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ПРЕДИСЛОВИЕ

Учебное пособие «Английский для педагогов» (English for Teachers) адресовано, в первую очередь, студентам и аспирантам педагогических специальностей высших учебных заведений, соискателям, готовящимся к сдаче экзамена кандидатского минимума по английскому языку, студентам факультетов иностранных языков, а также всем тем, кто желает повысить свой уровень владения английским языком, добиться правильного понимания оригинального текста, усовершенствовать навыки устной и письменной речи и перевода.

В соответствии с требованиями государственных программ России по профессиональной подготовке студентов-педагогов высших специальных учебных заведений (независимо от их основного профиля: преподавателей химии, физики, биологии, математики, литературы и т.д.) авторы учебного пособия ставят перед собой цель развития у обучаемых навыков и умений самостоятельно читать оригинальную литературу, связанную с организацией и функционированием образовательных систем Великобритании и США, с педагогической деятельностью англоговорящих преподавателей, извлекать из этих текстов необходимую информацию в пределах проработанной тематики, делать сообщения на заданную тему, используя как общеупотребительную лексику, так и специальную педагогическую терминологию.

Весь текстовый материал пособия отобран из оригинальной профессионально-ориентированной английской и американской литературы и прессы, кроме того использовались официальные документы и печатные издания различных учебных заведений Великобритании и США.

Предлагаемое учебное пособие рассчитано на 120 – 160 часов аудиторной работы и, соответственно, 60 – 80 часов самостоятельной работы.

Структурно пособие состоит из следующих 8 тематических разделов (Units):

1. Система школьного образования Англии (English School System);
2. Устав английской средней школы (An English School Staff Handbook);
3. Образование в США (Education in the USA);
4. Жизнь американской школы (Inner Life of an American School);
5. Английские университеты (English Universities);
6. Американские университеты (Universities of the USA);
7. Идеальный преподаватель (The Teacher);
8. Методы работы с учащимися (The Teacher's Methods).

Небольшой тематический словарь в начале каждого раздела предполагает углубленное изучение некоторых специальных терминов педагогического профиля в процессе индивидуальной самостоятельной работы. Таким образом снимается ряд трудностей, связанных с терминологической лексикой и ее переводом. Эти словари включают в себя некоторые лексические единицы, которые могут оказаться полезными в дальнейшем при обсуждении данной темы.

Каждый из разделов, в свою очередь, включает от 4 до 6 глав. Основным материалом для аудиторной и последующей самостоятельной работы в каждой главе является базовый текст, сопровождаемый рядом заданий и упражнений, активизирующих различные виды речевой деятельности, при этом, основное внимание уделено переводу.

В комментарии к базовому тексту (Notes) , в основном, вынесены вопросы, связанные с трудностями перевода.

Учитывая, что студенты часто не обращают достаточного внимания на произношение тех или иных слов, не входящих в их активный запас, авторы сочли необходимым ввести упражнение «Read the following words from the text», включив в него слова, произношение которых может вызвать определенные сложности.

Упражнения “Paraphrase the following sentences and word-groups from the text” главным образом преследуют цель проверки понимания мысли, выра-

женной автором в данном предложении или отрывке текста, и умения передать ее иными языковыми средствами.

Упражнения “Answer the following questions”, “Explain and expand on the following” приучают студента вдумчиво читать текст и способствуют развитию навыков устной речи. Перед студентом ставится задача «расшифровать» данное предложение или отрывок, когда он должен дать более полное и расширенное объяснение.

Упражнения типа “Translate the following into Russian” имеют своей целью заострить внимание студента на трудностях перевода и подбора адекватных выражений при передаче данного предложения или отрывка на русский язык. Эти упражнения можно использовать как при разборе текста на первых занятиях, так и при закреплении и повторении лексического материала текста.

Упражнения типа “Paraphrase the following using words and word combinations from the text”, “Find synonymous expressions for the following”, “Use the words and word combinations in sentences of your own”, “Give nouns that would go with the following adjectives” рассчитаны на активизацию и закрепление лексико-фразеологического материала.

Упражнения типа “Give English (Russian) equivalents for the following”, “Suggest the Russian (English) for the following”, “Find a way of expressing the following in English (Russian)” способствуют закреплению полезных и употребительных слов и словосочетаний, вырабатывают у студента быструю реакцию и умение найти нужный эквивалент при переводе с русского языка на английский и наоборот.

После того, как материал текста в основном отработан можно переходить к упражнениям, направленным на умение структурировать текст – составить план, дать заголовки и подзаголовки и т.п. (“Choose the key sentences which could contain the main idea of the paragraph”, “Make up the plan of the text”, “Put questions to the text”, “Write the outline of the text”, “Give the précis of the story”).

Ряд упражнений предполагает обсуждение темы и предлагает такие задания как подготовка доклада или сообщения по теме и рассчитаны на то, чтобы дать студенту возможность более широко использовать накопленный им лексический материал (“Retell the text using the material of the notes”, “Speak on the following topics”, “Discuss with you group-mates the following problems and questions”). Для этого рекомендуется использовать темы как непосредственно связанные с текстом, так и носящие более общий характер и рассчитанные на самостоятельную творческую работу студента с привлечением других источников на английском и русском языках.

Каждый из 36 разделов пособия включает в себя также упражнение на чтение, перевод, анализ и обсуждение еще одного профессионально-ориентированного текста. Эти тексты также предполагают различные задания на их реферирование, устное и письменное изложение.

Завершают каждый раздел дополнительные упражнения и задания, непосредственно не связанные с рассматриваемой тематикой (Additional Exercises), основная цель которых - расширение словарного запаса общеупотребительной лексики слушателей. На наш взгляд, полезными являются упражнения на многозначность слов, на словообразование, на сопоставление значений слов, имеющих примерно одинаковое звучание как в английском, так и в русском языках, на употребление предлогов и артиклей и ряд других моментов, всегда представляющих определенные трудности для студентов, изучающих английский язык.

Пособие включает лексико-грамматические тесты (общее количество – 20), которые могут помочь преподавателю выявить пробелы в общезыковой подготовке студентов и организовать дополнительную работу по устранению этих недостатков.

Авторы надеются, что страноведчески ориентированное содержание учебного материала заинтересует всех, кто желал бы познакомиться с жизнью образовательных учреждений Великобритании и США

Unit 1.

ENGLISH SCHOOL SYSTEM

The Story of English Schools (1)

The Story of English Schools (2)

Educational Reforms in the 1980s.

Modern State Schools.

Independent Schools (1)

Independent Schools (2)

Vocabulary

Academic education	высшее образование университетского типа
Advanced level examinations	выпускные экзамены на повышенном уровне
comprehensive school	объединённая школа
comprehensive system of education	широкая (всеобъемлющая) система образования
campus	территория университета, колледжа, школы
county school	школа в округе
elementary school	общеобразовательная школа (для детей от 5 до 14 лет; существовала до 1944 г.)
eleven-plus (11+) examination	экзамен, сдаваемый в одиннадцать с лишним лет
Eton College	одна из 9 старейших престижных мужских привилегированных средних школ; основана в 1440 г.
fee-paying	платный
full-time education	обучение в течение полного дня
further education	дальнейшее образование
General Certificate of Secondary Education (GCSE)	аттестат об окончании полной средней школы
grant	стипендия (обычно назначаемая местными органами образования)
higher technological study	высшее техническое образование
intellectual training	интеллектуальная подготовка
local education authorities (LEA)	местные органы образования
nursery education	дошкольное обучение
ordinary level examinations	выпускные экзамены на обычном уровне
primary education	начальное образование
public school	средняя школа закрытого типа, не зависящая от местных органов образования, для детей из высших слоёв общества
secondary education	среднее образование
Secretary of State for Education and Science	министр образования
to sit for an examinations	сдавать экзамены
sixth form	6-й класс (последний класс общедоступной школы, в котором учащиеся 16-18 лет готовятся к выпускным экзаменам на повышенном уровне)
Intelligence quotient (IQ)	коэффициент умственной одарённости
intelligence test	тест на определение умственной одарённости
testee	испытуемый
(to) dismiss school	закрывать на каникулы; отпустить после занятий
distinguished record of success	табель с отличием

(to) double up	совмещать (преподавать 2 предмета)
extended courses	занятия по расширенной программе
arts and crafts	прикладное искусство, ремёсла
Department of Education	отдел народного образования
Deputy Head	заместитель директора (заведующий учебной частью)
to devise a syllabus	составлять учебный план (по одному предмету)
to draft syllabuses	составлять проекты учебных планов
educational officials	работники отделов народного образования
general science	элементарный курс общего естествознания (включающий физику, химию и биологию)
head boy (girl)	ученик (ученица), стоящий во главе всей ученической организации
School Board	школьный совет
science	естественные науки
staff meeting	педагогический совет
standard of achievement	уровень знаний

The Story of English Schools (1)

The first English schools were founded by the Church in the sixth century, to train boys for the priesthood, and the Church was to retain a virtual monopoly of education for many centuries. During the Middle Ages most of the schools that existed were attached to cathedrals, monasteries or collegiate churches, though they were sometimes supplemented by establishments founded and endowed by rich burgesses for the education of their sons. The state played virtually no part in education. Although individual monarchs could follow the example of Alfred the Great and establish particular institutions, as Henry VI did in the case of Eton, the state accepted no responsibility for either organising or financing any educational system. During Tudor times a number of schools were established; Edward VI founded some dozen schools, still known as King Edward VI Grammar Schools, while a number of others opened their doors in Elizabeth I's reign.

Education was the prerogative of the rich. Although scholarships existed for 'poor and needy' boys who showed an aptitude for learning, there were not nearly enough of them to provide places for all those having this qualification. If a child did not attend school he might pick up the rudiments of reading and writing from a parent, relative or neighbour, but in many cases people were illiterate for life. A number of the giants of the Industrial Revolution had received little or no formal education; James Brindley, the great canal engineer, taught himself to write in order to be able to keep his notebooks up to date, while the older Stephenson, of 'Rocket' fame, was illiterate to manhood.

During the late eighteenth century a considerable number of 'industrial schools' and 'Sunday schools' were established by industrialists and philanthropists. These institutions were intended to provide a basic education for the working class, or at least what their founders considered to be a basic education. The men who set up these schools were not particularly concerned about training future Brindleys and Stephensons to read plans and technical works; they were more anxious to ensure that their workers could read the Bible. Thus the main emphasis was to provide a man or child with enough reading knowledge to stumble through the scriptures, while arithmetic, writing and other potentially dangerous subjects were practically ignored. One of the great problems of these early schools was a shortage of trained teachers, for frequently parents as well as children crowded into the classrooms.

At the beginning of the nineteenth century such elementary schools as existed were financed either by private individuals or the churches. Local authorities were empowered to make grants towards education from the rates if they saw fit to do so, but by no means all of them did. The Church of England no longer had the monopoly of education it had enjoyed in earlier times, and frequently found itself in conflict with non-conformists over which church should have the right to provide education in a particular area. At times the issue became so heated, and the opponents so involved

in questions of principle, that the children were completely forgotten and remained uneducated.

Notes

to be founded = быть основанным, учрежденным

to train for = готовить (к чему-либо), обучать

to retain a monopoly = сохранять монополию

to be supplemented = быть дополненным

to be endowed = быть обеспеченным (постоянным) доходом, существовать на благотворительные средства (поступающие от пожертвований, завещаний и т.п.)

to play no part = не играть роли

to follow the example of = следовать примеру

to show an aptitude for = проявлять склонность к ч-л.

to provide places for = предоставлять места

to pick up the rudiments of = зд. овладевать основами ч-л.

to receive little education = получать недостаточное образование

to keep his notebooks up to date = вести регулярные записи

to be established = быть созданным, основанным

to set up schools = основывать школы

to provide a man with enough knowledge = дать человеку достаточно знаний

to be financed by = финансироваться кем-л.

to enjoy the monopoly = обладать монополией

Exercises

1. Read the following words from the text:

virtual, monastery, endowed, particular, educational, establish, prerogative, scholarship, qualification, rudiments, relative, illiterate, considerable, basic, anxious, arithmetic, subject, individual, frequently, potentially.

2. Make up a list of special educational terminology from this text. Translate these terms into Russian, then translate them back into English from memory.

3. Paraphrase the following phrases from the text:

- a) The state played virtually no part in education;
- b) The Church was to retain a virtual monopoly of education;
- c) ... "poor and needy" boys who showed an aptitude for learning;
- d) The men who set up these schools...;
- e) ... to stumble through the scriptures;

f) The Church of England no longer had the monopoly of education

4. Look through the text paragraphs and choose the key sentences which would convey the main idea of each of them.

5. Make up the plan of the text.

6. Make up a short description of the first schools in Britain.

7. Put as many questions to the text as you possibly can and let other students answer them.

8. Retell the text using the material of the notes.

9. Answer the following questions

When were the first English schools founded?

Where could one find most of schools during the Middle Ages?

Did the state play any part in education?

What do you know about Alfred the Great?

What is Eton? Do you know any other names of similar institutions?

What is meant by 'Tudor times'?

When did the Industrial Revolution take place in England?

Why were there so many canals built in England during the Industrial Revolution?

Explain 'an industrial school' and 'a Sunday school'.

What is known to you about Stephenson?

Explain the meaning of the word 'scriptures'.

What was the main problem of those early schools?

Who financed education at the beginning of the 19th century?

Who were 'non-conformists'? Find other words with the same prefix.

Explain the word 'manhood'. What other words with the same suffix do you know?

10. Find facts about the first schools that appeared in Russia and prepare a short report on them.

11. Speak on the following topic:

The role of Church in educating people

12. Discuss with your group-mates the following problems:

- a) "Education is the prerogative of the rich".
- b) "Elementary education as we see it"

13. Read the text "*The First Few Days in School*," translate it in written form.

THE FIRST FEW DAYS IN SCHOOL

Get to know your Head of Department well. Through him or her you will get to know the Department. Remember too that the HoD needs to get to know you and your interests so that you can best be deployed in your job.

In the first day or two of term you may well find that the HoD is almost totally engaged in administrative matters.

Make a point of getting to know other colleagues in the Department. If the HoD is engaged elsewhere perhaps other colleagues will help you to sort out answers to the following details you need to know about. You will find it helpful to keep a notebook to jot down the many things you will be told.

a) Marking: is there a departmental policy?

Syllabus: have you been given a copy?

Departmental Stock – textbooks, visual aids, tapes, work sheets, projectors, OHP slides, tape recorders, radios, TV, cassette players, duplicating facilities, where are they?

Departmental systems – central records of pupil progress, materials in central pool, recording loans, reporting breakages – very important, paying for lost textbooks.

School language policy – who does which language – what selection procedure is used?

Examinations: obtain syllabuses and past papers if you are to have an examination form. How are pupils selected for particular examinations? Is there anyone in the department with public examination marking experience?

Overseas links – correspondence, visits and exchanges. Who is responsible and how are these things organised?

(h) Out of school activities – language clubs, foreign films, meetings with parents. Who organises these?

(i) Role of the language adviser—is there one?

(j) Which member of the school staff (if any) will have particular responsibility for you as a probationer teacher?

(k) Does the school have any contact with the activities of the local branch of the MLA?

In the classroom don't be too ready to prove how friendly you are. Seek to establish a reputation for solid work, energy, activity and encouragement. The personal relationships will develop out of this. Remember that it is much easier to move from a firm position to a relaxed one than vice-versa.

Discuss your lessons and lesson plans with colleagues. Try out advice given on particular ways of teaching a topic.

If possible meet the member of staff who taught your class last year. Ask if there is anything you should know about any pupils.

Listen to conversation in the staffroom about pupils. You will learn much about their backgrounds, home conditions, school history etc.

Make sure you know all about school routine. If in doubt ask colleagues. Avoid having to ask pupils. They will think you really green if you don't know what time lessons end, what to do about late comers, when to set homework etc.

Make sure you learn the geography of the school quickly. Have a walk round during an early lunch break. Some present day campuses, particularly those on split sites, can be extremely confusing to a newcomer.

Be sure you know where your "base" is. Are you in the right staffroom or is it reserved for non-smokers, quiet work etc?

Inspect the school library. What system of loans is there? Who is in charge? Is it possible to borrow reference books for use in class? Is there a photocopier for staff use? Are you aware of all the copyright rules?

To which technician must you go if you need a particular programme to be recorded for class use?

Look at the Staff Notice Boards carefully. What information is available about courses, dates of terms and half terms, sickness regulations? Check where the Substitution List always appears. Is your name on it? Get into the habit of checking twice a day.

To an outsider a school can appear to be a very closed community and some faults in organisation may hit you in the eye immediately. You could be right. Maybe the Department you have come into does need a bright go-ahead young teacher to sort out many problems. But you could be very wrong and only when you have taught in that school in that environment with that particular intake of socially disadvantaged children can you really be in a position to pass an opinion. If in the first few days you feel tempted to tell Head of Department and Deputy Head just where they are going wrong bite your tongue and eventually begin to ask why things are done this way and not that way. By then you may have gathered what the reason is. And you do need friends in your early days.

13A. Put as many "Why"- questions to the text of Exercise 13, and ask your group-mates to answer them

(e.g. Why should one listen to conversation in the staff room about pupils?)

13B. What do you usually find on the Staff Notice Boards?

What do you understand by "overseas links"?

What is meant by "vice-versa"? Do you know other Latin phrases used in modern English?

13C. Describe your first day in school: a) as a pupil of any form,
b) as a probation teacher.

14. Make up a story "How to become a successful teacher" using the words and expressions from this lesson.

Additional Exercises

1. Translate the words in the box into Russian:

questionnaire, contemporary, skilful, humorous, prejudiced, rhythm, liaison, apologetic, surveillance, honourable, conscience, definite, tragedy, environment, naive, intervention, accompaniment, scene, character, optimistic, privilege, perseverance, disintegrate, psychology, correspondence, argument, occurred, soliloquy, intellectual, acquaintance, interpretation, acknowledge
--

2. Find the words in the box that mean:

take notice of

shatter, break up

part of an act in a play

quarrel

happened

biased

enlightened or learned person

beat

special favour

pervading conditions

list of questions designed to elicit

certain information

supporting act

communication by letters

agreement

superficial knowledge of person

or thing

connection or co-operation

between two parties study of mental processes

innocent

dexterous

moral sense of right and wrong

opposite of pessimistic

sad event; calamity

mental or moral qualities

belonging to the same time
comic
watch
speech revealing a character's thoughts
 when he thinks he's alone on stage
worthy of praise, esteem
subjective explanation
regretful
act of breaking into an argument or
 affair
steadfast pursuit of an aim

3. *Use the appropriate forms of words to complete these phrases:*

... on viewing habits	... anecdote
a ... answer	... nature
... beat of the tomtoms	... with our solicitor
... student	... tone of voice
... by satellite	... between the two groups
... classes in society	... literature
... in the argument	... with the problem
... the receipt of	... with the difficult task
... moment	... wrought
meteor... on impact	Macbeth's ...
... stimulating	... pollution
... of the poem	... believed
a strong-willed ...	

4. *The expression “a **fair-haired** girl” means that the girl **has fair hair**. In the same way we might say “a **red-headed** man” meaning one who has red hair. We take the noun, e.g. “hair”, and add “-ed” to it, as if it were the past participle of a verb.*

Try to understand the meaning of following expressions, and use them in sentences:

- | | |
|--------------------|-------------------|
| 1. three-cornered. | 7. two-faced. |
| 2. two-sided. | 8. good-natured. |
| 3. paper-backed. | 9. middle-sized. |
| 4. many-colored. | 10. thin-skinned. |
| 5. cloth-covered. | 11. heavy-handed. |

5. *Look at the order of words here:*

You	almost	missed the bus
I	nearly	burnt my finger

The family	always	stays in bed on Sunday morning
She	just	asked him the time
We	often	go for a walk
My car	sometimes	goes very badly
That boy	hardly	understands one word you say
I	scarcely	know the answer
Gentlemen	usually	take their hats off indoor
We	generally	meet her in the grocer's shop
The girl	really	believes it is true
I	never	said that!
Grandpa	seldom	leaves the house
He	hardly ever	goes to the cinema
Those men	probably	work at the factory
She	certainly	went out last night
You have	almost	missed the bus
I am	nearly	ready
The family can	always	stay in bed
She is	just	asking him the time
We don't	often	go for a walk
There is	sometimes	a good programme on the radio
That boy has	hardly	understood a word
I am	scarcely	ready to tell you the answer
Do gentlemen	usually	keep their hats on indoors?
Do you	generally	meet her at the grocer's
Does she	really	believe it is true?
Have you	never	heard that song
Grandpa has	seldom	spoken about it
He has	hardly ever	been to the cinema
Those men are	probably	factory-workers
The weather was	certainly	very bad

These adverbs usually come between the subject and the simple verb.

Make up your own sentences with these adverbs.

Test 1

Give the gender of house, child, cow, sir.

Change all singulars into plurals:- I heard the echo in the cave.

Write the following correctly:- She had (gone, went) for a walk.

Write the following correctly:- He is as heavy as (me, I).

Write the following correctly:- She was the (older, oldest) of the two sisters.

Pick out the adverb in the following:- He came early to get a good seat.

Put the correct preposition in the blank space:- The boy lived a farm.

Join the following sentences together without using 'and', 'but' or 'so'. He works

hard at his lessons. He wishes to succeed.

Pick out the subject in the following sentence:- The soldier was wounded by the sniper.

Write the following correctly:- Both you and I (have, has) heard the story.

Write the following correctly inserting apostrophe:- The mens work was very hard.

Write the following correctly:- I think that chelsea will win the cup.

Put into direct speech:- John said that he was going home.

Complete the following:- as cool as a as soft as

Give the opposite of the following:- success, visible, praise, trans parent.

Give words similar in meaning to:- comprehend, empty, acute, lofty.

Give words which sound the same as:- allowed, grown, him, loan.

Form nouns from:- accurate, cautious, clean, equal.

Give one name for the following:- salmon, plaice, cod, flounder.

Put in order of size, smallest first:- pound, stone, ounce, hundredweight, ton.

Complete the following:- a of directors.

Complete the following:- Day is to week as is to year.

Write in full:- P.C., C.O.D., N.S.P.C.C.

Give the meaning of:- 'under a cloud'.

The Story of English Schools (2)

From the 1870s it became the duty of local authorities to establish elementary schools, at the expense of the local community, and to compel attendance of all children up to the age of thirteen. By 1900 almost total attendance had been achieved. Each local authority, with its locally elected councillors, was responsible for the curriculum. Although a general consensus developed concerning the major part of the school curriculum, a strong feeling of local control continued and interference by central government was resented. A number of secondary schools were also established by local authorities, modelled on the public schools.

The 1944 Education Act introduced free compulsory secondary education. Almost all children attended one of two kinds of secondary school. The decision was made on the results obtained in the '11 plus' examination, taken on leaving primary school. About three quarters of pupils went to 'secondary modern' schools where pupils were expected to obtain sufficient education for manual, skilled and clerical employment, but the academic expectations were modest. The remaining quarter, however, went to grammar schools. Some of these were old foundations which now received a direct grant from central government, but the majority were funded through the local authority. Grammar school pupils were expected to go on to university or some other form of higher education. A large number of the grammar or 'high' schools were single sex. In addition there were, and continue to be, a number of voluntary state-supported primary and secondary schools, most of them under the management of the Church of England or the Roman Catholic Church, which usually own the school buildings.

By the 1960s there was increasing criticism of this streaming of ability, particularly by the political left. It was recognised that many children performed inconsistently, and that those who failed the 11 plus examination might well develop academically later, but through the secondary modern system were denied this opportunity. It seemed a great waste of human potential. In fact, a government report in 1968 produced evidence that an expectation of failure became increasingly fulfilled: secondary modern children aged fourteen were found to be doing significantly worse than they had been at the age of eight. The Labour government's solution was to introduce a new type of school, the comprehensive, a combination of grammar and secondary modern under one roof, so that all the children could be continually assessed and given appropriate teaching. Between 1965 and 1980 almost all the old grammar and secondary modern schools were replaced, mainly by co-educational comprehensives. The measure caused much argument for two reasons. Many local authorities did not wish to lose the excellence of their grammar schools, and many resented the interference in education, which was still considered a local responsibility. However, despite the pressure to change school structures, each school, in consultation with the local authority, remained in control of its curriculum. In practice the result of the reform was very

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