluntary bodies. This reflected the growing recognition of the supreme importance of the proper care and training of the child in its pre-school years.

Two sections of the Act, covering the raising of the school age to 15 and the requirement of compulsory continuation classes, were not brought into operation. By the Act of 1936 the school leaving age was to be raised to 15 on 1st September, 1939, subject to exemption for beneficial employment between 14 and 15. This provision duly came into effect on 1st September, 1939, but in view of the outbreak of war it was enacted in the Education (Emergency) (Scotland) Act of the following month that it should be deemed not to have taken effect.

Act of 1929. Ad hoc Education Authorities, while they had the advantage of attracting as members persons specially interested in education and of giving education authorities a considerable measure of independence, were open to the criticism that they resulted in defective co-ordination between education and other local authority services. By the Local Government (Scotland) Act, 1929, ad hoc Education Authorities were abolished and the administration of education was entrusted to the county councils and to the town councils of Aberdeen, Dundee, Edinburgh and Glasgow, as Education Authorities for their areas.

The Education (Scotland) Act, 1945

If this Act contains fewer important innovations than the English Education Act of 1944, the reason is that a number of the major reforms included in the English measure were carried out in Scotland many years ago. For example, the simplicity of the structure of the local educational administration in Scotland has long been regarded with some envy by English educationalists. Again, the introduction of the same set of regulations for all forms of post-primary schools was anticipated in Scotland in 1939, when a Code covering primary as well as secondary schools came into force.

The Act applied to Scotland the Government's policy for the development of education in Great Britain and made a number of other changes which affected only the Scottish system. It consisted partly of new provisions and partly of revised, improved, and extended versions of existing provisions. It was drafted with a view to early consolidation with the existing Acts and covered all statutes relating to education in Scotland.

A Bill to consolidate the enactments relating to Education in Scotland which covers enactments from 1872 to 1945, received Royal Assent on 6th November 1946.

The Minister responsible for education in Scotland is the Secretary of State for Scotland who acts through the Scottish Education Department. There is a standing Advisory Council on Education in Scotland which is usually reconstituted every three years. Since its reconstitution in November, 1942, the Advisory Council, under remits made by the Secretary of State, have enquired into and reported upon various aspects of the educational system, including compulsory Day Continuation Classes, Training for Citizenship, the post-war Supply, Recruitment and Training

of Teachers, Adult Education Grants, Education Authority Bursaries, Technical Education, the Training of Teachers, Primary Education and Secondary Education. (See List of Documents, p. 28)

Since the passing of the Education (Scotland) Act, 1945, the Secretary of State has issued a number of important Regulations. Chief among them are those relating to Standard National Scales of Salaries for Teachers: Emergency Arrangements for the Recruitment and Training of additional teachers required in connection with the raising of the school leaving age; Social and Physical Training Grants. Grants to Central Institutions, to Education Authorities and to non-Education Authority schools; School Meals Service; Grants in aid of Educational Development and Research; Bursaries to Persons over school age, and the School Medical Service.

Scotland has about 745,000 children, of whom 286,000 live in the four great cities, Edinburgh, Glasgow, Dundee and Aberdeen. There are some 3,000 schools and 30,000 teachers.

There are four Scottish universities: St. Andrews, founded in 1411; Glasgow (1450); Aberdeen (1494) and Edinburgh (1583). The proportion of university students to the population in Scotland is particularly high.

C. EDUCATION IN NORTHERN IRELAND

Before Reconstruction. When Northern Ireland became in 1921 a self-governing unit of the United Kingdom, the newly constituted Ministry of Education assumed control of the educational services, which formerly had been administered by three separate departments. Much was achieved in the way of bringing older forms into a unified system by the passing of the Education Act (Northern Ireland) 1923. By this Act each county and county borough was constituted the responsible education authority for its area. The national schools of former days were renamed public elementary schools, and parents were required to cause their children between the ages of 6 and 14 to receive "elementary" education. Between 1925 and 1939, when the outbreak of the war made further building impossible, 195 new elementary schools were built, providing places for 48,210 children, and, of the buildings transferred, many were substantially reconstructed. During this period the committees developed the school medical services. An increasing number of pupils began to attend secondary schools. In 1924 there were approximately 7,000 children in intermediate and senior departments; by 1938 this number had steadily increased to over 11,500, and in the war years to almost 13,800.

Of the 61 permanent technical schools and centres 58 are controlled by the education committees. Almost every town in Northern Ireland with a population of 3,000 inhabitants has its technical school. The Belfast College of Technology is recognised as one of the leading institutions of its kind in the United Kingdom and at present caters for more than 8,000 students. Since 1923 eleven new technical schools have been built and the number of students in 1943 was 22,435. The Act of 1923 also gave power to the education authorities to provide meals for children in attendance at public elementary schools on condition that the appropriate cost was recovered from the parents who could afford to pay.

The Education Act passed in 1938 raised the school leaving age to 15 but education authorities were to be allowed to grant certificates of exemption for children of 14, on grounds of beneficial employment. As in England and Scotland operation of this Act was postponed owing to the outbreak of war. In the same year the Physical Training and Recreation Act was passed giving the Ministry power to make special grants to local authorities and voluntary organisations for the development of facilities for physical training and recreation, such as playing fields, gymnasia, swimming baths and so on.

The apex of Ulster's educational structure is Queen's University, Belfast.

Reconstruction. On 11th December, 1944, White Paper, Educational Reconstruction in Northern Ireland (N.I. Cmd. 226) was published, outlining the Northern Ireland Government's proposals in this field. Some of these proposals were akin to proposals incorporated in the English Act of 1944 and were put forward as the result of an independent examination of the problem.

It was proposed: to reduce the lower limit of compulsory attendance from 6 to 5; to raise the school leaving age to 15 without exceptions and to take power to raise it subsequently to 16; to require education committees to provide nursery schools or classes where, in the opinion of the Ministry, such provision is required; to replace the public elementary school system by a system of primary schools for children up to 11+ and secondary schools of different types for older children.

New Education Act. On 24th September, 1946, the Northern Ireland Government published an Explanatory Memorandum (N.I. 242, H.M.S.O. 6d.) to their new Education Bill which gave effect to the proposals for educational reform outlined in the White Paper (N.I. 226) mentioned above. The Bill proposed to reform the whole educational system of Ulster and, with the exception of a few sections, to repeal all existing Education Acts. It became law in the spring of 1947.

The New System. The new statutory system is to consist of three progressive stages; primary, secondary and further education, which includes technical education, youth welfare and all forms of adult education. When the new system is fully in operation all children will receive a secondary education after the age of 11. All primary and secondary schools (except nursery and special schools) under the control of local education authorities will be designated county schools. Those not so controlled will be termed voluntary schools.

Local Education Authorities. The Council of each County and County Borough will be the local education authority for the area.

Religious Instruction and Collective Worship. Religious instruction and collective daily worship are made compulsory for every county and voluntary school whether primary or secondary.

Upper and Lower Age Limits. The upper age limit of compulsory school attendance is to be raised from 14 to 15 with provision for a further rise to 16, and the lower limit reduced from 6 to 5.

Free Milk, Meals and Books. L.E.A.s will be required by regulation to provide milk and meals for all pupils attending primary and intermediate schools (whether county or voluntary) and a similar duty will be laid on the governing bodies of grammar schools. Free books and other school requisites are to be provided by L.E.A.s for the use of all pupils attending primary and intermediate schools.

Scholarships. The governing bodies of all grammar schools will be required by regulations to make available the necessary number of places for the holders of scholarships awarded by L.E.A.s.

In April 1948 the Northern Ireland Minister of Education appointed an Advisory Council for Education to advise on matters of educational theory and practice and upon any question referred to them by the Minister.

D. "MIND, BODY AND CHARACTER"

In ending this short survey of British education, it is fitting once more to stress its harmony with British life and character. It is a system of genuine freedom, in which full scope is given to initiative. It seeks not to put the individual child into an academic straight waistcoat but to mould itself according to the child's mental, bodily and spiritual needs. It cherishes variety, not merely for variety's sake, but because it wishes to bring out "the expression of life of every man, every woman and every child at its best". As a great educationalist has said: "Over a necessary minimum few people need identically the same knowledge. There is a diversity of gifts. All around are manifold opportunities which, if seized, will develop and help to bring about gradual progress ..."

The First Report of the Central Advisory Council for Education, published 30.5.47 under the title of School and Life (H.M.S.O., 2/6) says: "A living tradition is always being thought out afresh. The educational task is to mobilize fresh moral resources to meet increasing demands, as well as to maintain good standards. The essence of the task is to develop the sense of personal responsibility, and to strengthen the individual's instinct for freedom against influences that tend to stifle it..."

British education is a partnership between teacher and child, under the friendly guidance of authority. The purpose of education has been described as the production of good citizens. It has also been described as the full and harmonious development of the individual. In Britain, these two purposes are one, for the fully developed individual is the good citizen.

British education seeks the best for the child on the ground of individual human right; it also desires, in complementary fashion, that the child's development should be added to the common good of the living community and that no scrap of precious human material should be wasted. So it grows, a living thing, in freedom, in infinite variety, and in happy partnership.

It is a great but modest story, rich in the names of famous men; of pious founders like William of Wykeham and "the royal saint", Henry VI, of unselfish philanthropists like Robert Raikes, of forceful, character-building headmasters like Arnold and Thring, of great heads of colleges, like Jowett and Livingstone, or humane and liberal-minded Ministers like Forster and Fisher. But, perhaps, even more it is a tradition linked with the lesser names of countless men and women, who through the centuries, in great schools and small, have worked in selfless devotion, inspired by the motto "that we may teach others also". It is a humane and Christian tradition, like that of Chaucer's parson of whom it was said:

"Of Christes lore and his apostles twelve
He taughte, but first he folwed it himselve..."

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DOCUMENTS BEARING ON THE TEXT

General

Educational Reconstruction, Cmd. 6458. July, 1943. 6d.
Education Act, 1944 (3.8.44) 2s.-d.
A Guide to the Educational System of England and Wales, (Ministry of Education Pamphlet No.2) (30.8.45) 1s.-d.
Education (Scotland) Act, 1945 (15.6.45) 1s.3d.
Education Bill, Norther Ireland (24.9.46) 2s.-d.
Education (Scotland) Act, (6.11.46) 2s.-d.
School and Life (First Report of the Central Advisory Council for Education, England) (30.5.47) 2s.6d.
Summary Report for the Year 1946 (Scotland), Cmd.7089 (17.5.47) 4d.

Primary and Secondary Education

Post-War Agricultural Education in England and Wales, Cmd.6433 (Luxmore Report) April, 1943. 1s.6d.
Curriculum and Examinations in Secondary Schools (Norwood Report) July, 1943 1s.6d.
Public Schools (Fleming Report), July, 1944 1s.6d.
The New Secondary Education (Min. of Education Pamphlet No.9) (8.6.47) 2s.-d.
Scotland: Primary Education, Cmd.6973. (8.1.47) 2s.6d.
Scotland: Secondary Education, Cmd.7005. (13.3.47) 3s.-d.

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Report of the Chief Medical Officer of Ministry of Education, 1939-45 (21.1.48) 2s.6d.

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The Post-War Youth Service in Wales (21.2.45) 4d.
Needs of Youth in These Times (Scotland) (12.9.45) 1s.6d.
Youth's Opportunity (Ministry of Education Pamphlet No.3) (31.10.45) 1s.-d.
Scotland: Recruitment and Training of Youth Leaders and Organisers (21.11.46) 9d.
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