

GROWING UP IN THE 60's

Perhaps the most significant initiator of the cultural change in the 60's was the 'youthquake' which emerged in the mid to late 50's and blossomed in the 60's. The age of cocooning and protecting the innocence of childhood waned. The ability of parents to censure, if not control, unwanted influences on their offspring was usurped by the impact of TV and mass media which exposed children to a world of knowledge and experience with all its triumphs and tragedies, problems, opportunities and temptations. The child's awareness of its world exploded. They acquired a far greater understanding of their place in the world, the future before them, and what was available to improve their lot. In essence they were catapulted into adulthood far earlier than their predecessors. Parents had little choice but to yield and go with the flow. They became more permissive and family time became less of a priority. Given the knowledge of, and opportunity for broader experience children, in turn, became more independent and self-reliant. Life became more colourful and more complex.



General standards of behaviour were still held in check by codes of conduct and levels of expectation far more rigorous than today. They slackened somewhat as the decade progressed but in the early 60's remained tight and unchallenged. There was unquestioned respect for parents, teachers, the police and politicians. It was common to be told off for misdemeanours by unknown adults in the street. To be upbraided by a policeman had real gravitas. In the more close-knit communities of the time bringing shame to the family was to be avoided at all cost. It led to gossip, alienation, and for children to punishment. Corporal punishment was then the norm. Smacking and caning were accepted everywhere as the usual method of chastising children. It was commonplace in schools and was the first port of call for exasperated Mums.

Children's induction into the world at home and at school included acknowledgement of other customs and practice. There were practices of etiquette and politeness which were seen as virtuous and which children were taught and urged to aspire to. It was expected, for example, that people would dress up to go out. On high-days and holidays it was nothing but the 'Sunday best' and children were groomed and put on their best behaviour. It was also expected then that men and boys paid deference to womankind by opening doors and giving up their seats where necessary.

There was, nonetheless, more certainty and security in the lives of children in the 60's. Very, very few were born out of wedlock. Around 70% of couples married in the 60's. Now it is around 20% and divorce rates were then about a quarter of what they are now. Couples

also married much younger. Mothers or close family were at home at least until the children started school at the age of 5. It was then possible to live on the income of one person and there was little difficulty in finding work. There was an expectation that mothers would stay at home to look after their children. There was also security on the streets. Children could come and go with few restrictions and play unsupervised. They also walked unaccompanied by adults to and from school and to the bus stop. Out-door play remained the norm especially for boys though in towns and cities the adventure playground that was the bombsites were disappearing fast pushing them on to the streets and open spaces. This was to some extent



counterbalanced by the increasing ownership of bicycles which extended the range of their roaming's. Nevertheless, creativity was maintained and beyond their obsession with knock-about football they continued to explore and get up to all sorts. Girls, as always were more circumspect and careful. Whilst the mood was beginning to change, the distinction between the sexes remained strong and try as they might most parents followed tradition and bought essentially girly toys inducting them into the world of maternity.

Indoors there was no shortage of diversion. Children's television expanded rapidly. There was a plethora of imaginatively created programmes made for the entertainment and education of children. They included:

Animal magic; Blue Peter; Billy Bunter; Camberwick Green; Dr. Who; Captain Pugwash; Crackerjack; Five O'Clock Club; The Herbs; Jackanory; Joe 90; Junior Showtime; The Magic Roundabout; Magpie; Mary, Mungo and Midge; Pinky and Perky; Play School; Sooty and Sweep; Stingray; Thunderbirds; Trumpton; and Vision On.

There were also notable series for family viewing. These included dramatizations of many of the major classics especially Dickens and Jane Austin and notable Soap Operas, especially Coronation Street. Other programmes included:

Armchair Theatre; Danger Man; Dr. Finlay's Casebook; The Forsyte Saga; Hereward the Wake; Lorna Doone; Love Story; Paul Temple; The Saint; The Third man as well as numerous game shows and Saturday Night Variety Shows. All became compelling viewing for youngsters and all, in their way, became influential in the values and attitudes they purveyed.

There was also no shortage of books and toys though, not surprisingly, reading took a hit with competition from the television. Some of the more popular toys in use and introduced during the 60's are illustrated overleaf:



Gambles **mighty Tonka**
ROAD BUILDERS
LOADER-SCRAPER-SHOVEL
Your Choice! **\$8.88** Each
BUY ON EASY LAY-AWAY

Choose a great one Tonka Toy if your boy needs something tough and sturdy. Mighty Loader has authentic design, bucket swing, swivel cab and big tow. Mighty Scraper does a big job, too. Action Loader for digging, shovels and shovels. Power action loader and Mighty Shovel releases by force, has reversible tank. Heavy duty steel.

ACTUALLY WORK LIKE THE REAL THING

GAMBLES PICKUP TRUCK \$1.97
We had fun even... sturdy steel construction. The improved wheels, chrome bumpers, easy open tailgate and trailer hitch.

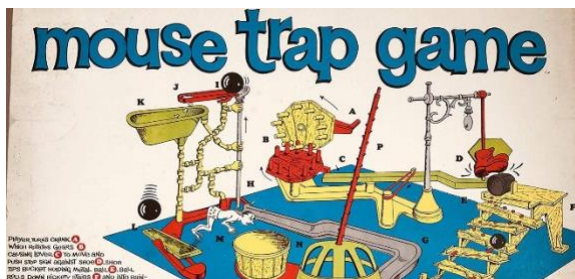
HYDRAULIC BIG HAUL DUMP \$5.97
Perfect for play! This sturdy dump truck operates "on road" with hydraulic cylinders. Lifting tank and rampgate for easy access.

TRUCK 'N HORSE TRAILER SET \$4.97
It's off to the races! Two model horses are right with you in the truck with draw-down tailgate, tilting wheelbarrow and hitch.

TONKA STABLES OUTFIT \$5.99
What set is just as fun as a trailer, a messy stable, a stable truck, and a pig.

CONSTRUCTION SET by Tonka \$13.88
It's off to the races! This sturdy system comes with its own engine, drive, the workable dump truck, and the tractor with a real operating operation.

www.neatoldtoys.com





Teenagers and music were the phenomena of the 60's. The Record Player became the most common entertainment in the bedrooms of teens and, if they wanted to be seen as 'cool' nobody missed the 'Saturday Night Club' and 'The Top 40' on the Light Programme on Radio or 'The Top of the Pops' and 'Thank your Lucky Stars' on T.V. Buying singles by the Beatles, Rolling Stones etc. and receiving L.P's for birthdays and Christmas was a pre-occupation. The pull of music seduced the young and drew them to the Juke Box in Coffee Bars, into the local Halls for 'Hops' and to the theatres to see their idols battle the hysteria of adoring fans.



The top 20 selling Records of the 60's in order of sales can be listed as:

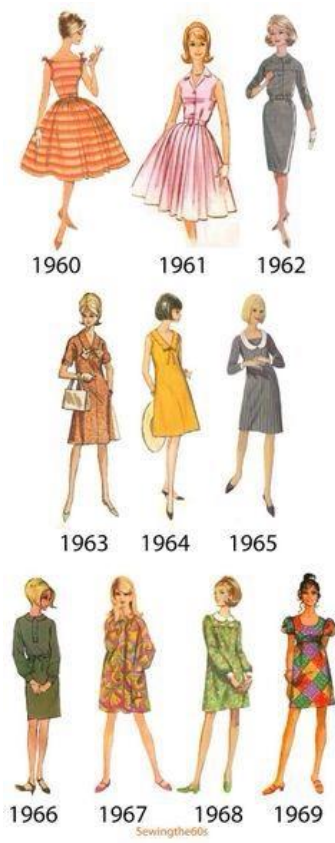
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|-------------------------------------|-----------------------|------|
| 1. She Loves You | The Beatles | 1963 |
| 2. I want to hold your hand | " | " |
| 3. Tears | Ken Dodd | 1965 |
| 4. Can't buy me love | The Beatles | 1664 |
| 5. I feel fine | " | " |
| 6. The Carnival is over | The Seekers | 1965 |
| 7. Day Tripper / We can work it out | Beatles | " |
| 8. Release Me | Englebert Humperdinck | 1967 |
| 9. It's now or Never | Elvis Presley | 1960 |
| 10. Green Green Grass of Home | Tom Jones | 1966 |

11. The Last Waltz	Englebert Humperdinck	1967
12. Stranger on the Shore	Acker Bilk	1961
13. I Remember You	Frank Ifield	1962
14. The Young Ones	Cliff Richard	1962
15. Sugar Sugar	Archies	1969
16. The Next Time / Bachelor Boy	Cliff Richard	1962
17. Telstar	Tornados	1962
18. From me to You	The Beatles	1963
19. Two Little Boys	Rolf Harris	1969
20. Hey Jude	The Beatles	1963

As we have previously observed music diversified and mutated during the decade becoming increasingly more manic and experimental. Guitarists particularly pressed the boundaries with special effects like distortion, wah-wah and flange pedals and advances in technology made possible repeat echo, multi-track recording and ever more sophisticated amplifiers and record decks. Teenage culture changed with the music as ably described by Robert Funnell

“The short-haired, neatly suited lad of 1961 with his black and white two-channel television, Dansette record player and Raleigh touring bike had by 1969 become a long-haired, flair-trousered hippy with 3-channeled colour television, big stereo and record collection, planning to get an old VW or Mini and maybe one of these new cassette players people were talking about.”

The culture and fashions of teenage girls similarly moved wildly between styles and became progressively more casual. Hem lines see-sawed! In the early part of the decade styles were elegant and lady-like with skirt-suits and co-ordinated accessories and dresses narrow at the waist and with flared skirts. By the mid 60’s when London became the fashion centre of the world all had changed. Mary Quant introduced simple, colourful designs with shockingly high hem lines. The mini-skirt became the craze of the young, which, along with more revealing beach-ware like bikinis, came to symbolise a new emancipated era for young women. Not surprisingly, ‘thin’ became fashionable particularly under the influence of models like ‘Twiggy’ and the casual ‘shift’ became commonplace. By the late 60’s a new style and culture was emerging under the influence of ‘hippie’ culture. Skirts dipped back to mid-calf, and by 1969 to full-length maxi-skirt, a style largely by-passed by young teenagers.



Mass production and the use of new materials such as acrylics, polyesters and shiny PVC widened the availability and affordability of clothes which could now more easily be bought

'off the peg'. The urge to be fashionable became a tour de force and competition amongst young girls grew. New outfits and the latest records became must-have items.

Whilst freedom of expression in music and fashion might have been loosening, in most other respects, teenage life was much more restricted. The values and attitudes of the times did not allow latitude for too much mischief. Adolescents might have experimented with smoking, it was much in the public eye. There were role models on screen and on the streets. Alcohol, however, was much harder to find. Licensing Laws were strict. It was not openly on sale in shops and Off Licenses were not common. There was also little access to alcohol at home. The vestiges of Victorian temperance still clung on in many homes and bottles of Sherry and Port bought for Christmas often remained untouched in the back of the cupboard from one year to the next. For young teenagers this was the era of sweets and Coca Cola, chewing gum, hamburgers and increasing visits to the chip shop.

The same exercise of control was also maintained in the education system. Throughout the early 60's talk and chalk with the teacher in command at the front of the classroom was the norm. Desks were regimented in lines all facing the blackboard. Class sizes were still large by today's standards and there were no classroom assistants. Discipline was necessarily strict. It was common for disruptive pupils to be rapped over the knuckles, the palm of the hand or the buttocks. In Primary schools the emphasis was on the 3 R's. There was much rote learning and daily handwriting practice. The curriculum was relatively narrow. There was a strong sense of being British celebrating traditions like May Day and learning about the History and Geography, flora and fauna of Britain and the Commonwealth. Nature Study was quite often the only science to be taught. Radio and Television began to invade the classrooms, however, especially in support of Music and Dance with programmes like 'Music and Movement' and 'Singing Together' and the scope and quality of books of all description improved and were readily available. By the end of the decade new reading and Maths schemes were emerging. The main focus, however, was the 11+ examination. Like SATS it dominated the curriculum of the 10 and 11 year-olds with divisive consequences, not only in the classroom, but in the lives of every pupil and parent. In the early years of the 60's it became a political hot-potato. With the public mood and Government policy moving towards liberalism, inclusiveness and equality of opportunity, the segregation of children at 11 was seriously questioned. Volumes of research was brought forward to prove the psychological and sociological damage of the 11+ and the Tripartite System and the wastage of talent it incurred. The criticism went to the very heart of educational culture and practise attacking curriculum content, methodology, streaming, competition, assessment and order of merit. Although the ideology met the barrier of practicality, it sent shock waves through the system and slowly the goal posts moved. The incoming Labour government of 1964 ran with the challenge and launched a number of revolutionary structural initiatives which included:

1. The development of Comprehensive Schools
2. A huge school building programme.
3. The introduction of new qualifications
4. Curriculum Reform
5. Post 16 initiatives

All played a part in changing the school experience for 60's children and in the generations to come.

1. Comprehensive Schools

As part of its election manifesto in 1964 the Labour Party promised to get rid of segregation of children into separate schools by 11+ selection. Upon election it inherited a Secondary Education system consisting of:

Secondary Modern Schools.....	3906
Grammar Schools.....	1298
Direct Grammar Schools.....	179
Technical Schools.....	186
Bi and Multi- Lateral Schools.....	69
Comprehensive Schools.....	145
Others.....	240
All Age Schools.....	411

Government intention of change was issued under Circular 10/65 which called upon all Authorities to submit plans for Secondary Reorganisation. The instruction was not without opposition and not all Authorities complied. Nonetheless by 1968, 748 new Comprehensive schools had come into being and by 1970 this had risen to 1,100.

2. School Building Programme

Education became an expanding industry in the 60's as the school population increased. By the end of the decade the number of children in Primary and Secondary schools had risen by 700,000 and 310,000 respectively and for the first time the government spent more on education than on defence. A massive building programme was instituted for new schools and the conversions necessary to support comprehensivisation to the sum of £138 million per year. Innovative open-plan designs for Primary schools in particular heralded the determination to effect change and secondary school remodelling included common rooms and more specialist accommodation.

3. The Introduction of new qualifications.

The General certificate of Education (G.C.E.) introduced in 1951 was the only officially credited exam leading to higher education and the professions. It was designed as a Grammar School examination. The Atlee Government even suggested that it should not be available for Secondary Modern School pupils. As a result, the grammar school academic curriculum was transferred into the new Comprehensive schools in its entirety.

As early as 1960 the need for a qualification for a broader range of pupils was recognised in the Beloe Report leading to the launch of the Certificate of Secondary Education (C.S.E.) in

1965. This offered broader, more practical subject options and the opportunity for school-based curriculum design. It also broadened assessment techniques to include teacher assessment of Coursework and Project work limiting the over-reliance on formal examinations. These too were revamped, with more structured questions and the addition of multi-choice papers. It was welcomed as a more appropriate and accessible examination for a broad swathe of upper and middle-ability pupils.

So emerged a 3-tier system: G.C.E. for the top 20% by ability; C.S.E. for children of middle ability; and a remaining group who would struggle to reach a standard of certifiable value. The anti-streaming lobby, agitating for a more egalitarian approach to education, were not pleased. Practicalities demanded that pupils in these categories were taught in separate teaching groups.

Throughout the 60's school leaving age was 15 and children were eligible to leave on their birthday. Plans to raise the school leaving age were seriously mooted as early as 1963 in the Crowther Report but were not deemed logistically possible until 1972. This meant that access to qualifications was optional throughout this period and pupils in Secondary schools had to pledge to stay on for an extra year to sit examinations. As exam courses were regarded as 2 years in length decisions to stay on had to be taken at 14. Not surprisingly in Secondary Modern Schools only those with a realistic chance of success opted to stay on and in most cases this did not go beyond 20 – 30% of eligible students.

4. Curriculum Reform

The abolition of the 11+ and concerns about streaming brought forth a re-evaluation of teaching methods in Primary Schools. The Plowden Report "Children in their Primary Schools", published in January 1967, rationalised changing philosophy and advocated informal, child-centred education with an emphasis upon learning by discovery and creativity. Its clarion call was the focus on the individual child, upon individual learning, flexibility in the curriculum, the use of the environment and a rigorous evaluation of each child's progress. It suggested that streaming should be outlawed and whole class teaching reduced. It proposed a total revolution in methods. It brought to the surface the tension between 'Empiricism' that is learning by experience in real life situations where there are no subject boundaries, against 'Rationalism' with discrete forms of knowledge packaged in subject disciplines tending towards the theoretical and abstract - the traditional didactic approach. Plowden's recommendations were revolutionary, they flipped the approach from one side to the other. Over time they became hugely influential and slowly they wrought dramatic change to the method and practice of Primary education.

For 60's children the more noticeable aspects of the progressive revolution were the introduction of new and innovative methods in the teaching of reading, maths, creative writing, movement and modern languages. Organisations like the Schools Council and the Nuffield Foundation were instrumental in curriculum reform.

The pressure for reform and relevance also invaded secondary schools. Here too the purely didactic approach was questioned though the scope for real change was in the hands of the Examination Boards and their set syllabi. Nonetheless, during the 60's the curriculum was

broadened to include more practical vocational subjects like metalwork and engineering, Personal and Social Education and Careers. There was also a movement to rationalise and integrate academic disciplines thus merging Geography, History and Religious Education into 'Humanities'. Here too then there was a definite change in mood, an optimism of imminent innovation and change, and real opportunity with the introduction of new Comprehensive Schools.

For pupils there was less repression and more opportunity. Schools provided a great range of extra-curricular activities. There was an expectation that staff would engage in sport and clubs. It was seen as part of their professional duties to socialise with pupils outside of the classroom. It was considered a cornerstone of pupil – teacher relationships. This took a tumble when teachers were forced to take industrial action to protect their livelihoods. Working to Rule was instituted as a method of putting pressure on the Government to raise salaries. The first duties to be jettisoned were extra-curricular activities!

5. Post-16

The Labour Party Manifesto of 1964 made clear that if elected they would carry out a programme of massive expansion in Higher and Further Education with financial provision to support research and development and stop the 'brain drain'. Similarly, in 1966 they pledged to increase training opportunities for young school leavers with Industrial training Boards tasked with the provision of providing openings across all skill sets. They planned to bring about a big increase in day-release and block-release courses in local Colleges of Further Education.

True to their promises, in a few short years, new Universities appeared in Bath (1966); Bradford (1966); Brunel University (1966); City University, London (1966); Heriot-Watt University (1966); Loughborough (1966); Surrey (1966); Salford (1967); Stirling (1967); Ulster University (1968); and Cranfield (1968). 3 of a planned 28 new Polytechnics also came into being before the turn of the decade. Plans were also laid for the Open University which took its first students in 1971. By any standards it was a gargantuan achievement which opened up a world of opportunity for the younger generation.

By 1970 the world was a very different place for the young. They had gained freedoms, a much higher degree of affluence, and opportunity beyond their dreams. All was optimism for a bright future in a fast changing world.