

## **Education History - Northern Ireland**

- 1920 The Government of Ireland Act partitions Ireland into Northern Ireland and Southern Ireland.
- 1921 Ministry of Education set up.  
Lynn Committee on education set up.
- 1923 Lynn Report.  
Education (Northern Ireland) Act 1923.
- 1930 Education (Northern Ireland) Act 1930.
- 1944 Butler Education Act in UK.
- 1947 Education (Northern Ireland) Act 1947.
- 1957 School leaving age is raised to 15.
- 1964 Terence O'Neill becomes the first Northern Ireland Prime Minister to visit a Catholic school.
- 1967 University of Ulster opens.
- 1968 Education (Northern Ireland) Act 1968.
- 1970 Church of Ireland synod expresses support for experiments in integrated education.  
Richard Rose survey finds widespread support for integrated education.  
Cardinal Conway publishes pamphlet in defence of Catholic schools.
- 1971 General assembly of Presbyterian church expresses support for integrated education.
- 1972 Education & Library Boards (Northern Ireland) Order.
- 1973 The Burges Committee looks into possibilities of integrated education.  
Further work is done by John Malone of Queen's in his 'schools curriculum project'.
- 1974 Basil Mclvor's statement on 'shared education'.  
All Children Together (ATC) founded.
- 1976 Malcolm Skilbeck (of NUU) Schools Cultural Studies Project.  
John Greer (of NUU) Religion in Ireland project.
- 1977 Centre for the Study of Conflict established at NUU.  
Schools Apart published.  
Lord Dunleath gets amendment to 1972 Education & Library Board
- 1980 Chivers report on future of teacher Education in Northern Ireland.
- 1981 Lagan College, the first integrated school, opens.
- 1982 DENI Circular no. 1982/21.
- 1984 Belfast Trust for Integrated Education (BELTIE) set up.  
N.I. Council for Integrated Education (NICIE) set up.
- 1987 Cross Community Contact Scheme, circular no. 87/47.
- 1988 Proposals for education reform are announced.
- 1989 Education Reform (Northern Ireland) Order 1989.

The Ministry of Education for Northern Ireland, in common with the other Ministries, was established in June 1921. It was set up under the provisions of the Government of Ireland Act, 1920.

### **Ministers of Education**

Lord Londonderry 1921-1926

Lord Charlemont 1926-1937

John Hanna Robb 1937-1943

Rev Professor Robert Corkey 1943-1944

Lieutenant-Colonel Samuel Hall-Thompson 1944-1950

Harry Midgley 1950-1957

Morris May 1957-1962

Ivan Neill 1962-1964

H V Kirk 1964-65

W J Long 1965-1968

W K Fitzsimmons 1968-1972

### **Period of Direct Rule, 1972-1973**

Paul Channon,

Sir William Van Straubenzee,

Lord Belstead

### **Northern Ireland Assembly, 1973-1974**

William Basil McIvor

### **Period of Direct Rule 1974-1999**

Lord Moyle 1974-75

Lord Donaldson 1975-76

Lord Carter 1976

Lord Melchett 1977-78

Lord Elton 1979-1980

Nicholas Scott 1981-85

Dr Brian Mawhinney 1985-1990

Lord Belstead 1991

Jeremey Hanley 1992

Michael Ancram 1993-96

Anthony Worthington 1997

John McFall 1998

Martin McGuinness 1999-2000

## **THE 'BELFAST' EDUCATION BILL**

Prior to the passing of the Government of Ireland Act in 1920, education in Ireland had been administered from six offices in Dublin Castle and it was widely agreed that reform was necessary. The Ulster Unionist MPs in the Westminster parliament had wholeheartedly supported two proposed reform measures.

The first called for the establishment of a single ministry of education, and rate aid for primary, intermediate and technical education, that is, local civic support of the schools through the rates, and the second for rate aid to Belfast primary schools and for local involvement in the control of those schools.

The hierarchy of the Catholic Church opposed the reforms and the Irish Nationalist MPs blocked the measures. Knowledgeable commentators Times Educational Supplement predicted that Ulster 'which lost the education bill through southern opposition, is not likely to lose the chance of shattering the present scheme of things and remoulding it nearer its heart's desire. Legislation on the lines of the Belfast education bill may therefore be expected in the northern parliament'. That is exactly what happened.

## **ADMINISTRATION OF EDUCATION IN THE NEW STATE**

Following the setting up of the Northern Ireland state it was decided that administration of education would be directed from one office. Sir Ernest Clarke, who is credited with laying down the administrative foundation of Northern Ireland, modified and streamlined the model in operation in Dublin Castle. He was, however, keen to maintain administrative continuity for the new government, and with this in mind, acquired specimen forms and booklets from Dublin for use in the new government departments.

The new Ministry took over a three-stranded school system – primary, secondary and technical. Under the Dublin Castle regime the Commissioners of National Education in Ireland had controlled the administration of public elementary education, that is, national schools. These national schools were managed mostly by clergy of different denominations. The Commissioners paid teachers' salaries and awarded building grants for the construction of new schools. Secondary education was provided by intermediate schools, many of them profit-making concerns, which received grants from the Intermediate Education Board. Technical schools were the responsibility of the Department of Agriculture and Technical Instruction and were controlled by committees of local people.

## **BEFORE PARTITION**

The 90 years preceding partition in Ireland witnessed the gradual development of the national school system under the auspices of which schools had been built throughout all of Ireland. As a result, elementary education was accessible all over the country with pupils following broadly the same curriculum. Secondary, or intermediate, education as it was officially called, although more restricted in terms of access, had also been developed with a common syllabus and at the date of partition both states inherited an extensive network of schools. A school inspection system was in place.

In the period running up to the setting up of the Northern Ireland state, education became one of the battlegrounds between Ulster unionism and Irish nationalism. Before partition the education system can be quite simply described: Firstly, and most importantly, the overwhelming majority of Irish schools were under denominational control even though they were financed chiefly by the state. The primary school system (national school system) was in theory non-denominational but in practice control of all but a few was vested in the parish clergy.

The two main Protestant churches, the Church of Ireland and the Presbyterian church had been very opposed to the national system at its inception. By the time the Church of Ireland had been disestablished in 1870, more and more schools under its management affiliated to the national system. Within the Presbyterian Church, especially in the northern counties, strenuous opposition to the national school system was expressed.

Pressure was brought to bear in the late 1830s to change the regulations so that school managers might be allowed a greater degree of control over their own schools in order to determine for themselves who should be granted access and in what format religious instruction would be provided. This campaign was largely successful and schools under Presbyterian auspices joined the national system. By the early twentieth century the main Protestant churches - Church of Ireland, Presbyterian and Methodist - were so well integrated into the national system that they had few, if any, complaints about it.

Among the academic secondary schools (intermediate schools) Catholic institutions were entirely under clerical control, while Protestant schools were usually governed by a mixed board of clergy and laymen. There was also a number of schools conducted by laymen for private profit.

In neither the primary nor the academic secondary network was there provision for local civic support of the schools through the rates nor was there any statutory provision for the participation of local citizens in controlling the schools. Only the technical schools were under lay control and in receipt of regular financial support from local taxation as well as from the central exchequer.

Following the formation of Northern Ireland the new administration inherited those schools which had been operating within the six counties - 2,040 national schools, 75 intermediate schools, 12 model schools, 45 technical schools, one teacher training college (St Mary's), Queen's University and Magee College. Because the Boards of National and Intermediate Education had been based in Dublin, no local administration existed in Northern Ireland at that time.

## THE FIRST MINISTER OF EDUCATION

Northern Ireland's first Minister of Education, Lord Londonderry, was appointed in June 1921 and immediately signalled his desire for reform. He had been president of the English Board of Education from 1902-1905, the years during which the principle of local control of all schools both state and denominational was being brought into practice. In September of that year he established a committee of inquiry to make proposals as to the future structures of education in Northern Ireland. The committee became known as the Lynn Committee after its chairman, the Belfast Unionist MP Robert Lynn.

## THE LYNN COMMITTEE

The members of the Lynn Committee elected R M Jones, headmaster of Royal Belfast Academical Institution, as vice-chairman. In addition to Jones six Old Instonians (past-pupils of The Royal Belfast Academical Institution or 'Inst') sat on the 32 member committee, thus guaranteeing that the interests of academic secondary schools would be well protected.

The primary schools had several representatives on the committee, the most important being Napoleon Bonaparte Wyse, later to become permanent secretary of the Ministry of Education. Wyse, because of his previous high rank in the service of the former Commissioners of National Education in Dublin, had an unrivalled knowledge of the primary school system. In contrast to the primary schools and the academic secondary schools the technical schools were badly represented having only two seats on the Committee.

The Catholic Church was not represented on the Committee. Lord Londonderry had issued invitations to the Catholic authorities but in each case they were refused. At a meeting of Catholic clerical primary school managers in Dublin in October 1921 a warning was issued to the reformers in the north that 'in view of pending changes in Irish education, we wish to reassert the great fundamental principle that the only satisfactory system of education for Catholics is one wherein Catholic children are taught in Catholic schools by Catholic teachers under Catholic auspices'. In other words they opposed any alteration to the existing situation.

Commentators see this refusal of the Catholic authorities to join the Lynn Committee as the single most important determinant of the educational history of Northern Ireland from 1920 to the present. By refusing to sit, it is said, they surrendered their last shred of influence at the very time when the basis of Northern Ireland's educational development was being determined. The Lynn Committee, while trying to keep in mind Catholic interests, inevitably framed its recommendations according to Protestant educational assumptions.

## STRUCTURAL RECOMMENDATIONS

In late June 1922 the committee reported accepting the principle that the amount of control over a school assumed by the appropriate local government body should be in direct proportion to the total amount of local and central government aid which the school received. The report recommended the establishment of three classes of primary schools and that all schools in each of the three categories were to continue to have their teachers' salaries paid in full by the Ministry of Education.

**Class 1** schools which would be elementary schools built by local rates in combination with Ministry of Education grants and existing schools handed over by their previous managers to the local primary education committees. For class 1 schools the local committee for primary education was to pay all costs of furnishing, heating, maintaining and repairing from the local rates. As regards capital expenditure Class 1 schools were to have two thirds of such expenses borne by central government and one third by local rates.

**Class 11** schools which would be elementary schools for which special school management committees were formed consisting of two representatives of the local primary school committee and four representatives of the school patrons. They were to receive half the cost of maintaining, furnishing and repair from the local rates and they were to have two thirds of capital expenditure met by the Ministry, one sixth by the local rates and the remainder by the school patrons.

**Class 111** schools were to be those schools whose managers wished to remain entirely independent of local government authorities. They were to receive no aid from local rates but were to be eligible for grants towards heating and cleaning made directly by the Ministry of Education. The Ministry could, at its discretion, lend money to the school managers but the entire amount had to be repaid by the managers. These proposals, slightly modified, were eventually incorporated into the 1923 Education Act.

## **PROBLEMS FACING THE NEW MINISTER**

Lord Londonderry faced serious difficulties in setting up the new Ministry, not least because the transfer of control of education services from the Dublin administration to the northern ministry was delayed because the southern government refused to co-operate with the Government of Ireland Act, 1920. In addition;

the region was at war

he had inherited several educational deficiencies

he was without a body of trained personnel since difficulties arose surrounding the transfer of the necessary personnel, files and documents from Dublin, that is the authorities in Dublin refused to transfer records and personnel

one third of the managers and teachers in elementary schools, especially in border areas, engaged in a campaign of non-recognition of the northern ministry, as did a considerable number of Catholic clergy: the Dublin government assisted this campaign by paying Catholic teachers' salaries up until December 1922.

## **GAINING CONTROL**

On the other hand, however, the Minister was fortunate in that in setting up the new Ministry he had a strong administrative base. The establishment in Ulster of a single unified ministry of education solved the erstwhile problem of co-ordinating the various levels of educational activities which had so bedevilled the former all-Ireland authorities.

Under Lord Londonderry's control were placed all the activities of the former Commissioners of National Education and of the former intermediate school commissioners, plus control over technical education which had previously been exercised by the Department of Agriculture and Technical Instruction. This unified ministry not only strengthened Londonderry's hand administratively, but placed his ministry in a favourable relationship with Unionist politicians and Protestant educators, both of whom were strongly in favour of such an arrangement.

The Minister was still faced with the problem of non-recognition of the authority of the northern ministry by the managers and teachers of the Catholic elementary schools. However, in the autumn of 1922, the Dublin authorities announced that the payment of salaries to Catholic teachers in Northern Ireland would cease and the campaign of non-co-operation collapsed. Once Lord Londonderry and his staff had gained control of the educational machinery he was free to frame legislative reform

## **THE 1923 EDUCATION ACT**

In framing the Education Act (NI) 1923, Lord Londonderry sought to transform education in Northern Ireland by establishing a non-sectarian system of education combining efficiency with popular local control. This Act was a major piece of legislation and it introduced significant structural changes affecting the ownership, management and financing of schools in Northern Ireland. The most important structural change was the provision for the establishment of local education committees to provide, control and manage schools within their respective areas as recommended by the Lynn Committee.

This had been advocated in government circles even before partition, and strongly supported by the Protestant clergy and Unionist politicians. Although the 1923 Education Act dealt with all aspects of education other than higher education, it was mainly intended to improve facilities for elementary, that is, primary education.

## **RELIGIOUS INSTRUCTION AND THE 1923 ACT**

On the question of religious instruction, the Act departed from the Lynn Committee's recommendations. The Committee was strongly of the opinion that the new system should adhere to the original aim of the system of national education, that is, the provision of combined literary and moral education with separate religious instruction. Religious instruction was to be provided on a regular basis during the hours of compulsory schooling provided that parents approved of such instruction and that the right of access by the clergy was retained.

The Act ignored the recommendations of the Lynn Committee that religious instruction should continue as before to be given in state-aided schools, that is, 'combined secular and separate religious education'. Instead, the Act stated that schools were to provide 'an education both literary and moral, based upon instruction in the reading and writing of the English language and in arithmetic'.

Religious instruction was no longer to be part of the required curriculum except where it might impinge through 'moral education'. Under clause 28 such instruction was forbidden in elementary schools, and under clause 26, local education authorities were not permitted to provide religious instruction in schools under their control. Under clause 66 the education authority was not entitled to take into account a teacher's religion when an appointment was being

made. Lord Londonderry, who was opposed to the segregation of children according to religious belief, did not think it was the state's role to assume responsibility to impart Christian beliefs. He argued that the state's role should be a neutral one in this area.

## **OPPOSITION TO THE ACT**

The religious instruction clause in Londonderry's 1923 Education Act drew fierce criticism from Protestant church leaders and the Protestant community in general. They wanted it clearly stated that religious instruction would be given in all primary schools that came under the control of local authorities, and that teachers would be permitted to teach religious instruction during compulsory school hours. Agitation peaked in 1923 and clause 26 was redrafted in an attempt to reach a compromise.

Section 26, when it finally reached the statute books, stated that 'moral instruction' would be given in schools. However, this excluded 'bible teaching.' The controversy surrounding this issue brought the government into direct conflict with sections of its own supporters, and had the potential to undermine its ability to govern.

## **THE UNITED EDUCATION COMMITTEE OF THE PROTESTANT CHURCHES**

The national school system had set out to establish non-sectarian education, but it too had met with opposition from the main religious denominations. Similarly the religious aspects of Londonderry's 1923 act engendered a great deal of bitterness among Protestant church and political leaders.

From 1923 to 1929 they campaigned for the inclusion of the Lynn Committee's stipulations regarding the provision of religious instruction in all primary schools under the control of the local authorities, and that teachers be permitted to give religious instruction during compulsory school hours.

The Protestant clergy and politicians were also unhappy concerning the method of appointing teachers, that is, by school managers and not by regional education committees, fearing that Catholic teachers would be appointed to Protestant schools, thereby influencing the religious instruction given to the children in their care. This opposition was spearheaded by a pressure group known as The United Education Committee of the Protestant Churches, a pressure group, founded in 1924.

## **SIMPLE BIBLE INSTRUCTION**

Initially the government stood its ground in the face of this opposition but an amending, the Education Act (NI) 1925, included the word 'moral' alongside 'literacy' to indicate that both were part of the aims of education. This was done in order to avoid accusations that the Minister was indifferent to the general moral well-being of the young. The Ministry of Education continued in the view that the local education authorities could not provide and pay for religious instruction as defined in the 1923 Act, but advised that they could adopt a programme of 'simple bible instruction'.

The United Education Committee persisted in its campaign for educational reform. By 1928 its demands were three-fold: that bible instruction be given in primary schools; that the perceived preferential treatment meted out to Catholics in the primary education system cease and that ministers of religion be appointed to sit on regional education committees.

The Education Act (NI) 1930, while not mentioning the clergy directly, allowed the Protestant clergy to maintain a share in the control of the local elementary schools although these were ostensibly under local civic control. The Act also embodied the concession already promised to Catholics, namely that the Ministry would pay one half of the costs of building and equipping new voluntary schools. It also obliged teachers to give simple bible instruction, and removed the prohibition on inquiring into a teaching candidate's religious background.

## **CATHOLIC OPPOSITION**

The government's attempt to satisfy Protestant conscience brought Catholic intervention into the education arena for the first time around this time. The Catholics sought government grants towards voluntary schools on the grounds that they had lost out financially under the terms of the Act, that is, when they changed to the voluntary school system.

Under the national school system, they had received two thirds of the total amount of building and equipment costs. The government, anxious to quell further agitation, agreed in the 1930 Act to the payment of 50% grants for building expenses of privately managed schools. Catholics continued to be dissatisfied with this arrangement. However, the 1930 Education Act remained unchanged until after the Second World War.

## **THE SECOND WORLD WAR**

Tyrone House, the Belfast headquarters of the Ministry of Education was damaged in the air raids of 1941, and the headquarters were moved to Castle Erin, Portrush. Senior and junior officials as well as important documents were transferred and the only officials remaining were the private secretary to the Minister, two inspectors and the staff in charge of youth welfare activities.

## **FURTHER REFORMS AND FURTHER CONTROVERSY**

Towards the end of World War Two, the government prepared for a major reorganisation of education along the lines of the English Education Act 1944 (also referred to as the Butler Act). There was, it was felt, a need to make good the neglect of the inter-war years. Nevertheless, three years were to pass before the main elements of the Butler Act were applied to Northern Ireland. Around this time Lieutenant-Colonel Samuel Hall-Thompson, who had become Minister of Education in 1944, proposed an increase in capital grants to schools managed by the four-and-two committees, (mainly Catholic), from 50% to 65%, and to raise heating, cleaning and maintenance costs from the previous 50% to 100%.

He also proposed the provision of books free of charge, and free school milk and lunches to those children whose parents could not afford to pay. Far from being grateful, Catholic leaders had profound misgivings insisting that these proposals were further evidence of pressure being brought to bear in order to force their privately managed schools to join the state system. They demanded 100% funding for their schools on the grounds that the state schools were Protestant schools, and that they were subsidising these through the payment of 100% taxes, while receiving only 65% of the capital expenditure leaving them to raise the remaining 35%.

Nor were Protestants particularly happy with the Ministry of Education at this time. Once again the United Education Committee of the Protestant Churches was lobbying for an act of worship to be introduced at the beginning of each school day, and for the provision of religious instruction for all children regardless of the type of school they attended.

A White Paper published in December 1944 had alarmed them, and they made it known that any abrogation of the religious arrangements contained in the 1930 act was unacceptable. In particular they objected to the following proposals-

- the repeal of previous statutes which regulated the conditions of religious instruction in public elementary schools and in particular those schools transferred from clerical manager

- a proposed conscience clause for teachers, and

- increased grants proposed for four-and-two schools.

Thus the government was caught in the middle of two opposing sides. Protestant education campaigners wanted state schools to be Protestant in staffing and curriculum but would not admit the principle of denominationalism, while the Catholic campaigners would not settle for anything less than the principle of denominationalism. No common ground could be found and this issue rumbled on becoming the focus of a bitter on-going government-clerical disagreement between the years 1945-56.

Despite sectarian bickering Lieutenant Hall-Thompson's Bill became law in 1947. He resigned two years later, however, when his proposal to pay Catholic teachers' national insurance and superannuation was not supported by Lord Brookeborough, the then Prime Minister. Harry Midgley became the new minister of education in 1950.

## **RADICAL REFORMS**

The radical changes contained in the 1947 Act came into operation on 1 April 1948. The act had 120 provisions, and the main features of the reform were to convert elementary schools into new primary and secondary schools. Pupils would leave the first level at 11 years of age. The most able 20% would be selected by a qualifying examination for grammar school. The remaining 80% would go to intermediate or technical secondary schools. The raising of the school leaving age was deferred until 1957 when it was raised to 15 years of age.

The full social and political impact of educational advance resulting from these reforms was not fully felt until the mid-1960s when, largely as a result of the 1947 Act, higher education became available to all able children regardless of social class since the great majority of pupils in secondary schools had their tuition fees paid by the education and library boards.

This is still the case today. However, education was now organised along strictly segregated lines, with Queen's University in Belfast being the only further education institution where young people of different religions were being educated together.

## **THE YOUTH WELFARE ACTS (NORTHERN IRELAND) 1944-47**

The Youth Service in Northern Ireland is primarily concerned with the social education and personal development of young people. A growing interest in youth work, due mainly to the war conditions and youth war work, resulted in the setting up of a working party around 1942 by the Minister of Education to look into the problems affecting the welfare of young people and to suggest ways of solving these problems.

As a consequence of their recommendations a Youth Welfare Act was passed in 1944, and a Youth Welfare Committee for Northern Ireland was created. Its remit was to conduct youth surveys, review the existing facilities for youth welfare, physical training and recreation, and to direct public interest into these matters.

The Youth Welfare Act (NI) 1944, broadened the scope of the work to include all aspects of youth work for which grants could be made. The rate of grant to local voluntary organisations was raised from 50% to 75%, and the Youth Welfare Act (NI) 1947, enabled the Ministry to pay grants to central voluntary organisations at the same rate as the 1944 Act authorised for local organisations.

Over the years the Youth Welfare Service in Northern Ireland had broadened its remit. It had always been concerned with the social education and personal development of young people, primarily in a social setting. By the 1970s and 1980s its objectives included the promotion of tolerance and mutual understanding among young people.

## **FURTHER DEVELOPMENT**

By the 1960s the administration of public education in Northern Ireland was under the general control of the Ministry of Education based at Rathgael House, Bangor, Co Down. The main statutory provisions were those set forth in the Education Acts (NI) 1947-63, the Youth Welfare Acts (NI) 1938-1962 and the Statutory Rules and Orders made in conformity with those Acts.

Moreover, in keeping with the recommendations of the 1961 Development of the Youth Welfare Service White Paper, local education authorities were playing a greatly increased role in youth welfare. This White Paper on the Development of the Youth Welfare Service indicated how the government expected the service to expand and the Youth Welfare, Physical Training and Recreation Act (Northern Ireland) 1962, put into effect the proposals contained in the White Paper. It established the Youth and Sports Councils for Northern Ireland.

Voluntary youth organisations were able to get grants of 75% for heating, lighting, rates and maintenance and of 90% on the salaries of full-time leaders. Grants of 75% were given for the swimming pools and the acquisition of land needed for playing fields and playgrounds.

## **REVIEW OF PROGRESS AND SETTING OF NEW TARGETS**

In 1964, a White Paper on Educational Development in Northern Ireland, contained a number of proposals for further progress in the fields of primary, secondary and further education. New targets were set: for example, the replacement of unsatisfactory school buildings, closure of small rural schools and a reduction in class sizes. The White Paper examined the arguments for and against comprehensive education and decided on a compromise, that is, it encouraged experiments in secondary education (the development of academic streams and extended courses) with a view to reducing the importance of selection at the age of 11.

Intermediate schools were renamed secondary (intermediate) schools and moves were made to lessen the difference between them and grammar schools. The White Paper modified the qualifying examination. It was discontinued after 1965 being replaced with the Eleven Plus with the emphasis on verbal reasoning rather than arithmetic and English tests. The new examination, which was linked to teachers' assessments of pupils, could be taken at a pupil's own school. Despite the name change the stigma of failure remains to this day.

## **TEACHER TRAINING COLLEGES**

The former Irish government had at no point accepted responsibility for training teachers for secondary schools and the Northern Ireland Ministry of Education continued in this vein. On the eve of partition there was only one teacher training college in Northern Ireland, St Mary's in Belfast, and this was for women only. The new ministry had to make provision for training Protestant men and women and Catholic men.

A committee for training teachers was appointed with H M Pollock, the Minister of Finance, as chairman and it set about establishing what we now know to be Stranmillis Training College, a non-denominational college in Belfast.

By October 1922, 200 students (male and female) were being trained as elementary school teachers. Catholic authorities would not stand for Catholic men being trained alongside Protestants, and all Catholic male first-year students at Stranmillis received a letter in April 1925, informing them that they must comply with a directive from the Catholic bishops. This was, that they leave Stranmillis and enrol in St Mary's Catholic training college in Middlesex. (This college was commonly referred to as 'Strawberry Hill' in order to distinguish it from St Mary's College in Belfast).

Failure to do so would most likely result in their not finding employment in a Catholic elementary school anywhere in Northern Ireland. As a consequence, Stranmillis came to be regarded as a Protestant institution after 1925 because no Catholic men trained there. In 1945 St Mary's College in Belfast began taking in young Catholic men for teacher training, and in 1947 male teacher trainees were accommodated in Trench House, a part of St Mary's College, Belfast.

In 1965 a voluntary college under Catholic management was established for male students - St Joseph's College, Belfast (also known as Trench House). These colleges provided training for teaching in both primary and secondary schools. In 1984 St Joseph's and St Mary's colleges in Belfast amalgamated and this new college is known as St Mary's University College.

## **THE QUEEN'S UNIVERSITY OF BELFAST**

The Queen's University of Belfast was founded under the Irish Universities Act, 1908, and incorporated by Royal Charter. The Queen's College, Belfast, out of which the university grew, was founded in July 1845 and was a constituent college of the Queen's University in Ireland until the dissolution of the latter in 1882. Since 1908 the university has been a self-governing institution under the control of a Senate composed of nominees of the Crown, representatives of the academic staff, graduates of the university and members elected by city and county councils and other public bodies.

The university receives under the Government of Ireland Act, 1920, the Church Temporalities Fund Act (NI) 1922, the Queen's University of Belfast Act (NI) 1928, and the University and Collegiate and Scientific Institutions Act (NI) 1938, annual parliamentary grants to the university for general purposes and capital expenditure.

## **THE LOCKWOOD REPORT**

In November 1963 a committee, headed by Sir John Lockwood of London University, was appointed by the Minister of Finance to review the facilities for university and higher technical education in Northern Ireland and to make recommendations. The committee's findings, published as the Lockwood Report, enabled the government to make far-reaching plans for higher education in Northern Ireland.

They predicted that by 1974, between 8,000 and 9,000 university places would be needed and that this figure would rise to around 13,000 by 1980. They recommended the establishment of a second university which would be complimentary to the Queen's University, Belfast.

The committee considered several locations for this new university and, having regard to the criteria used by the University Grants Committee, eventually settled on Coleraine, Co Londonderry, as the location for what was to become the New University of Ulster. In February 1966 Professor NA Burgess was nominated as Vice-Chancellor elect and when the university opened its doors in October 1968 its first intake was approximately 400 students.

In 1970 under the provisions of the Magee University College, Londonderry (NI) Act, Magee University, situated in the city of Londonderry, became an integral part of the New University, later to become the University of Ulster. (See D/2511 for information relating to the debate leading up to the creation of this second university for Northern Ireland).

The committee also recommended the establishment of the Ulster College which would provide non-degree courses in technology, commerce, domestic science, art, drama and music. The Ulster College was re-titled the Northern Ireland Polytechnic in August 1978 under the terms of the Education (NI) Order 1978 and in 1984 the Polytechnic became the Jordanstown Campus of the University of Ulster which also incorporated the College of Art and Design in Belfast.

In February 2000, government approval was given for the development of the long-awaited Springfield Campus in West Belfast.

## **MAGEE UNIVERSITY COLLEGE, LONDONDERRY**

Magee University College was opened in 1865 by the General Assembly of the Presbyterian Church in Ireland for the purpose of providing a liberal education in both the arts and divinity. Magee was the first college to grant equal privileges to both men and women students. PRONI holds the Magee Presbyterian Trust archive (MPT).

These records, which date from c1850-1984, document the Trust's maintenance of Magee Presbyterian College, Londonderry, subsequently known as McCrea Magee Presbyterian College and then Magee University College. It is now part of the University of Ulster.

## **MODEL SCHOOLS**

Model schools were founded by the Commissioners for National Schools as the basis of their teacher training programme. Male and female model schools were opened in Dublin in 1834. These schools came under the direct control of the Commissioners.

Catholic church leaders were unhappy with the provision of religious instruction in these schools and in 1863 ordered that Catholic pupils be withdrawn. Model schools, mainly attended by Protestant children, survived up until recently.

## **NURSERY EDUCATION**

The first nursery schools were intended to facilitate the children of women employed in industry during the Second World War. Children between the ages of two and five years could attend. The continued need for female labour, particularly in the textile industry, at the end of the Second World War meant that there was a continuing need for the provision of nursery education, either under voluntary or local authority management in the form of a committee. Local education authorities were required to provide these schools and the majority of the nursery establishments already in existence became the responsibility of local authorities on 1 April 1950.

The Ministry paid the salaries of the nursery teachers and contributes towards the salary of other staff. By 1951, 23 of these were in existence. This number of nursery schools dropped slightly in the 1960s, but nursery education was given a major place in the educational field in 1974. The number of nursery schools continued to expand and had reached 53 by 1978. By 1997 there were 11,100 pre-school children in the statutory education sector and of these 8,500 are catered for in 91 nursery schools and 69 nursery classes attached to primary schools, and 2,600 in 400 reception classes and groups.

## **SPECIAL SCHOOLS**

The Education Act of 1947 required local education authorities to determine the special educational needs of children with learning difficulties, that is, children with special needs. Special schools were to be established for the teaching of these children, or, where the learning difficulties were not too severe, special classes were to be organised within the mainstream education system.

By the mid-1970s, over 2,500 pupils were receiving special education in 30 special schools, almost 100 were attending boarding schools outside Northern Ireland, and around 100 were receiving home tuition. In addition over 200 pupils were attending units attached to ordinary schools.

## **MAINTAINED SCHOOLS**

The Education (Amendment) Act (NI), 1968 introduced a new 'maintained' status for voluntary primary and intermediate schools which were prepared to accept the 'four and two' committees. They would receive 80% building grants and the education authority would be responsible for all maintenance and equipment costs. Existing schools would remain under purely voluntary management attracting 60% grants. Entirely new schools would be recognised for grant purposes only if they accepted maintained status.

Voluntary grammar schools would reap the same benefits if the governing body accepted 'an appropriate measure of public representation'. Entirely new voluntary grammar schools would only be recognised as grant-aided on these terms. Some of the proposals in the White Paper got a guarded welcome from Cardinal Conway, the Catholic Primate of all Ireland, and Catholic bishops, while initially hostile, were prepared, in the end, to give it a 'fair trial.' The Bill was published in January 1968, and became law in March of that year.

## **SEGREGATED EDUCATION**

Reform was very much in the air by the mid-1960s. There was a growing concern about civil rights and community relations and this would broaden the education debate to include discussion as to how to procure a healthier and more inclusive society. Integrated education was felt by some observers to be capable of providing a solution to the divisions within Northern Ireland society.

In 1968, echoing Lord Londonderry almost fifty years earlier, Captain Terence O'Neill, the Prime Minister of Northern Ireland, speaking on community relations said that 'a major cause of division (in Northern Ireland) arises from segregation of education'. As social unrest took hold, particularly in the 1970s, integrated schools began to emerge. The first of these, Lagan College, took in its first pupils in 1981, and others, both secondary and primary, have followed. One of the last acts of the Minister of Education, before devolved government was suspended in 2000, was to approve funding for two new integrated primary schools.

## **THE 1970S**

By the mid-1970s the Department of Education was responsible for the development of primary, secondary, further (including adult) and higher education. Area Education and Library Boards answerable to the Department became responsible for the local administration of the education and library services, teacher training, examinations (including selection and review procedures), youth welfare and youth services, museums, the Arts Council and Armagh Observatory.

By 1978 the Department had taken over responsibility for the formulation and sponsorship of policies for the improvement of community relations and community services in Northern Ireland and for grant-aiding various recreational and community facilities. Expenditure on education, libraries and allied services represented the second largest element in the budget for Northern Ireland Government departments with about half the Department's capital expenditure going towards the provision of school buildings and equipment. Voluntary grammar schools paid their own teachers' salaries with these and other running costs being met from fees and direct grants from the Department. Parents were under a statutory obligation to ensure that their children received an efficient and full-time education between the ages of five and 16 years of age. In controlled and voluntary schools there is a collective act of worship during the school day. Religious instruction, which must be provided in these schools, is non-denominational in controlled schools, but in voluntary schools its nature is determined by the managers.

A sophisticated school inspectorate was put in place advising the Department on the professional, as opposed to the administrative aspects of its work. Inspectors now visit schools and colleges and report back to the Department. They are closely involved in the implementation of programmes in schools, colleges and the youth service and play an active role in curriculum development, in in-service training of teachers and in the development of induction training for newly qualified teachers. They also maintain close links with area boards, voluntary school authorities, the colleges of education and the Northern Ireland Schools Examinations Council and its examinations board. The Inspectorate also represents the Department on a wide variety of national and other committees.

## **SCHOOL MANAGEMENT IN THE 1980S**

Controlled schools are schools under the management of education and library boards and are wholly financed from public funds. Voluntary schools are grant-aided schools under the management of persons approved by the Department of Boards of Governors established in accordance with approved schemes.

With effect from 1968 it was open to each existing voluntary school other than voluntary grammar schools to become a maintained school, that is, a voluntary school under the management of a committee consisting of representatives appointed by the trustees or managers of the voluntary school and the appropriate Education and Library Board. The great majority elected for 'maintained status, and thus qualified for additional funding. This system is in place to this day.