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EDUCATION IN 1964

BEING THE REPORT OF
THE DEPARTMENT OF EDUCATION AND SCIENCE

*Presented to Parliament by the Secretary of State for Education and Science
by Command of Her Majesty
March 1965*

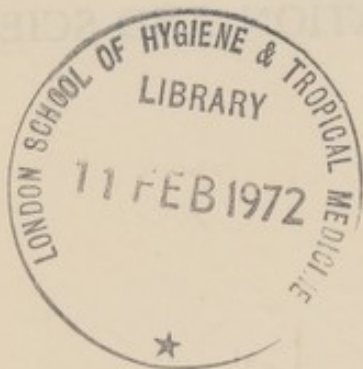
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**REPORT OF THE DEPARTMENT OF
EDUCATION AND SCIENCE**

To the Queen's Most Excellent Majesty

MAY IT PLEASE YOUR MAJESTY

I submit to Your Majesty the Report on Education of the Department of Education and Science, which Your Majesty brought into being on 1st April 1964 and to which were transferred all the functions of the Ministry of Education together with certain other responsibilities including those appertaining to university matters in Great Britain. The Report is for the year 1964, during which the Rt. Hon. Sir Edward Boyle, Bt., M.P., was Minister of Education for the first three months, the Rt. Hon. Quintin Hogg, Q.C., M.P., was Secretary of State for the next six-and-a-half months and the Rt. Hon. Michael Stewart, M.P., for the final two-and-a-half months. In the last two months of the year responsibility for matters affecting the United Nations Educational Scientific and Cultural Organisation and the National Council for the Supply of Teachers Overseas was transferred to the new Ministry of Overseas Development.

Anthony

Quintin Hogg

Secretary of State.

Herbert Andrew.

Permanent Under-Secretary of State.

31st March 1965.

REPORT OF THE DEPARTMENT OF EDUCATION AND SCIENCE

To the Queen's Most Excellent Majesty

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I submit to Your Majesty the Report on Education of the Department of Education and Science, which Your Majesty graciously gave to me on 1st April 1964 and to which were transferred all the functions of the Ministry of Education together with certain other responsibilities including those relating to university matters in Great Britain. The Report is for the year 1964 during which the Rt Hon. Sir Edmund Boyle, Bt, M.P., was Minister of Education for the first time and the Rt Hon. Quintin Hogg, O.C., M.P., was Secretary of State for the next six and-a-half months and the Rt Hon. Michael Stewart, M.P., for the final two and-a-half months. In the last two months of the year responsibility for matters affecting the United Kingdom Educational System and Central Organisation and the National Council for the Supply of Teachers Overseas was transferred to the new Ministry of Overseas Development.

Secretary of State

Quintin Hogg

1st April 1964

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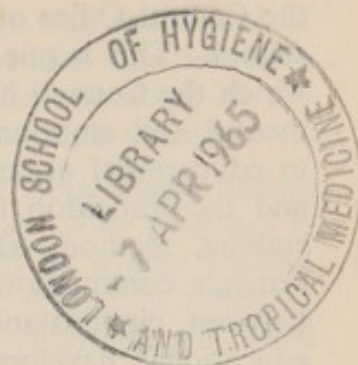
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PART ONE

A GENERAL SURVEY

The general survey of education in 1964 with which this report opens is in three parts. The first records the administrative events of the year. The second deals with supply problems—teachers, buildings, and finance. The third gives some account of developments in what is taught and how it is examined.

Administration

From 1st April 1964 the powers and duties of the Minister of Education in England and Wales became those of the Secretary of State for Education and Science, together with departmental responsibility for university matters in Great Britain. Among the duties was that of making an annual report, which now includes references to university developments and relates therefore for the first time to all stages of education. (The responsibilities of the Secretary of State for science are not dealt with in this report; nor are those of the Secretary of State for Scotland, who is responsible for education in Scotland.)

From April the new Department of Education and Science was organised in two administrative units, one dealing with universities in Great Britain and with civil science, the other with schools, further education, teachers and kindred subjects in England and Wales; and each had its own accounting officer. Specialist branches, e.g. on building and statistics, were available to provide both administrative units with professional advice.

The Schools

The advice tendered in 1963 by the Central Advisory Council for Education (England) in its report *Half our Future* was carried further into effect in 1964: by an announcement that the school-leaving age would be raised to sixteen in 1970; by the launching of a further phase of school building; and by the establishment or support of new research projects into socio-economic aspects of education. In recognition that the full implementation of the report would go beyond the educational sphere, the Ministry of Labour, D.S.I.R., the C.O.I. Social Survey, the Ministry of Housing and Local Government, and the Home and Health Departments joined the Education Departments in forming a committee to co-ordinate research in the several interlocking spheres of schools and society.

Meanwhile the Central Advisory Council—under the chairmanship of Lady Plowden and with new terms of reference, “to consider primary education in all its aspects and the transition to secondary education”—commissioned a number of research projects, including a Social Survey by

the Central Office of Information on the relationship between the home and school. This is one of four major aspects of the Council's work, on each of which the Council has set up a working party. The others are the physical, mental and emotional development of young children and its relationship to educational organisation ; the overall organisation of primary education and the transition to secondary education ; and the internal organisation, staffing, methods and curriculum of primary education. Other research projects commissioned by the Council are concerned with the relationship between circumstances surrounding birth, social factors, and subsequent educational development, with the relationship between environment and educational performance, the organisation of classes in small primary schools, and the effect of the social services on the primary school child. The Council has also had under review such aspects of the training of primary school teachers as fall within its terms of reference. In October the Council announced that it would be seeking the opinions of individual teachers in all kinds of schools and for this purpose had selected a sample of 2,500 ; a questionnaire would be sent based on some of the more controversial issues. At the same time the Council invited evidence and statements of view from members of the general public.

In April the membership of the Central Advisory Council (Wales), with the same terms of reference, was announced. The chairman is Professor C. E. Gittins. The Council has established three working parties, one concerned with Welsh language in the schools, another with the supply, training and development of teachers, and the third with the curriculum and organisation.

A three-year study of the part played by the governing bodies of county secondary schools in England has been commissioned by the Department and is being undertaken at the University of London, Institute of Education.

A major study in the field of constructive education has been undertaken by the National Foundation for Educational Research on the joint sponsorship of the Department and the Home Office. Lasting eight years and costing £125,000, it will investigate the factors affecting the attitudes, behaviour and attainment of pupils in primary and secondary schools.

The biennial report of the Chief Medical Officer on the health of the school child in 1962-63 was published in October. Never better than in the last ten years, was the general conclusion ; and the report had some particular things to say about the changing pattern of disease and disability, the changing attitude to children with defective hearing, the progress of handicapped children in special schools, the work of child guidance clinics, health education, and the School Dental Service. There was a conference in July on the handicapped school leaver, at which it was announced that the Department would be calling an inter-departmental conference to consider a joint approach to possible new legislation or administrative decisions. In November a short residential conference was called to bring together workers in each of the professional disciplines involved, so that they might exchange information and experience and consider how these were relevant to the education of psychotic or autistic children. The conferences were part of a broad re-appraisal of the education of handicapped pupils, extending into the nature and degree of the support that might be given to the

educationally sub-normal when they have left school. It was announced in September that a Committee had been appointed to consider whether there is a place for manual methods of communication in the education of the deaf, a subject which has become highly controversial in recent years.

One of the educational pamphlets published by the Department during the year was concerned with aspects of special education. *Slow Learners* is likely to be of wide interest for the term has "come to be widely applied to all children who are, to a greater or lesser degree, failing in school". The book describes some of the characteristics of such children and—since "the greater number will always be taught in ordinary primary and secondary schools"—the provision for them in the give-and-take of school life. It then discusses remedial education, day and boarding schools, curriculum, employment and "after care". A final chapter concludes that there are "solid" grounds for satisfaction, but a good deal remains to be done, and interesting developments lie ahead.

In June the Secretary of State (Mr. Quintin Hogg) was asked by a widely representative meeting to set up a Schools Council for the Curriculum and Examinations, an independent representative body to be charged with the task of keeping under constant review the curricula, teaching methods and examinations in the primary and secondary schools. The Council came into being on 1st October, under the chairmanship of Sir John Maud. On that date it took over the functions in relation to secondary school examinations hitherto undertaken by the Secondary School Examinations Council, whose subject panels continued in being pending the setting up of the full committee structure of the new Council.

Secondary Re-organisation

In a statement to the House of Commons on 1st July the Secretary of State (Mr. Quintin Hogg) explained that his powers to influence local schemes of secondary school organisation were confined to the specific matters in section 13 of the Education Act of 1944 and the powers—more general in character but more limited in application—under section 68. In the same month the Royal Assent was given to the Education Act 1964, which was intended to allow for the establishment of a relatively small number of schools catering for children of ages straddling the division between primary and secondary schools.

On 12th November the Secretary of State (Mr. Michael Stewart) told the House of Commons that the Government would encourage secondary education on comprehensive lines. The method and timing would vary from one area to another, but in general entry to grammar schools will no longer be restricted to certain selected children at the age of 11-plus and the range of studies will be widened. It would be the aim of the Government's policy to preserve what was valued in grammar school education for those who now received it and to make it available for more children. Local education authorities all over the country, of many different political complexions, were proceeding or were anxious to proceed with re-organisation. This created a situation in which it would become necessary for some general statement of principles to be made. On 27th November the Secretary of State told the House that the Government accepted that the re-organisation of secondary education could not be accomplished overnight and could not be done by

any one method. He defined a comprehensive system as one in which secondary schools comprehended a range of courses suited to the needs of all normal children, and said that nearly two-thirds of the secondary school population was already living in the areas of authorities who were either implementing or making concrete plans for re-organisation on comprehensive lines.

The 1944 Act, which required provision to be made for secondary schooling, did not specify any particular pattern for secondary schools. The plans subsequently prepared by local education authorities were, however, much influenced by the White Paper which had preceded the Act (*Educational Reconstruction*, 1943) and which recommended "three main types of secondary school to be known as grammar, modern and technical schools". But the White Paper suggested that "it would be wrong to suppose they will necessarily remain separate and apart"; and there have over the last twenty years been various experiments in combining different types, up to fully comprehensive schools. After more than a decade of post-war experience another White Paper (*Secondary Education for All*, 1958) found "a wide range of possibilities" open. These included "comprehensive or similar schools proposed on genuine educational grounds", particularly in country districts where population was sparse, and in areas of extensive new housing with no existing schools with a well-established tradition as grammar or technical or modern schools. There was still "plenty of room for variation in the precise pattern of organisation", and the aim "must be to provide the widest possible range of opportunities for boys and girls of different capacities and interests".

For purposes of statistical analysis secondary education has been treated as being provided broadly in secondary modern, secondary grammar and secondary technical schools. In addition a bilateral school has been recognised as one which provided two of the main types in separate streams, a multilateral school as providing all three types in separate streams, and a comprehensive school as being intended for all secondary pupils in a district. The number of comprehensive schools doubled between 1958 and 1963, providing then 175 out of a total of 5,891. The number of unclassified schools rose meanwhile from 200 to 245, a minor consequence of the increasing difficulty of precise categorisation. Broadly what emerged during this period was a bilateral system of secondary education over most of England and Wales, provided in about 4,000 modern schools and 1,300 grammar schools. This system has come under fire from a variety of emplacements—social and political as well as educational—and in 1964 a number of authorities had departed or were considering departing from it. The main target of the critics has been the fact of segregation at 11-plus, whatever the system, and a number of methods of avoiding it have been adopted or proposed.

At one end are what might be called the orthodox comprehensive schools, which can in practice differ a good deal among themselves. In scope they can cater for the whole ability range and the whole age range from eleven to eighteen. The newer variations of the comprehensive idea involve splitting up the age range, for example at fourteen, with a lower and an upper school. Both lower and upper schools may continue to be fully comprehensive in ability range. Or there may be selection for the upper school: competitively

or by parental choice. There is also some support for the notion of beheaded comprehensive schools: an age range, that is, up to sixteen, with a sixth-form college elsewhere for those staying on.

A blurring of the edges between nominally different types of secondary school has meanwhile been brought about by a wider provision of courses in all types of school, and particularly by the inclusion of academic type courses in non-selective schools—a development foreseen in the 1954 C.A.C. report, which recommended “comparable courses for pupils of similar ability in grammar and modern schools”. This has been reflected in the increasing trend to staying-on in modern schools beyond the minimum school-leaving age and in the G.C.E. results obtained. In the G.C.E. summer examinations of 1963, for example, the modern schools (including all-age schools) were represented by 56,000 candidates at Ordinary level out of a total of 312,000 candidates, and by 1,480 candidates at Advanced level.

Further and Higher Education

It was announced in December that an urgent assessment was to be made of progress in the five years since the Albermarle report on the youth service was published. The assessment will be made by a committee of the Youth Service Development Council under the chairmanship of Lady Albemarle. The committee was asked also to chart the lines of future development.

The National Advisory Council on Education for Industry and Commerce issued two reports during the year: one (the Crick report) proposing a new nationally recognised qualification in business studies at honours degree level, the other (the Alexander report) on the public relations of further education. The former, which was concerned with courses offering an advanced general education for business combined with practical business experience, concluded that the demand from industry and commerce was sufficient to justify its early establishment, and suggested the new Council for National Academic Awards as a suitable instrument. The second N.A.C.E.I.C. report recommended the establishment of systematic arrangements—at college, local authority, regional, and national levels—whereby the responsibility for co-ordinating and overseeing public relations activities, including the dissemination of information, should be assigned to specific individuals.

The N.A.C.E.I.C. also established two further committees during the year. The first, in March, was to advise on further education for agriculture, following the decision to transfer responsibility for the agricultural colleges to the Department as from 1st April. The second, also in March, was to suggest ways of making the most effective use of technical college resources. Sir Harry Pilkington, who is chairman of the Council, is chairman of both committees.

Close interest was taken by the Council in the proposals which led to the passing of the Industrial Training Act, 1964, and in the report of a committee set up by the Minister of Education on day release. The three main objectives of the Act were: to ensure an adequate supply of properly trained men and women at all levels in industry; to secure an improvement in the quality and efficiency of industrial training; and to share the cost

more evenly among firms. The first boards to be established were for construction, engineering, iron and steel, wool textiles and shipbuilding. In November the Minister of Labour announced a new inter-departmental committee, on which the Department was represented by the Joint Parliamentary Under-Secretary (Mr. Boyden) to advise on the means of encouraging more rapid development of individual training and associated technical and other forms of further education.

The report of the Committee on Day Release (the Henniker-Heaton report) was published in May and recommended a national target of an additional 250,000 young people obtaining day release for further education (a doubling of existing numbers) by 1970. The report welcomed the provisions of the Industrial Training Act as being likely to be of major assistance in achieving its objectives. The committee believed that a substantial expansion of day release could be secured by voluntary means and envisaged a sustained campaign by each local authority, with the active support of employers and trade unions, directed at achieving local targets set in relation to the national target. The Government announced its readiness to accept the committee's proposal, asked the N.A.C.E.I.C. for advice on launching the campaign, and in October remitted the Council's advice to the regional advisory councils for further education and to the local authorities.

The first report of the National Council for Diplomas in Art and Design, constituted by the Minister of Education in 1961, was published in February and was wholly concerned with the review of courses submitted by schools and colleges. In October the National Advisory Council on Art Education recommended the provision, in a few colleges already authorised to offer courses leading to the Dip. A.D., of post-diploma courses leading to a new nationally recognised higher diploma in art.

In the autumn a Royal Charter was granted to the new Council for National Academic Awards and the Council met for the first time on 30th September. An autonomous body, as recommended in the Robbins report, the Council has been set up to award degrees and other academic distinctions to higher education students in technical colleges and other institutions which do not award their own. The work of the National Council for Technological Awards, which has awarded the Diploma in Technology since its institution in 1955, is being handed over to the new Council; and the chairman of the old Council, Sir Harold Roxbee Cox, is the first Chairman of the new one. There are 21 other Council members, five from industry and commerce, two from local authorities, seven from universities and colleges of advanced technology and seven from other colleges of further education.

In its first statement, issued in November, the Council announced the setting up of boards of studies, to be known as the Committees for Science and Technology and for Arts and Social Studies, and to be concerned with the setting and maintaining of standards. It invited colleges to submit proposed courses for a higher award in business studies, asked for comments on the possibility of courses extending over more than one field of study (for example, over technology and a social science), and announced its intention to examine the case for science and technology courses at ordinary degree level (the Dip. Tech. being an honours award only).

In all matters relating to the universities—and in particular in the framing of building programmes to implement the proposals of the Robbins report of 1963—the Department has had the continuing advice of the University Grants Committee, whose structure has been strengthened by the appointment of Sir Harold Sanders as deputy chairman and by the authorisation of additional professional and administrative staff. The chairman of the Committee, which now numbers twenty-two, is Sir John Wolfenden. New appointments to fill eight vacancies and two re-appointments were announced in January 1964. In February, because of added responsibility resulting from the recommendation that the Colleges of Advanced Technology and certain Scottish institutions should have university status, two additional appointments were made.

On the advice of the U.G.C. the Government welcomed, in May, the proposal of an independent working party that the cost of developing two new business schools (which Lord Franks had recommended should be established in Manchester and London) should be shared equally between business and the Government. The Government said it was willing to make provision for its share of the capital and recurrent expenditure within the framework of future university programmes. At the same time it indicated that management studies elsewhere, whether at universities, C.A.T.'s, technical colleges or other institutions, were needed and would require continued support.

During the year Charters were granted to the Universities of East Anglia and Lancaster. In July the Government accepted the advice of the U.G.C. that the new Scottish university—the eighth to be established in Great Britain in the last five years—should be at Stirling; and that a new medical school should be located at Nottingham. The Royal College of Science and Technology at Glasgow was granted a Royal Charter and became the University of Strathclyde. Final plans were approved for the rebuilding of the Brunel College (one of the ten C.A.T.'s which are receiving university status) on a site at Uxbridge; it was announced in May that the Battersea College of Technology would be moving to Guildford; and in June that the Bristol College of Science and Technology would be moving to a new site at Bath.

In October two more appendices were published to the Report of the Committee on Higher Education. Appendix Two, in two volumes, gave a detailed picture of British higher educational life in 1962. The material, which is not normally available from routine annual statistics, was obtained by the Committee during the preparation of the report published in October 1963. Appendix Five brought together for the first time in one volume a comparative study, including statistics, of higher education in eleven developed countries.

Teachers and Salaries

The Secretary of State told the House of Commons on 11th December of plans for the future of the teacher training colleges in England and Wales. These included the proposal to re-name them colleges of education, and this title is used in the remainder of this survey. The Government agreed with the Robbins Committee on Higher Education that wider opportunities

should be provided for suitable students to obtain a degree, together with a professional teaching qualification, by means of a four-year course. The academic relationship between the universities and the colleges of education should be further extended through the institutes of education, and the Government welcomed the readiness expressed by most universities to consider making degrees available to suitable students. The Government had decided that fundamental changes should not be made in the administrative and financial structure of the teacher training system, particularly at a time when the colleges were engaged in a very large and rapid expansion and when the problems of teacher supply were especially difficult. But they intended that the present arrangements for the internal government of colleges should be reviewed.

The short-term supply situation and the long-term prospect were the subject of study during the year by the re-constituted National Advisory Council on the Training and Supply of Teachers.

In the current expansion principals of colleges are encountering new problems of management, and week-end conferences were held in March and October to consider the three broad interlocking problems of personal relations, communications, and organisation. A three-year research project at the Keele Institute of Education will explore local conditions affecting the output of teachers; a number of areas of similar size, with and without dominant industrial traditions, will be studied.

In March the Ministry launched a new campaign, in which local education authorities and others co-operated, to encourage a return to service of the large number of qualified married women teachers who had left in earlier years, usually to marry and have children of their own. Between mid-April and end-July more than 3,000 women returned to teaching, rather more than half of them full-time. Local authorities were notified in December that there would be a further campaign in 1965. In July a circular drew attention to a limited exception to the general ban on extending nursery provision: the establishment of new nursery classes would be welcomed where they would produce a net increase in the teaching strength, by enabling qualified women with young children to return to teaching.

There were increases in 1964 of a fifth in the number of teachers attending short courses organised by the Department (to over 6,600) and a quarter in attendance at one-year advanced courses. In May a circular was issued on the further training of serving teachers to meet the needs of the greatly enlarged teaching force of the future. It emphasised that as the teaching profession grew in size it might be expected to take an increasing share in the work of improving standards and making new methods more widely known. In November the Department announced two programmes providing between them over three hundred courses that will be available to serving teachers in 1965. Sixteen high-level short courses are being held to bring together for discussion groups of experienced teachers who could be expected to take a leading part in local courses in their areas.

In March the Minister of Education addressed to all the constituent bodies of the Burnham Committee a letter outlining the framework for possible new arrangements for determining the salaries of teachers. Discussions followed, and in July the Secretary of State (Mr. Quintin Hogg) wrote

suggesting that the main features had found general acceptance : namely that there should be negotiating committees of which the teachers' representatives would form one side and the representatives of the Secretary of State and of the local authorities jointly the other, and that provision should be made for independent arbitration in the event of disagreement. At a meeting of the parties in September there was a wide-ranging discussion of the proposals, in the light of which Mr. Hogg referred to the possibility of a Parliamentary Bill.

Early in November the Secretary of State (Mr. Michael Stewart) met representatives of the authorities and of the teachers for discussion and on 12th November published a Bill which was given its first reading in the House of Commons on 19th November. The Bill provided for the setting up of negotiating committees consisting in each case of an independent chairman and two sides, one representative of teachers and the other comprising representatives of the Secretary of State and of local authorities. It was an important departure from the previous arrangements that the Secretary of State would thus be represented in the negotiations. The Bill required each committee to review the remuneration of teachers with whom it was concerned and to transmit their agreed recommendations to the Secretary of State, who would then be required to give them effect. Another important innovation was that under the Bill matters on which a committee failed to agree could be referred to arbitration. The Bill required the Secretary of State to give effect to the recommendations of the arbitrators unless each House of Parliament resolved that national economic circumstances required that they should not be implemented. In that event the Secretary of State would, after consultation with the appropriate committee, determine what the new salary provisions should be. The Bill also provided that salary changes might be made with retrospective effect.

In March a working party was established, under Ministry chairmanship, to prepare pension schemes for widows and dependants of teachers, for the consideration of the Minister, the local authorities, and the teachers' organisations. Another working party, with an independent chairman, Sir George Maddex, was set up in September to review the superannuation arrangements for university teachers.

The Government accepted in March a report by the National Incomes Commission on the remuneration of academic staff in universities and in colleges of advanced technology and asked Parliament to provide additions to grants so that the new rates could operate from 1st April.

Twenty Years of Advice

The preceding sections have been largely concerned with developments in 1964 within the structure of advisory councils and committees on various aspects of the education service. As 1964 was the year in which the Ministry of Education ceased to have a separate existence—twenty years after its creation by means of the Education Act of 1944—the moment may be opportune to look back over two decades of advice and its implementation. By the end of the forties the now familiar advisory structure had taken shape, with the C.A.C.'s (England and Wales), the N.A.C.E.I.C. and the N.A.C.T.S.T. already in being and the first reports of the C.A.C.'s already in print.

The C.A.C. (England) began by considering first the transition from school to independent life (*School and Life*, 1947) and then (*Out of School*, 1948) the pursuits of children out of school hours. The first report began by asking for more school buildings and went on to talk about the curriculum in ways that would not sound odd today to the founding fathers of the Schools Council. The interaction of school and the larger society has never been wholly absent from the deliberations of the C.A.C., as the briefest of references to Gurney-Dixon (*Early Leaving*, 1954), Crowther (15-18, 1959) and Newsom (*Half Our Future*, 1963) will make plain. The 1954 report, as well as setting a new standard in its regard for statistical evidence, was a full ten years ahead of its time in being "impressed above all with the far reaching influence of a child's home background" and in recommending "a great deal of research, which is beyond our means". The point having been repeated (with a still greater respect for statistical evidence) in the 1959 report, the Ministry's research fund was established and provided in its first few years of life for a number of environmental studies.

The reports also burrowed deeper into the educative process itself, and those signed by Sir Geoffrey Crowther and Mr. (later Sir) John Newsom were as much handbooks for practising teachers as essays in political programming. Of these two reports the former had most to say to the Government of the day in its plan for a twenty-one year programme of educational development. It asked for two annual leaving dates instead of three, a school-leaving age of 16 by 1966-68, an experiment in compulsory part-time education at 16 and 17, the development of a "coherent national system of practical education", a new fifth-year examination for modern schools, and more teachers. By 1964 two annual leaving dates had been introduced, there was a more coherent system of technical education, preparations were being made for a new examination (the C.S.E.), and 1970 was announced as the year for raising the school-leaving age. There were more teachers, but not enough. There was no compulsory education at 16 or 17, but there were signs of a slow increase in day release and some new plans for industrial training. Most of these had become subjects in their own right and had been reported on by separately constituted bodies.

The question of another examination, for example, was referred in 1958 to a special sub-committee by the Secondary School Examinations Council which, seven years earlier, had created the General Certificate of Education. (The Council, established in 1917, had been reconstituted in 1946 and had reported in favour of a G.C.E. in 1947. Its work is now subsumed in that of the new Schools Council.) Between its first report on the possibility of a new examination in 1960, and the formal promulgation of the Certificate of Secondary Education in 1963, the idea was thoroughly examined. When finally accepted it was on the clear understanding that the new examination should follow the curriculum instead of dominating it, and that for that purpose should be controlled by the teachers. The last act of the S.S.E.C. was to publish bulletins that might help them in this important addendum to their professional skill and responsibility.

The training and supply of teachers was the subject of separate remit in 1949 to a National Advisory Council set up for this purpose. After looking at prospects for graduate teachers and youth leaders and the teachers of handicapped pupils, the N.A.C. in its fifth and sixth reports (1956 and 1957)

first argued the case for a three-year training for teachers and went on to discuss its scope and content. The Government accepted the recommendation, fixed 1960 as the first year of the three-year course, and in 1958 initiated a programme of college expansion to cater for the consequential increase of 50 per cent. in the student population of the general colleges. Decisions taken in 1959 and 1960, in the light of the worsening teacher supply prospect, doubled the total size of this expansion programme. The seventh report in 1962 revealed still gloomier prospects. It was followed first by immediate measures to increase student numbers and later by the decision to raise the figure to 80,000 by 1970. The eighth report, on the future pattern of the training and education of teachers, was forwarded by the Minister to the Robbins Committee. The Council also devoted much attention to the supply and training of teachers for further education institutions.

Advice on technological education was forthcoming within months of the end of the war in Europe and continued in a fairly steady stream into the early fifties. Several important changes of the last twenty years were prefigured in the report of the special committee on higher technological education (the Percy report, 1945). Its point of departure was: "first, that the position of Great Britain as a leading industrial nation is being endangered by a failure to secure the fullest possible application of science to industry; and second, that this failure is partly due to deficiencies in education". Ten C.A.T.'s were to emerge out of the recommendation for "a strictly limited number of technical colleges in which there should be developed technological courses of a standard comparable with that of university degree courses", while the suggestion for "a single institution for specialisation in a particular branch of technology" led direct to the national colleges, and a "technological qualification which will correspond with the university first degree" became in due course the Diploma in Technology.

The 1945 report also recommended regional advisory councils for all areas with a national counterpart, a framework completed in 1948 when the National Advisory Council on Education for Industry and Commerce came into being. The new N.A.C. reported on the future development of higher technological education in 1950. It recommended that increased financial assistance should be given to colleges engaged in advanced technology; that new courses should be developed in technical colleges in close association with industry; and that a Royal College of Technologists should be established to encourage the development in suitable technical colleges of advanced courses.

It was such studies as these—and the subsequent growth of experience and raising of standards—which provided a basis for the policies announced in the White Papers of 1956 and 1961 (*Technical Education* and *Better Opportunities in Technical Education*) and their implementation in terms of colleges and courses, not only at the level of technologists but also for supporting technicians, craftsmen and operatives. In 1959 the Advisory Committee on Further Education for Commerce recommended matching provision for careers in commerce, and developments since that date have brought facilities for business studies into line with those for scientific and technological studies.

Other advice tendered during the twenty years of the Ministry's existence was by the Ashby committee in 1954 on the organisation and finance of adult education, the first systematic review since 1919, and the basis of subsequent administration; by the Underwood report of 1955 on the education of maladjusted children, leading to a considerable expansion in the provision for this handicap; the Willis Jackson report of 1957 on the supply and training of teachers for technical colleges; the Roberts report of 1959 on the structure of the library service, which bore fruit in the Public Libraries and Museums Act 1964; and in 1960 the Albemarle report leading to a great increase in Government assistance to the Youth Service, the Anderson report on grants to students leading to legislation in 1962, and the Coldstream report on art education leading to the introduction of a diploma of graduate status.

This twenty-year flow of advice forms a corpus of developing educational doctrine, dedicated to the unspoken proposition that a society and its education cannot sensibly be considered, nor their interests properly advanced, save in terms of each other. The title of the 1947 C.A.C. report—*School and Life*—might well be taken as the title of the whole series, little as the range of future reports could then be foreseen. This has been the official educational literature of a generation, and to its successors it may appear to have been both realistic and consistent. Santayana once wrote that "to turn events into ideas is the function of literature". It may not unfairly be said of this literature that it has helped to turn ideas into events; for one of the most striking facts about the reports in retrospect is the debt which Government action has owed to them and their continuing potential to influence the educational events of the sixties.

Logistics

This part of the survey is not only about education. It is also about demography and economics: demography because where people and houses go, there must schools and teachers go also; economics because investment in educational plant is one among many claimants for limited resources. Beyond a certain point demographic forecasting is hazardous: birthrate trends can change without warning and population can move in answer to unforeseen industrial mutations. Educational plant on the other hand is likely to be long-lived and can be in the wrong place or in the wrong style, or both. Only a population stable in size and situation over a long time is likely to find a perfect match between the schools and colleges it needs and those which it has or can provide.

Britain's population since the war has not been stable either in size or in distribution and the consequences for educational planning have been considerable. But this was not all. Economic considerations as well as educational need have determined the rate of school and university building. Resources have been smaller than the education system would have wished and the central authorities have had difficult decisions to make. In the field of teacher supply the rising birthrate, coupled with the growing loss of young women teachers to marry and have families of their own, have posed the most stubborn problems. A quota system has helped to secure a more equitable distribution of the available teaching force.

As the sixties approached mid-point all of these factors in a complex situation continued to operate. In January 1964 there were over seven million pupils in the maintained schools in England and Wales, 108,000 more than a year before and 660,000 more than ten years before. During the previous year the number of new houses completed was again around 270,000 and in 1964 was well above that. From the estimates of future births prepared by the Government Actuary's Department, in consultation with the Registrar General, it would appear that in the next ten years another two million could be added to the maintained school population. This estimate is of course swollen not only by the birth rate (on a number of important assumptions which may possibly not be wholly fulfilled), but also by the raising of the school leaving age in 1970-71 and by an expectation that considerable numbers will choose to remain at school beyond the minimum leaving age. For example, of the 17-years age group the proportion at school rose steadily from 7.86 per cent in 1954 to 12.52 in 1963 and could reach over a quarter by 1987. The furthest reach of the figures suggests that the maintained schools will have topped ten million (double the 1954 figures) by 1983 and 10½ million by 1990.

The demand for education beyond school level has continued to grow. In further education in England and Wales (other than in universities or in colleges of education) the number of students rose by nearly half in the ten years to November 1963 from 1.8 million to 2.65 million. Of special interest was an almost threefold increase in full-time students and the rapid development of the sandwich course. The number of day students rose from 361,000 to 613,000, a result mainly of the growth of day release.

There has also been a big expansion of the colleges of education, where the needs of the schools for teachers, arising from the growth in the school population, profoundly influenced the rate of growth. To maintain the staffing standard of 1963 an extra 120,000 teachers will be needed by 1981. To eliminate secondary classes over 30 and primary classes over 40 would increase this figure to over 200,000. In the ten years to 1964 the number of students in the colleges in England and Wales rose from 25,000 to over 60,000. In 1963 the Government announced an objective of 80,000 students in 1970, equivalent to an increase in the number of entrants from 16,000 in 1961 to over 27,000 in 1968. The Robbins Committee recommended that the colleges should be expanded still further to admit 40,000 students by 1974. The university population in Great Britain increased from 82,000 to 135,000 between 1954 and 1964, and in 1963 the Government accepted the Robbins Committee's recommendation that (including the colleges of advanced technology) it should reach 218,000 in 1973.

In the next few years, although the size of classes in secondary schools should continue to fall steadily, the primary schools are likely to be hard pressed. They will encounter first the numerous children born in the late 1950's, they are likely to suffer most from the high wastage rates of young women teachers, and they may be expected to gain less than the secondary schools from the growth in the number of graduates. On the other hand, they should be getting an increasing share of the output from the colleges

of education and will benefit from the growing return to full-time or part-time service of married women teachers.

Other parts of the education service will have their staffing problems, though none so intense as those of the schools. The Robbins estimate was that universities and colleges of education together would need 33,000 teachers in 1973 compared with 20,000 in 1963. The committee thought that after a few years of considerable difficulty the needs of higher education for teachers would be met by a plough-back proportionately no higher than in the previous four years. In the rest of further education it was the opinion of the Day Release Committee that 250,000 additional students by 1970 would require more than 5,000 teachers. The committee drew attention to the extent to which colleges draw on sources which did not conflict with the needs of the schools, pointing out that the experience of recent recruitment in a number of colleges suggested that more than half the full-time staff recruited from outside the further education system were drawn from industry or commerce.

Buildings

Just as most of the increase in the teaching force has gone to match the growing school population, allowing little over to reduce class sizes, so have many of the new school places been occupied by additional pupils, leaving little over to replace old and unsatisfactory buildings. Old buildings may be structurally sound and well maintained but ideas on the best environment for education have changed a good deal. Since 1962 an attempt has been made, on the basis of a questionnaire completed by local education authorities, to find out how much it would cost to bring all schools up to standard. It is much more difficult than it looks to get an answer that means very much, though there is no doubt that the amount of work required would be formidably large. The result was a figure of £1,368 million to bring all schools up to standard "on the Utopian hypothesis that it could somehow be done overnight".

Since 1962 major school building programmes have been authorised amounting to £350 million for the period up to 1966-67 and some further authorisations have been made for 1967-68. In November 1963 it was announced that in future programmes would be announced for two or three years at a time to assist forward planning. By Easter 1964 the greatest part of the £200 million school-building programme for the two-and-a-half years 1965-68 had been notified to local education authorities; and approval for further projects in the first two years was given later in the year. The starts authorised were to amount to £80 million in each of the two years 1965-66 and 1966-67 and to £40 million as a first instalment for 1967-68.

In the first of these years 787 projects were notified to be started at a cost of £79.2 million. Of these 542 were primary schools (£34 million) and 255 secondary (£45½ million). Most of the new primary schools and about half of the new secondary schools will provide essential new places in order to meet the increasing numbers of pupils and to serve areas of new housing. Such projects represented about 62 per cent of the total programme, the rest being for the improvement or replacement of existing school buildings. For 1966-67 there were 653 projects approved at £69 million, made up of 434 primary and 219 secondary (costing £27 million and £42 million). Basic

needs will again absorb most of the primary and half of the secondary projects. Projects so far announced for the third year total 142 (74 primary and 68 secondary) at a value of £18 million. A half of the primary and about a third of the secondary were for the provision of essential new places.

New building programmes for special schools were announced in April, providing for 75 new schools and ten major extensions in the two-and-a-half year period. This will yield 8,000 new places, including 6,600 for educationally sub-normal children and nearly 900 for maladjusted children. The cost of the programme was put at £10½ million.

In September, the Secretary of State (Mr. Quintin Hogg) announced that the value of the building programme for further education (not including the universities, the C.A.T.'s, the College of Aeronautics, the Royal College of Art, or the colleges of education) for 1966-67 had been settled at £27 million.

In the same month a building programme for universities and C.A.T.'s was announced covering the three years 1966 to 1969. This was the third announcement on university building programmes in the course of the year. The first, in February, was to the effect that building work started in 1964 would be increased from £33½ million to £48½ million. The second, in May, covered a 15-month period to March 1966 and provided for starts totalling £54½ million. The September announcement extended the programmes authorised to 1969 at a cost of £83 million for the additional three years. This programme was intended to produce buildings for use in the academic years 1968-69 to 1970-71. The statement containing these figures referred to exceptionally large programmes authorised in recent years which would not be required for the three years up to 1969. The opportunity would present itself for an orderly making good of obsolescence, for the further development of the new universities, for special allocations to technology, and for more student residence. It would also allow for preparations for the steep climb which would have to be resumed in later years. The figures for the second and third years of the 1966-67 to 1968-69 period (£25 million in each compared with £33 million in the first year) were described as provisional "until the University Grants Committee are in a position to advise more precisely than is at present possible".

The money value of all these educational building programmes together doubled in less than ten years. Continuous effort has been made to secure value for money, and further steps in this direction were taken in 1964. Measures to promote greater productivity in school and college building, in particular by the use of industrial methods, were described in a circular issued in February, in which local authorities were told that unless such methods were more widely used building programmes would become seriously delayed. It was pointed out that the demand for building was expected to rise by over 50 per cent in ten years with only a slight increase in the size of the building labour force: hence the urgent and continuing need for higher productivity. The circular referred also to the setting up of a building productivity group in the Department to give technical assistance with new and developing constructional systems and to work on such problems as dimensional co-ordination and the interchange of components between different systems.

A bulletin on controlling dimensions for educational building was published in July, with proposals for structural zones, ceiling height, floor and roof depths, changes of level and spacing of structural supports, as well as for staircases, doors, partitions, screens, windows and cladding. Another building bulletin, *Primary Schools Plans: A Second Selection*, discussed nineteen projects, all built within the primary school cost limit current at the time they were approved. A striking economy, the bulletin pointed out, had been achieved without surrendering the physical standards. In fact the latest primary school designs, while more economical in total area, were more generous and adaptable in the teaching space provided. It was noted that 16 per cent of major school projects started in 1962-63 used prefabrication systems.

Finance

Teachers' salaries are the main element in educational expenditure and loan charges for buildings and maintenance costs are other considerable items. It follows therefore from the foregoing chronicle of recruitment and expanding building programmes that educational spending has increased considerably. In 1963-64 total educational spending by public authorities in Great Britain (including school meals and milk) was £1,402 million, compared with £546 million ten years earlier. In money terms therefore expenditure was two-and-a-half times as large. The gross national product increased only half as fast as this, with the result that education increased its share of the total resources from just over three per cent to about five per cent.

Allowing for the increase in prices over the ten years, the actual provision of educational facilities and resources was about 75 per cent greater in 1963-64 than in 1953-54. Of this increase about half is attributed to an increase in the numbers of pupils and students, and about half to improvements in the standard of service provided.

In the financial year 1963-64 local authority expenditure on education (excluding meals and milk) increased from £809 million to £892 million. This rise of 10 per cent was again attributed in part to higher costs, in part to bigger numbers, in part to increased provision per head. The major increases were in the training of teachers, in awards to students at universities and in other further education, and in the provision of further education itself. The increase in teachers salaries was the main reason for a 7 per cent rise in the cost of primary and secondary schools; and the provision of new or improved buildings and equipment led to an 11 per cent increase in loan charges. Local authorities were re-imbursed from the Exchequer, via general grant and rate deficiency grant, to the extent of about 62 per cent. At negotiations with the local authorities in the autumn it was agreed that the estimated expenditure on education to be taken into account in determining the level of general grant for 1965-66 and 1966-67 should be £1,023 million and £1,081 million. During the year an internal review was in progress on the balance of central and local Government expenditure, including the rating system.

The direct expenditure of the Department, which rose from £159 million in 1962-63 to £177 million in 1963-64, is estimated to have risen further to £197 million, the increase being mainly in grants towards meals and milk,

direct grants, and teachers superannuation. In 1964-65 the Department became responsible for the Vote for universities and colleges which showed a rise from £110 million to £139 million. These expenditures (excluding meals and milk) raise the Exchequer's total participation to about 70 per cent of national public expenditure on education.

The acceptance in October 1963 of the Robbins target of 197,000 full-time university students in 1967-68 necessitated increases in the recurrent grants to existing universities for the remaining three years of the 1962-67 quinquennium. The effect was to raise the total estimated provision for the three years, including rates and salary supplementation, to about £275 million. The Standing Advisory Committee on Grants to Students, which last reviewed the standard maintenance grants in 1962, was asked to consider whether any charges should be made with effect from September 1965. Questionnaires about student expenditures were sent to all universities in May and to a representative selection of colleges of further education and colleges of education. Analyses of the replies were being considered at the end of the year.

The cost investigation unit engaged in a number of studies of establishments of varying type. Recommendations were made which would result in increased efficiency and a better use of resources. A research project was commissioned into the use of costing and other financial techniques in establishments of further education as aids to the most effective and economical use of available resources. It is apparent from inquiries reaching the Department that school and college authorities generally are giving more thought to the whole question of the efficient management of their institutions.

Expenditure on current research projects exceeded £100,000 in 1964 and the total commitment from the Department's research fund by the end of the year was £900,000. The range of research projects widened during the year and now reaches across all stages of the educational system. The finance of education, the relationship between sociological factors and education, and development in television and programmed learning are also being investigated. As the volume of research has grown the Department has made increasing use of the National Foundation for Educational Research and, as well as commissioning specific projects, has increased its annual contribution to the Foundation funds.

A joint study by the Department's Statistics Branch and the London School of Economics is seeking to create a computable model of the educational system, describing it both as it now exists and as it may develop. Such a model would assist forward logistical planning, enabling the implications of specified targets on stated assumptions to be more precisely foreseen.

In the year in which final arrangements were being made to launch the Certificate of Secondary Education, and the Secondary School Examinations Council was making ready to hand over to the Schools Council for the Curriculum and Examinations, there was a mood of re-appraisal throughout the schools and universities on what is taught and how it is taught and how it ought to be examined.

What is Taught

It was in the primary schools (and perhaps before that in the nursery classes) that changing ideas were pioneered a generation ago, and it may have been some of the effects—moving up with the scholars—that touched off new thinking in the secondary schools. Not that the revolution in the primary schools has spent itself: in 1964 mathematics and science and language teaching were all—through the work of teams sponsored by the Nuffield Foundation—getting a new look. In a number of selected areas, for example, children were purposefully looking at trees in parks and walking around building sites, in preparation for what may issue as a new handbook of introductory science for five-to-thirteen year olds. The mathematics programme, too, was using the “discovery” approach to learning, and new material for both mathematics and science was being tested in “leader” courses and is expected to be generally available in September. Meanwhile the first-year material for primary school French is being used by nearly 6,000 children in thirteen different localities, selected teachers having completed the first series of in-service courses of training. Another 48 local education authorities joined this scheme as associate members; and the National Foundation for Educational Research with finance provided by the Department took over its objective evaluation. An experiment in teaching children their own language by means of the Initial Teaching Alphabet had so far progressed as to encourage the Department to put £9,000 into further investigations. Above all of course the C.A.C. was acquainting itself at first hand with the work of the primary schools in a variety of settings and had commissioned a number of research projects.

In the secondary schools meanwhile a complex of factors was pressing educationalists to a re-examination of the curriculum. The pace and direction of change in society itself was one. The lengthening of school life—voluntarily at present and compulsorily by the next decade—was another. The need for more school-leavers to possess a leaving certificate, without having paid the price of following courses for which they were unsuited, was perhaps the most compelling. So questions were being directed at almost every subject in the syllabus.

What account should be taken of a pupil's environment in developing the relationship between language and literature? How would foreign language teaching respond to the facts of foreign travel and new pieces of teaching hardware in the schools? Is a growing variety in mathematical syllabuses consistent with the conferment of a common corpus of mathematical ideas and methods? To what major themes of science should the younger school-leavers be exposed? How up-to-date are science syllabuses in the age of atomic power and the latest breakthrough in biology? Should history

teaching end with the nineteenth century, or begin with the twentieth? Should divinity take account of the new knowledge of the psychological development of children and of the changing perspectives of theologians? Should economics have a place in the syllabus as more children become aware of affluence and ought to know more about its basic conditions?

Further work was done during the year on the three separate Nuffield projects—in physics, chemistry, and biology, leading to the “O” level of the G.C.E.—for which planning was begun in the Spring of 1962. Classroom trials of the material began in September and are planned to continue throughout the present school year. About 150 widely scattered schools of varying kinds are taking part in feeding back comment and criticisms. Publication of the material in developed form (including class texts, teachers’ guides, laboratory notes, apparatus and visual aids) is expected early in 1966. Meanwhile there have been preliminary reports of experimental work on aspects of modern physics with particular reference to atomic structure, undertaken by thirty schools under the auspices of the Association for Science Education and the S.S.E.C. Preliminary planning of new material for “A” level science began, with an eye to the possibility of some common course work for chemistry and physics and some study in depth of subjects from non-scientific disciplines.

All told there are a dozen or so sizeable projects of curricular development in progress in relation to primary and secondary schools, two-thirds sponsored by the Nuffield Foundation or by the Foundation jointly with the Department. In general sponsorship of curriculum development projects will in future be exercised by the Schools Council and not directly by the Department. In association with the Secretary of State for Scotland and the Nuffield Foundation, the Secretary of State announced in October the setting up of a Committee for Research and Development in Modern Languages. The committee is representative of the whole field of education and is expected to play a major part in guiding future developments ranging from fundamental research into linguistics to the teaching of languages.

In the technical colleges some—but not all—of the current questions had a strong vocational ring. To what extent should industry determine the content of the curricula or decide which courses should be provided at local colleges? Where does the specifically educational task of the college shade off into the specifically training task of the employer? What does it mean to improve the general education of college students, and are employers to be persuaded of its worthwhileness in limited economic terms? In the year of the Industrial Training Act and the Report on Day Release questions such as these were being asked with a new urgency. The National Council for Technological Awards pointed out, in the year in which it was making ready to hand over to the new C.N.A.A., that the Dip. Tech. courses had been developed “so as to attract good students who prefer a course which brings them into contact directly with industry during their undergraduate days”. A related train of thought was expressed by Sir Willis Jackson at the third Commonwealth Education Conference in Ottawa. “The successful pursuit of technology,” he said, “demands characteristics and attitudes of mind and concepts of purpose which may be inhibited, rather than stimulated, by the emphasis on research for its own sake which, no doubt rightly, characterises the university science schools”. For students on technological

and technical courses "it is of great importance . . . to appreciate that they must be able to deal not only with the technicalities of new situations, but also to handle the human problems which flow inevitably from the processes of change of which they will be the agents if not the initiators".

In the universities (to quote from the annual report of one of them) there was "a growing realisation that degree schemes which are more broadly based than the traditional single-subject schemes are both educationally and academically worthwhile, that there is a demand for them and that they provide a good preparation for a variety of careers"; and experiments were continuing in the introduction of arts subjects into the science curriculum and *vice versa*. Writing of the new universities in its quinquennial report on *University Development* the U.G.C. drew attention in February to the fact that all the academic planning boards showed the same desire to guard against the dangers of excessive specialisation. The Committee commented: "Perhaps the clearest indication of the new universities' determination to broaden curricula is seen in the efforts which they have made to break down the departmental barriers that have characterised some of the older universities and which have often stood in the way of an integrated selection of courses from a number of departments to provide some breadth in education". But it was not only in the new universities that new approaches were being made. When a Cambridge historian says "the prime activity should be to teach non-historians", and classicists are counselled to revise their teaching programme "to meet the needs of youngsters who will become engineers or historians or academic scientists or civil servants", and the professors of English literature are commended to a much wider and livelier role in spreading literary sympathies and interests among a much larger body of students who are not specially engaged with literature at all, it is not difficult to discern a direction in the movement of the waters—or at least a hint that the tide may be on the point of turning*.

A similar concern for wider contexts was being commended also in relation to courses as far apart in subject as art and business. "Somehow", said the first report of the National Council for Diplomas in Art and Design, published in February, "the atlas of historic time has to be made valid and comprehensible while at the same time the student's interest must be engaged at once in the real stuff of art history—the objects of art with which it and he are concerned". And the Crick report in March, recommending a national honours degree award in business studies, said the basic disciplines were economics, sociology and mathematics, and added: "But in studying and using these disciplines the student must be helped to develop qualities of imagination and enterprise, and powers of understanding, criticism and judgment if he is to be successful in a business career".

How it is Taught

The line has already been crossed from the "what" of the curriculum into the "how". Indeed the line becomes less and less real as the walls between subjects are scaled or breached and free trade sets in across the syllabus. It is perhaps a signpost to the new territories we must explore that the Schools Council, at its first meeting in October, chose two inquiries that concerned approach rather than subject and a third that concerned all

* These quotations are from a symposium published during the year with the title "Crisis in the Humanities" (Penguin Books).

subjects. The first was the work of the sixth form and its relationship to entry into higher education. The second was to follow up the recommendations of the Newsom report in preparation for the raising of the school-leaving age. The third was a major study of English language teaching from nursery schools to university entry, with particular reference to the difficulties in communication leading to educational and social wastage.

It is an interesting reflection that in the same year—indeed in the same few weeks—in which the Schools Council began to look at approaches to the curriculum in schools there was published, not one, but two reviews of teaching methods in higher education. The first, which covered colleges of education and the technical colleges as well as the universities, came in Appendix Two (B) of the Robbins Report. The second was the work of a sub-committee appointed by the U.G.C. under Sir Edward Hale and related to universities alone; but it contained one statement applicable to all stages of education. If, it said, the projected expansion is to take place and the standard of teaching is to be maintained during the expansion, “with no more than legitimate claims on national revenue and on the limited pool of ability, ways will have to be found of making better use of university buildings and plant and of the time of university teachers”.

Meanwhile against that criterion it may have seemed startling that students in all forms of higher education were (according to the Robbins Appendix) practically unanimous in wanting more time devoted to tutorials and seminars, which of all forms of teaching are the most expensive in the use of teaching time. No doubt if asked the same question, in terms they could understand, primary school children in classes of forty and more would also have voted for more of the teachers’ time to be devoted to their individual needs. An analysis of students’ views of supervision arrangements showed (in the words of the Appendix) “that students attach considerable importance to having access to an individual supervisor”. Those words also would be willingly echoed at other stages.

So far as buildings are concerned an N.A.C.E.I.C. inquiry was on foot in 1964 into the utilisation of space in the technical colleges, and the colleges of education were planning to use their teaching facilities more intensively as part of the process of raising their student population to 80,000 by 1970. At Manchester a study was being made to assess the effectiveness of selection, training and examining in the light of subsequent teaching performance. At Keele there was a comparative study of the three-year concurrent and the one-year post-graduate courses in education. On teaching aids the Department was supporting from its research fund a dozen or more projects. The potentialities of audio-visual aids in higher scientific education are being investigated by a committee under Dr. Brynmor Jones.

It was as recently as 1961 that the first language laboratory to be commissioned by a local authority went into action in Ealing. Yet already nearly twenty manufacturers are said to be interested in the British market and the laboratories are being spoken of as education “status symbols”. The change has been wrought by a convergence of technical innovation, pedagogic questioning, and economic challenge. In its pamphlet on *Modern Languages* in 1956 the Ministry noted that the tape recorder was “frequently used in language teaching today as a means of enabling pupils to listen to their own voices”. At the same time dissatisfaction was growing with the grammatical

and literary approach to language learning. Finally the growing importance of foreign trade and foreign travel lifted the subject out of the classroom and into the lives of businessmen and housewives. But what may in the long run be the most significant aspect of the innovation is that the arrival of the language laboratory is prompting teachers to ask basic questions about the whole purpose of language instruction, indeed about the nature of language and the nature of learning. At university level the Hale Committee was surprised to find only one teacher of French in three using recorded material, but added that "the use of language laboratories serving a variety of purposes is spreading rapidly among the universities".

Closely associated with the language laboratories is programmed learning, which was the subject of a memorandum by the Ministry in March. As then recorded the number of local authorities experimenting in this field had risen in twelve months from fourteen to thirty-eight, as more came to realise the useful part this technique may play in freeing teachers from repetitive work to use their professional skills to greater effect. In the words of an American observer: "If through new technical devices, such as audio-visual aids and programmed learning, we free the teacher from routine instruction, from imparting information and questioning about facts and computations, then the teacher can face up to the essential tasks of inspiring, stimulating, and encouraging students to bring out the best they have to offer". The use of programmed learning in universities was thought by the Hale Committee to be more limited than in schools yet worthy of further investigation by way of inter-university co-operation. A proposal is under discussion with a university department of education for the development of an information and research centre, supported by the Department's research fund, over the whole field of programmed learning. Meanwhile the London University Institute of Education, in collaboration with the L.C.C., is investigating the classroom conditions under which programmed learning techniques can be used with maximum effect.

A survey by the Educational Foundation for Visual Aids, published by the National Committee in July, showed that closed circuit television would be installed by September in seven secondary schools, thirteen colleges of education, and 33 establishments of further education. Among the uses are close-up views of small-scale operations and of dangerous or noisy experiments and workshop practices, transmission of a single teacher's lessons to linked classes, and class observation by student teachers. Two authorities were thinking of linking their schools and colleges to a central studio.

In 1964 about 8,500 schools were receiving broadcast television (compared with 6,000 a year earlier) and hundreds of programmes were broadcast by the BBC and ITV aimed at age groups from six to eight to school-leaving age and beyond, catering in varying ways for all types of secondary school over a wide band of the syllabus. New programmes in 1964 included a history series for primary schools, social and economic history for sixth forms, and a science programme for the sixth form arts specialists. In technical colleges the series on engineering science was becoming established, and a new series began on social pressures. There were also new experimental series in adult education, including one for primary school mathematics teachers and another on elementary mathematics. The scope for develop-

ment remains to be fully explored ; there are problems of timetabling and follow-up—and in the longer term of school architecture—where fuller experience is required. Meanwhile a useful and informative assessment based on a study in maintained schools of all types in Nottingham was made by Professor Becker, one of five American television experts visiting this country on Fulbright Fellowships. An interesting comment was that in general “one finds a greater tendency to be critical of the G.C.E. and C.S.E. among teachers who are using television than among those who are not, even within the same type of school”, and “some feel that their freedom to adjust the syllabus for optimum utilisation of the programme is limited by the inflexibility of the examining syllabus”.

How It Is Examined

This is the point at which every contemporary discussion about education sooner or later arrives. In a wider setting the problem was formulated in March by a working party under Sir John Lockwood which recommended the setting up of the Schools Council. “The schools, and particularly the secondary schools, find that the opportunity for independent initiative and experiment is being reduced by a complex of decisions and pressures which they cannot sufficiently control or influence. They consider, in our view rightly, that the underlying trend is towards an excessive standardisation of their work, and away from that variety of syllabus content and teaching methods which is desirable if our educational system is to be in any real sense alive.”

In the last year of its life, before transmitting a living heritage of problems to the new Schools Council, the Secondary School Examinations Council published (as its eighth report) a strong criticism of English language examinations, a bulletin on experimental examinations in mathematics for the C.S.E., and two general bulletins designed to assist teachers in the art of examining.

Of the G.C.E. “O” level papers in English the Council said bluntly that a qualification in the subject was so generally required for entry to the profession and to higher education that there was “great pressure on the teacher to sacrifice all other considerations to the need to get the mass of his pupils through”. The result, as the Council described it, was not a happy one (for example in requiring exercises in rules of grammar which “have had little relevance to usage at any past time and have even less to contemporary usage”) and its committee of experts came very near to advising that such examinations should cease.

It was with the forthcoming examinations for the C.S.E. that the Council's three further bulletins were concerned. The “maths” experiment, drawn up with a view to avoiding cramming, was conducted in seven different areas of England and Wales and involved some grammar and technical schools as well as secondary modern schools. The aim was to find a method of testing which would at least reduce the danger that the new examinations would “dominate, control and ossify the work of the school by the imposition of rigid and restricted syllabuses”, and—more positively—would test the candidates' grasp of mathematical concepts and their ability to apply them in a large number of different situations. The

Council was cautious in the conclusions it drew: other methods of discouraging guesswork were being considered and more experiment was needed. They did however draw one firm conclusion that should have warmed hearts in many schools: the experiment had shown "that pupils in secondary modern schools are already learning mathematics 'in the broad'; that they are assimilating concepts, and not only tricks and techniques . . . the pupils and the teachers . . . have therefore contributed evidence of a growth in the mathematical stature of the secondary modern schools which promises much for the future".

The other two bulletins were addressed to more general problems of examining: one summarising what is known about the techniques for making them more efficient instruments, and the other exploring the advantages and disadvantages of objective-type examinations (in which each question is set in such a way as to have only one correct answer). The former was as a whole an intellectually demanding document, but to ease the processes of assimilation the Department prepared also a precis of the main points as the first of a new series of notes under the general heading *Education Information*. Although written with the C.S.E. particularly in mind the bulletin and the precis may be of value to teachers and others concerned with the G.C.E. and other examinations. The bulletin on objective-type examinations, written by Professor P. E. Vernon, was published by the Council not as an expression of policy but to help teachers and examiners to reach their own decisions.

One of the last acts of the S.S.E.C. was to appoint a joint committee with membership drawn from the Syllabus and Standing Committees "to consider the future relationship between the examinations for the ordinary level of the G.C.E. and for the C.S.E., and to make recommendations". In particular the joint committee is considering how best to ensure that secondary school examinations are so organised and conducted as to assist the schools to base their choices on the sole criterion of the educational needs of the pupils.

Examinations are one respect, as the Hale Committee noted, in which universities differ from schools, namely in the extent to which teachers and examiners are the same people. It is true that, even in universities, the student's teacher and his examiner are not always the same, but "university teachers as a whole regard their examination arrangements with satisfaction, and this is perhaps only what might be expected when the great majority of teachers participate in the work of examining". The extension of teacher control of examinations at school level will, it may be hoped, yield a similar dividend in satisfaction. At the same time the Hale Committee noted and welcomed innovations and gave two reasons. "With so much depending on examinations, it is clearly of great importance that they should measure as well as possible, not only the knowledge which the candidate has acquired of his subject or subjects, but also the qualities and habits of mind for which a degree, and its class, may be expected to vouch. The second reason is that the form and content of the examinations for which he prepared cannot fail to have a considerable effect on the education of the student and on the ideas and habits of work that he acquires". The same thoughts may apply no less to examinations at earlier stages in the educational process.

Conclusion

On the events noted in this survey three concluding comments of a general character may be made.

The first is that in the administrative field it was a year crowded with incident and innovation. The Ministry itself was absorbed into a new Department of State, with wider responsibilities that included the universities. The Schools Council was established with full backing from all parts of the education service and embarked on a heavy programme of work. A Bill was presented to Parliament to provide new machinery for the determination of teachers' salaries. Throughout the country new schemes of secondary school organisation were being planned, and it was announced that national policy would be on comprehensive lines. The Industrial Training Act became law and the first training boards were established. The colleges of advanced technology prepared for university status. The teacher training colleges were renamed and invited with universities to prepare degree courses. A Council for National Academic Awards was created to award degrees to students outside the universities.

Secondly, the shortage of teachers and the limitations on new educational building continued—and are likely to remain—the subject of anxious thought on the part of all concerned for further educational advance. Neither the growth in the teaching force that has taken place, nor the resources that have been channelled into new schools and colleges, has been sufficient both to keep abreast of rising numbers and to meet the desire for higher standards and wider provision in all parts of the service. With the utmost that is likely to be accomplished in the years immediately ahead the pressure on building and staff is likely to continue. The use of the resources that are available, of skilled professional staff and of buildings and equipment, must therefore be flexible and imaginative and supported by increased use of auxiliary staff and audio-visual aids.

Finally, in the educative process itself the year has shown increasing concern with the aims of education and how the devices of curriculum and teaching method and assessment may better serve the interest of pupil and student. Teachers throughout the service are combating the danger, noted by the Hale Committee, "that the student will spend too much of the limited time at his disposal on memorising facts, and will have insufficient time to master the principles underlying his subject and to develop his powers of thought". There is evident a conscious striving after that pursuit of the balanced man which has engaged educationists at decisive stages in the evolution of the Western tradition.

PART TWO

THE YEAR'S EVENTS

SECTION I

THE SCHOOLS (ENGLAND AND WALES)

Introduction

1. This section differs from corresponding sections of previous Annual Reports in bringing together all matters relating directly to the schools of England and Wales. It reviews first changes in the population of the maintained schools, in the supply of schools and in the supply of teachers. It gives then some information about schools not maintained by local education authorities. Then follows an account of developments in respect of handicapped pupils, special educational treatment and special schools. Events in the field of examinations and the curriculum are then noted. After a short note on the school health service, there is a concluding general section which mentions the Central Advisory Council (England), nursery education, and the provision of school meals and milk.

1. Maintained Schools

a. POPULATION

Numbers

2. In January 1964 there were 7,033,696 pupils on the registers of maintained primary and secondary schools (other than nursery and special schools) in England and Wales, 108,368 more than in January 1963. The numbers of both infants and juniors increased to a greater extent than in 1962: the number of seniors also rose after a previous decline.

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

Year (January)	Number of Pupils (000)			
	Infants	Juniors	Seniors	Total
1962	1,640·6	2,423·9	2,900·8	6,965·3
1963	1,682·1	2,426·6	2,816·6	6,925·3
1964	1,735·8	2,443·2	2,854·7	7,033·7

3. The proportions of 15, 16 and 17-year-old pupils continued to rise during 1963; as the following table shows, the increase was most marked among the 15-year-olds, who under the Education Act, 1962 are no longer permitted to leave school at Christmas.

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

Year (January)	Age 15		Age 16		Age 17	
	Number (000)	Percentage of age-group	Number (000)	Percentage of age-group	Number (000)	Percentage of age-group
1959... ..	185.1	29.2	88.3	14.6	37.5	7.0
1960... ..	214.7	31.0	97.3	15.4	45.8	7.6
1961... ..	197.0	31.4	111.6	16.1	51.7	8.1
1962... ..	259.8	33.9	104.6	16.6	60.0	8.6
1963... ..	300.4	36.1	143.0	18.6	57.1	9.0
1964... ..	383.6	51.3	160.8	19.0	75.7	9.8

The total number of pupils in sixth forms also increased by 25,200 to 161,500.

The number of pupils in senior classes of all-age schools was 31,724 (48,273 in 1963). The proportion of pupils aged 13 attending all-age schools was 1.4 per cent (2.1 in 1963).

Size of Classes

4. In January 1964 there were 228,694 junior and senior classes, of which 26.5 per cent, containing 31.8 per cent of pupils, were over-size (27.5 and 33.1 in January 1963). The proportion of junior pupils in over-size classes was 18.1 per cent (19.5 in 1963) and of senior pupils 51.7 per cent (52.7 in 1963).

b. SUPPLY OF SCHOOLS

School Building

5. In the course of the year 393 primary and 187 secondary schools were completed, including four primary and nine secondary schools brought into use before the beginning of the year. During the same period four primary schools and 14 secondary schools were brought into use in advance of completion. Thus 598 new schools were occupied. These, together with extensions and alterations to existing schools, provided 116,250 primary and 161,970 secondary places. At the end of the year permanent premises for 350 primary and 276 secondary schools were being constructed. Places started in major projects for primary and secondary schools since 1960, irrespective of the programme in which they originated, were:

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

Financial year	Primary	Secondary	Total
1960-61	55,025	125,875	180,900
1961-62	63,685	144,070	207,755
1962-63	67,900	147,030	214,930
1963-64	71,210	115,855	187,065
1964-65 (first nine months)...	56,730	77,690	134,420

6. Most of the major building programmes for 1965-66 and 1966-67 and part of that for 1967-68 were announced in the spring. The programmes were drawn up in accordance with the policy announced in Circular 12/63*.

* See *Education in 1963*, Chapter 1, paragraph 12.

By the end of the year the 1965-66 programme was virtually completed at £80 million. The 1966-67 programme stood at about £70 million, leaving about one-eighth still to be announced. Approximately five-eighths of the programmes were required to meet the need for new accommodation arising from increases in the school population and new housing. The remainder was devoted to the improvement or replacement of existing unsatisfactory school accommodation.

7. The value of minor projects started at primary and secondary schools in 1964 was £19.9 million (£18.7 million in 1963), including starts of £3.5 million on projects at voluntary aided and special agreement schools.

Proposals for New Schools and Closure of Existing Schools

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

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

County	Voluntary				All Schools
	Roman Catholic	Church of England	Church in Wales	Total	
406	106	20*	1	127	533

* Includes 1 C. of E./Methodist.

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

	Primary	Secondary	Total
County	79	101	180
Voluntary:			
Church of England ...	76	7	83
Roman Catholic ...	—	3	3
Church in Wales ...	8	—	8
Methodist ...	1	—	1
Undenominational ...	—	1	1
Total Voluntary ...	85	11	96
Total, all schools ...	164	112	276

These schools included 114 schools in rural areas, of which four were secondary schools. Of the remaining 110 schools (15 of which were replaced by new schools in the same area), 45 were county, 57 Church of England, one Methodist and seven Church in Wales.

9. Under the provisions of Section 14 of the Education Act, 1944, the managers of a voluntary school may not close it without serving at least two years notice of their intention to do so. During 1964 ten voluntary schools were closed on the initiative of the managers.

Voluntary Schools

10. At the end of 1964 there were 9,384 voluntary schools in England and Wales, of which 4,923 were aided, 168 special agreement and 4,293 controlled. Table 6 shows voluntary school projects included in building programmes since 1945 up to and including the 1964-65 programme. In addition, it is estimated that more than 58,135 places were provided at voluntary schools by minor works.

TABLE 6. *Voluntary school projects included in building programmes 1945 to 1964-65*

	Projects						Accommodation brought into use					
	Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies		Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies	
	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places
Aided	262	68,770	850	260,443	56	11,005	189	45,960	611	181,380	49	10,565
Special Agreement	32	10,370	128	48,640	2	810	25	7,830	115	43,630	2	810
Controlled ...	176 ¹	37,935	—	—	58 ²	8,880	134 ³	27,635	—	—	51 ⁴	7,795
TOTALS ...	470	117,075	978	309,083	116	20,695	348	81,425	726	225,010	102	19,170

Note: The Controlled school numbers include the following projects in Building Programmes for 1959-65 not previously recorded (1)10(2), 15(3), 6 and (4)8.

11. Payments of grants during 1964 brought the total since 1945 to £55,881,998 of which £37,971,049 had been paid at the rate of 75 per cent authorised by the Education Act, 1959. These grants represent the amount claimed and paid up to the end of 1964 on major and minor building projects, together with grants on minor alterations and repairs. 99 new loan agreements were concluded during the year for loans amounting to £1,927,957. Loan advances during the year brought the total advances to £13,113,016.

TABLE 7. *Grants and loan advances during 1964*

	Church of England schools (including Church in Wales)		Roman Catholic schools		Other voluntary schools	
	Grants	Loan Advances	Grants	Loan Advances	Grants	Loan Advances
	£	£	£	£	£	£
Alterations and repairs at aided and special agreement schools	1,490,709	291,831	1,348,306	1,328,269	308,340	107,942
Transferred and substituted schools ...	1,248,275		741,647		135,369	
Schools for displaced pupils	67,920		1,008,045		2,361	
Secondary schools to match primary schools (1959 Act, Section 1(2)) ...	749,932		4,990,247		18,225	
TOTALS ...	3,556,836	291,831	8,088,245	1,328,269	464,295	107,942

The Education Act 1964

12. The Education Act 1964 received the Royal Assent on 31st July. Section 1 enabled new county and voluntary schools to be established in England and Wales, with the Secretary of State's approval, to provide education for both junior and senior pupils. This had not hitherto been possible under post-war legislation. Circular 12/64 which was issued on 27th August, 1964 gave guidance to local education authorities on the operation of the Act; it explained that it was the Secretary of State's intention to exercise his approval so as to permit a relatively small number of limited experiments in educational organisation.

c. SUPPLY OF TEACHERS

Full-time teachers in service

13. The table shows full-time teachers, excluding temporary and occasional teachers, in maintained schools (other than nursery and special schools).

TABLE 8. *Teachers in service*

31st March ...	1954	1959	1960	1961	1962	1963	1964
Men ...	88,400	101,500	105,400	109,200	112,800	114,000	(Provi- sional) 117,000
Women ...	140,600	156,400	158,500	159,900	161,600	156,800	158,500
Total ...	229,000	257,900	263,900	269,100	274,400	270,800	275,500
Increase during year:							
Men ...		3,900	3,800	3,600	1,200	3,000	
Women ...		2,100	1,400	1,700	-4,800	1,700	
Total increase ...		6,000	5,200	5,300	-3,600	4,700	

14. 1962 was the "year of intermission" in which, following the introduction of the 3-year course in 1960, the output of teachers from the training colleges was sharply reduced and the numbers in service declined. Output from the colleges in 1963 returned almost to its previous level, but the continued high rates of wastage held the increase in the numbers in service below 5,000. There is some evidence that, although the trend towards high wastage rates among women teachers may have begun to slow down, the wastage rates of men teachers in primary and secondary schools have been increasing.

15. The year of intermission helped to accelerate the growth in the proportion of men in the teaching force. By 1964 it had risen to 43 per cent, compared with 41 per cent in 1962 and 38 per cent in 1954.

Graduate teachers

16. The table shows graduates in post. As explained in the 1963 report, the system for recording and processing data concerning teachers is being changed. Separate figures for the numbers of graduate teachers in service at 31st March 1964 were not yet available at the time this report went to press; the figures for March 1963, which were not included in the 1963 report, are shown in the table.

TABLE 9. *Graduate teachers in service*

31st March ...	...	1954	1959	1960	1961	1962	1963
Men...	...	23,005	30,067	32,038	33,637	34,827	35,923
Women	...	15,775	19,277	19,984	20,411	20,803	21,032
Total	...	38,780	49,344	52,022	54,048	55,630	56,955
Increase during year:							
Men	...		1,971	1,599	1,190	1,096	
Women	...		707	427	392	229	
Total increase	...		2,678	2,026	1,582	1,325	

17. In consultation with university appointments secretaries and others, the Department produced a completely revised edition of its booklet "A Career in Education for University Graduates" which was published in the summer and widely distributed, particularly through university appointments boards.

18. Press publicity designed to attract graduates into teaching was instituted in the autumn and was planned to continue into the spring term, 1965, using some national newspapers and periodicals, but concentrating mainly on the student periodicals which circulated in the universities. At the end of the year, plans for further publicity to be addressed to university students in 1965 were under consideration.

19. The results were then becoming available of the survey of undergraduates' attitudes to teaching which the Department had commissioned in conjunction with the Scottish Education Department as an aid to the framing of future publicity for graduate recruitment.

The return of married women

20. The table shows qualified women teachers returning to service in maintained primary and secondary schools.

TABLE 10. *The return of qualified women teachers*

Year ended	Total	Full-time	Part-time	Graduate	Non-graduate	To primary schools	To secondary schools
31st January, 1962	4,662	2,752	1,910	646	4,016	3,029	1,633
31st January, 1963	5,557	3,407	2,150	756	4,801	3,964	1,593
31st January, 1964	5,507	3,273	2,234	767	4,740	3,983	1,524
31st January, 1965 (Provisional)	6,388	3,496	2,892	852	5,536	4,625	1,723

21. Married women returning to service made an increasingly important contribution to the staffing of the schools. The total recruitment of 6,388 in the year represented an increase of 16 per cent on the previous year, which had itself almost maintained the recruitment level achieved in the year of intermission. The proportion returning to part-time service (40.6

per cent in 1963) increased to 45.3 per cent. The primary schools, which suffer most acutely from the loss of women teachers, continued to secure the major share of the total number returning to service.

22. Some of the credit for the encouraging rise in recruitment in the year may reasonably be attributed to the national publicity campaign which was launched by the then Minister in the course of a public address given on 10th March and was conducted by means of press advertisements in a range of national Sunday newspapers and weekly periodicals during April and May.

23. As in the original campaign of 1961, many local education authorities co-operated vigorously, using posters and explanatory leaflets prepared by the Department, and 48 conducted local campaigns to supplement the national publicity. The Department commissioned the production of a further one-minute film, in which particular emphasis was placed on opportunities for part-time teaching, and made it available for television presentation during and after the campaign period.

24. At the end of the year arrangements were in hand for the production of another one-minute film and for a renewed and extended campaign of press publicity during the spring and summer of 1965.

The employment of part-time teachers

25. The number of part-time teachers in service continued to increase. Most of this growth took place among women, where it reflected the success of local education authorities in persuading married women to resume their careers through this form of service.

TABLE 11. *Part-time teachers in service*

February	1960	1961	1962	1963	1964	1965 (Provisional)
TOTAL	13,567	15,689	19,358	23,575	25,737	30,418
Increase during the year	2,122	3,669	4,217	2,162	4,681	
Men	2,073	2,193	2,512	3,087	3,211	3,663
Women	11,494	13,496	16,846	20,488	22,526	26,755
In primary schools...	5,177	6,190	8,102	10,089	11,577	13,974
In secondary schools	8,390	9,499	11,256	13,486	14,160	16,444

Full-time equivalents

February	1960	1961	1962	1963	1964	1965 (Provisional)
Men	924	1,027	1,168	1,427	1,474	1,681
Women	5,499	6,597	8,255	10,063	11,098	13,172
TOTAL	6,423	7,624	9,423	11,490	12,572	14,853

The number of part-time teachers has increased by 124 per cent in the last five years. The increase in 1964 (4,681) was the highest annual increase yet achieved. The proportion of women teachers in the part-time force (84.6 per cent in 1960) continued to grow, to 88.0 per cent in 1964, and the

proportion of part-time teachers at work in the primary schools, where their use in significant numbers is a quite recent development, grew to 45.9 per cent.

26. This growth of the total part-time teacher force, and the continuing increase in the primary schools' share of it, was evidence of the extent to which local education authorities and schools, especially primary schools, were adapting their staffing policies and organisation in order to make good use of the services of teachers who were not free to work full-time.

27. This development continued to be uneven, however, over the country as a whole; the extent to which different authorities made use of part-time teachers did not seem to be closely related either to their likely availability or to the local staffing situation. Accordingly the Department made some detailed pilot studies in a few selected areas where part-time teachers are quite widely used, into the ways in which they are recruited and employed in the schools. On the basis of the information derived from these studies, enquiries were then pursued among a larger group of authorities employing a higher-than-average proportion of part-time teachers in both primary and secondary schools.

28. At the end of the year the results of this survey were being analysed, and it was hoped to use the information which it yielded, supplemented by further enquiries, as the basis for a body of advice on the recruitment, integration and use of part-time teachers which might be of value to local education authorities and schools generally.

Temporary teachers

29. Approvals by the Secretary of State during 1963-64, with comparable figures for earlier years, were:—

TABLE 12. *Temporary teachers approved by the Minister of Education or Secretary of State, 1962 to 1964*

Year ended 31st March ...	1962	1963	1964
Men	1,358	1,566	1,579
Women	1,946	2,516	2,248
TOTAL	3,304	4,082	3,827

29. Of the 3,304 whose employment was approved for two years in 1961-62, 1,478 entered training colleges and 135 universities, 297 retrieved previous failures in training courses, 62 became qualified by other means, 143 remained in unqualified employment, and 1,189 left teaching.

Distribution of teachers

30. "Teachers on Quota" No. 8 in the series "Reports on Education" published in February gave an account of the quota system based on the paper prepared by the Department for the conference of local authorities and teachers' associations in October 1963.

31. The quota arrangements for 1965 were announced in Circular 1/65. No further changes in the scope of the quota were introduced; but, because the decision to extend from one to two years the period of exemption for married women returning to service in 1964 (and older graduates entering

teaching for the first time that year) would remove a considerable number of teachers from the scope of the quota during 1965, it proved necessary to make a small reduction in the staffing standards on which authorities' quotas for January 1965, were calculated. However, taking into account the contribution to the total teaching force of these married women teachers and the other categories of teacher not covered by the quota, overall staffing standards were expected to remain steady and possibly to improve a little during 1965.

The National Advisory Council on the Training and Supply of Teachers

32. The Council's Main Committee embarked on the programme of work which the re-constituted Council had adopted at its inaugural meeting, operating largely through frequent meetings of sub-committees set up to examine particular topics.

33. The Long-Term Forecasting Sub-Committee set up to study the long-term prospects for the supply of teachers for the maintained primary and secondary schools completed a major report which was still under consideration by the Main Committee at the end of the year. Another sub-committee was continuing its study of short-term measures to help the staffing of the schools; after submitting a report on auxiliaries in the infant schools, it turned to consider a proposal for a scheme of part-time training for older men and women wishing to enter the teaching profession, in which the further education establishments could play an important part. The Main Committee submitted to the Council the report of a sub-committee set up to consider the practicality and timing of a requirement that all intending teachers should undertake professional training. This report recommended the introduction of such a requirement in 1969. By the end of the year, a new sub-committee appointed to study the prospective need for, and availability of, teaching practice places had held its first meeting.

34. The Standing Sub-Committee on Teachers for Further Education approached the completion of a report on the training and supply of teachers for further education establishments.

35. At its meeting in November the full Council endorsed and transmitted to the Secretary of State the report on the introduction of a training requirement. It decided to defer consideration of the use of auxiliaries in the infant schools, pending discussions on this topic between the teachers and local authority associations.

2. Schools Not Maintained By Local Authorities

a. DIRECT GRANT SCHOOLS

36. In 1964 there were 23,150 pupils (23·5 per cent of the total roll) in the sixth forms of direct grant schools (19,191 pupils and 20 per cent in 1961). This continuing increase posed substantial accommodation problems which in many cases required the provision of additional accommodation.

b. INDEPENDENT SCHOOLS

Recognised Efficient Schools

37. 28 additional schools were recognised as efficient under Rules 16. Recognition was withdrawn from two schools. In all, 1,542 schools were so recognised at the end of the year.

Registration of Independent Schools

38. At the end of 1964 the register of independent schools contained 2,055 finally registered schools besides those recognised as efficient. 40 schools were provisionally registered, 14 of them being new schools which had come into existence during the year. 36 new schools were added to the register and the particulars of 198 schools were removed on closure or change of status.

39. The Secretary of State served 17 notices of complaint during the year, making a total of 96 since the introduction in 1957 of Part III of the Education Act, 1944. In four cases the complaints related to deficiencies in premises or accommodation ; in two cases to inefficient or unsuitable instruction and in three to instruction as well as to premises or accommodation. There were also four cases in which the notice of complaint was concerned with teachers whom the Secretary of State was satisfied were not proper persons to be teachers and four relating to persons unsuitable to be the proprietors of independent schools. The notices in respect of two of the latter also referred to deficiencies in premises, accommodation or instruction. Three of the cases concerning individual teachers resulted in appeals to Independent Schools Tribunals and in each case the Tribunal made an Order disqualifying the appellant from being a teacher in any school. In addition, two cases concerning deficiencies in the premises, accommodation and instruction, one of which also concerned the proprietor, resulted in appeals to Independent Schools Tribunals. In one case the Tribunal made an Order disqualifying part of the premises and allowing the proprietor time in which to meet the Secretary of State's requirements in respect of the remainder of the premises. The hearing of the other case was postponed until 1965.

40. During 1964, the Secretary of State dealt with five cases concerning deficiencies in premises, accommodation or instruction where the time limit for satisfying his requirements made in a notice of complaint had expired. In two of these cases the proprietors closed the schools voluntarily ; in another, the number of pupils of compulsory school age fell below the minimum of five required by section 114 of the Education Act, 1944 to

constitute a school. In the remaining cases, as the proprietors had failed to satisfy the requirements of the notices of complaint, the Secretary of State made Orders striking one of the schools off the register and disqualifying the premises of the other from use as a school. The Secretary of State also made an Order disqualifying from teaching a teacher who had been the subject of a notice of complaint and had not appealed; another Order disqualified a person from being the proprietor of any independent school, though not from being a teacher, and a third disqualified the joint proprietor of a school both from being the proprietor of an independent school and from being a teacher in any school.

41. Under Section 74(2) of the Education Act, 1944, there were two appeals by teachers to Independent Schools Tribunals against refusal by the Secretary of State to remove his disqualification. In one case the Tribunal upheld the appeal and in the other the appeal was disallowed.

3. Examinations and the Curriculum

a. SCHOOLS COUNCIL FOR THE CURRICULUM AND EXAMINATIONS

42. An event of major importance for the whole education service was the establishment of the Schools Council for the Curriculum and Examinations. The working party under the chairmanship of Sir John Lockwood, appointed in July 1963 by a representative meeting of all the various partners in the education service, held one further meeting in 1964 before reporting back in June. A reconvened meeting under the chairmanship of the Secretary of State unanimously accepted the working party's conclusion that there was a need for new co-operative machinery and its recommendation that a Council should be formed, representative of the interests principally concerned, and performing, among other functions, those of the Secondary School Examinations Council. The Secretary of State agreed to take the necessary steps to establish the Council, which began work in October under the chairmanship of Sir John Maud, Master of University College, Oxford.

43. At its first meeting on 27th October the Council decided to adopt as its first priorities programmes of study and development in relation to the teaching of English, the sixth form curriculum and examinations, and the raising of the school leaving age. It was also decided to develop an information service designed to bring knowledge of the Council's work directly to the teachers.

b. SECONDARY SCHOOL EXAMINATIONS COUNCIL

44. The Secondary School Examinations Council, which was set up in 1917 by the President of the Board of Education, was wound up, and its work and committees were taken over by the Schools Council. In its last years, the Secondary School Examinations Council had initiated a fundamental reconsideration of the aims, scope and structure of the examinations system. The topics under consideration included some general issues, such as sixth form examinations, the relationship between the Certificate of Secondary Education (C.S.E.) and the General Certificate of Education (G.C.E.), and also a number of individual subject studies.

45. During 1964 the Minister published on behalf of the Council its Eighth Report*. The English Language Examining Committee had considered at the Council's request the "Use of English" papers set as a matriculation requirement for admission to some universities and the English examinations at G.C.E. "O" level. The report recommended that "Use of English" papers should not be recognised as subjects in the G.C.E. examinations because of doubts about their probable effects on English courses in the sixth form; and that serious consideration should be given in a few years' time, when the C.S.E. examinations were more firmly established, to the abolition of the "O" level English language examinations. The report also made recommendations for experimental work in examining English at both levels.

* *The Examining of English Language*, H.M.S.O., 5s. 0d.

46. Three new Examinations Bulletins, in the series started in 1963, were published on behalf of the Council. Bulletin No. 2 described experiments in examining in mathematics for the C.S.E. It was followed towards the end of the year by Bulletins Nos. 3 and 4, giving guidance on techniques of examining and on attainment examinations using test items of the objective type*.

47. The Council approved three further regional examining boards for the C.S.E., raising the final number of recognised boards to 14.

48. The General Studies Sub-Committee continued its informal discussions with representatives of the Vice-Chancellors' Committee on suggested methods of providing evidence of general education for university entrance purposes.

C. THE CURRICULUM STUDY GROUP

49. The Curriculum Study Group, which was set up by the Minister in 1962, ceased to exist as a separate unit on the establishment of the Schools Council. The Secretary of State made available to the Schools Council the staff of the Group, except for the primary team who remained in the Department to continue full-time work for the Central Advisory Council (England). The other work begun by the Group was taken over by the Council.

50. The group, before its demise, had continued to assist the Secondary School Examinations Council in preparing for the first C.S.E. examinations in 1965. It contributed to the experimental work on which the Examinations Bulletins mentioned above were based.

51. In addition to its services to the Secondary School Examinations Council, the group had continued the research and development work in co-operation with the Nuffield Foundation and the education service.† Work was also begun on a three-year project on introductory science for pupils up to the age of 13 and on science for secondary school pupils of average and below average ability. At the same time, a further project was mounted to test teaching materials developed by the Nuffield Foundation to assist in the teaching of mathematics to pupils in the age range 5–13. This, and the introductory science project, are coupled with a programme of in-service training for teachers using the materials being tested.

52. During the year, refresher training of teachers concerned with the pilot scheme for French in primary schools was carried out in intensive courses both in France and at home. The teaching of French to children aged eight in the pilot area schools began in September.

* *Examinations Bulletin No. 2: The Certificate of Secondary Education: Experimental Examinations—Mathematics*, H.M.S.O., 3s. 6d.

Examinations Bulletin No. 3: The Certificate of Secondary Education: An Introduction to some Techniques of Examining, H.M.S.O., 6s. 0d.

Examinations Bulletin No. 4: The Certificate of Secondary Education: An Introduction to Objective-type examinations, H.M.S.O., 2s. 3d.

† See *Education in 1963*, Chapter 1, paragraphs 43–44.

4. Handicapped Pupils, Special Educational Treatment and Special Schools

53. In January 1964 there were 867 special schools, with 6,041 full-time teachers and 72,541 pupils (854, 5,846 and 69,509 in 1963).

Special School Building

54. During 1964, 34 major special school (including school clinic) building projects were started, at a total value of £3.2 million, and 36 projects, valued at £2.6 million were completed. At the end of the year 52 projects, valued at £4.7 million were under construction. In the course of the year the special school major building programmes for 1965-66 and 1966-67 and part of the programme for 1967-68 were announced. The total value of the projects in these programmes exceeds £10.6 million, representing an increase of approximately one-third by comparison with 1964-65; about 8,000 new special school places will be provided.

55. There were 13,395 children reported to be awaiting admission to special schools in January 1964 (13,108 in 1963); of these 10,173 were educationally sub-normal and 1,083 were maladjusted (10,070 and 927 in 1963).

Blind Pupils

56. In 1963 the Minister accepted the recommendation of a working party* that all blind school leavers who left school at 16 should attend a course, such as that run by the Royal National Institute for the Blind at Hethersett, providing further education and vocational guidance as well as a general preparation for the responsibilities of adult life. In 1964 the Secretary of State announced that the Birmingham Royal Institute for the Blind had agreed to run a similar centre at the Queen Alexandra College, Birmingham. The first course at Birmingham began in September 1964.

57. The number of pupils in the schools for the blind is expected to decline sharply during the next six years, as the comparatively large group (mostly born in 1951-53) whose blindness was caused by retrolental fibroplasia, move out of the schools. The decline has already begun in the primary schools and will affect the secondary schools from 1966. The total number of pupils is expected to fall from over 1,150 in 1964 to less than 850 in 1970. This had made it necessary to review the present organisation of the schools for the blind and, towards the end of 1964, the Department began discussions with the managers, governors and local authorities responsible for the schools.

Deaf and Partially Hearing Pupils

58. Reference is made in paragraph 69 to the decision of the University of London Institute of Education to establish a course of training for teachers of the deaf and partially hearing. During the year the Department embarked upon a review of long-term demand for these teachers. The aim was to establish whether the combined output of the course at the University of Manchester Department of Audiology and Education of the Deaf and the new course at London University, together with the supply of teachers

* *Report of the Working Party on Workshops for the Blind*, H.M.S.O., 8s. 6d.

obtained through the examinations conducted by the National College of Teachers of the Deaf, would be adequate to meet the rapidly growing demands of the educational and medical services for children with impaired hearing. It is hoped to make a preliminary report to the National Advisory Council on the Training and Supply of Teachers early in 1965.

59. At the end of September it was announced that the Secretary of State had appointed a committee under the chairmanship of Professor M. M. Lewis, formerly Director of the University of Nottingham Institute of Education, to consider whether there is a place for manual methods of communication in the education of the deaf. The committee's terms of reference are "to consider the place, if any, of finger-spelling and signing in the education of the deaf". Members were chosen for the individual contribution each could make to the work of the committee, rather than as representatives of organisations. Their combined experience covers the education of deaf children and their welfare as adults; psychology and psychiatry, both generally and with special reference to the problems of deafness; and university research and teacher training concerned with deaf and other handicapped children. The use of manual methods in the education of the deaf has long been a controversial subject and the setting up of a committee to conduct an impartial enquiry was generally welcomed. The committee met three times during 1964 and expects to take two years in all to complete its deliberations and prepare a report.

60. Three members of H.M. Inspectorate visited the United States in the autumn of 1964, to make a detailed study of language teaching in American schools for the deaf. Between them they visited over 30 schools, including a number where teachers use both oral and manual methods of communication in the classroom. Opportunities were also taken to discuss the training of teachers of the deaf at colleges and universities undertaking this work.

The Advisory Committee on Handicapped Children

61. The Advisory Committee on Handicapped Children considered a wide variety of subjects in the field of special education. In particular, they reviewed priorities for research and studied the reports on *The Handicapped School-leaver** and on *Handicapped Children and their Families*†. At the end of the year, the Department was considering, in consultation with the Ministries of Health and Labour, what further action might be required on the recommendations in these reports.

Physically Handicapped and Delicate Pupils

62. The Department continued its survey into the adequacy of provision for the special educational treatment of physically handicapped and delicate children and, in particular, of:

- (a) the increasing number of children suffering from spina bifida who now survive‡. It is expected that the places left in special schools by the declining numbers of children suffering from poliomyelitis will provide for most of these children, but one new boarding special school for them is to be built by Sheffield Local Education Authority;

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

† The Carnegie United Kingdom Trust.

‡ See *The Health of the School Child, 1962 & 1963*, H.M.S.O., 12s. 6d.

- (b) children with limb deformities resulting from the use of thalidomide drugs during pregnancy. Present indications are that most of these children will be able to manage in existing ordinary and special schools ; and
- (c) children suffering from haemophilia.

Educationally Subnormal Pupils

63. The building programme for 1965-66 and 1966-67 and the first part of 1967-68 will provide about 6,600 additional special school places for educationally subnormal children ; these will bring the total number of places available to over 55,000. The number of educationally subnormal children in special schools increased from 37,822 in 1963 to 40,921 in 1964. At the end of the year the reports by H.M. Inspectors on the special arrangements made for backward children in ordinary schools in 29 areas were being studied.

Maladjusted Pupils

64. The major building programmes for 1965-66 to 1967-68, which were announced during the year, included about £1½ million for additional day and boarding school places for maladjusted children. Although the major emphasis remained on the provision of places for boys, a significantly larger number of projects than had been submitted in previous years either included places for girls or were exclusively for girls. Local education authorities in the eastern, south-eastern and metropolitan areas agreed on the need for a boarding school for boys and girls of more than average intelligence whose emotional disturbance has resulted in their breakdown in ordinary schools. The Essex Education Authority undertook to provide the school on behalf of the region. This school, which was included in the building programme for 1966-67, will supplement the provision made in Red Hill School, East Sutton, Kent, a non-maintained special school which caters exclusively for boys of grammar school calibre and can accept only a small proportion of the many applications it receives.

65. Figures supplied at the beginning of 1964 showed that the number of child guidance clinics provided by local education authorities had increased during the previous year by 15, to 325. Staffing returns recorded an increase during the same period of the full-time equivalent of seven psychiatrists, giving a total of 102, but there was a slight drop to the full-time equivalent of 140 in the number of psychiatric social workers employed in the clinics. It is not possible to make a valid comparison with the previous year in the case of educational psychologists since the revision of the form of return, which authorities were asked to complete, revealed that in previous years there had been a tendency to attribute to the child guidance service a proportion of the time of educational psychologists which was in fact occupied with duties in the school psychological service. In the result it appeared that there were about 340 educational psychologists working in child guidance clinics and/or the school psychological service, and that the proportion of time which they devoted exclusively to child guidance represented the equivalent of a full-time establishment of 147.

Psychotic Children

66. The educational needs of psychotic children were discussed at a week-end conference organised by the Department and held in November.

The purpose of the conference was to provide an opportunity for an exchange of ideas between teachers, psychologists, psychiatrists, school medical officers, administrators and other professional workers with experience in this field, to indicate directions in which further research may be needed and to assist the Department in the formulation of future policy. The results of the conference were being studied at the end of the year.

The Use of Independent Schools for Handicapped Pupils

67. As announced in Circular 4/61 independent schools not recognised as efficient under the Department's Rules 16 were regarded after 1st January 1964 as unsuitable for providing special educational treatment, unless the Secretary of State granted an exception in the case of a particular school for an individual pupil or a category of pupils.

68. During 1964 eight independent schools catering wholly or mainly for handicapped pupils were recognised as efficient (24 in 1963). The applications of three schools were refused but temporary exceptions were made or extended to enable local education authorities to continue to use them for carefully selected pupils for a further limited period. Other exceptions were granted where it was found that certain handicapped pupils (particularly maladjusted) could be suitably placed in ordinary independent schools.

Training of Teachers

69. It was announced in July that a new Chair of Child Development was being founded at the University of London Institute of Education with the assistance of a generous endowment from the Spastics Society. In addition to existing courses in child development and for teachers of the educationally sub-normal and maladjusted, the Institute would establish new courses of training for teachers of the physically handicapped, with special reference to the needs of children with cerebral palsy, and for teachers of the deaf and partially hearing, and would undertake associated research. It was hoped that the first students would be admitted in October 1965. Answering a Question in the House of Commons on 27th July, the Secretary of State welcomed these developments.

70. The number of supplementary courses for teachers of children requiring special educational treatment increased in 1964-65 to 28, catering for 415 students (23 and 358 for 1963-64).

5. The School Health Service

71. A full account of the school health service was given in the Chief Medical Officer's report *The Health of the School Child 1962 and 1963** which was published in October.

Smoking among school children

The Department continued to be represented on the Co-ordinating Committee set up by the Minister of Health.

72. By July 1964, more than one and a half million posters had been issued for use in schools. The film *Smoking and You*, for older children, continued to be in great demand and a second colour film *The Smoking Machine* aimed at children between 9 and 12, which was produced during 1963, was widely used by authorities. In addition, an advertising campaign was carried out in a number of selected boys' and girls' magazines.

73. An experimental study into children's attitudes and motives towards smoking is being made with the help of an educational psychologist. It is hoped that the study will show what smoking really means to children and how best to approach them on the subject.

School Dental Service

74. There was considerable improvement in the Department's liaison with local authorities after the appointment of two additional dental officers to the Joint Dental Staff (J.D.S.) in April 1964. The J.D.S. visited about 80 authorities in 1964 to report on the dental services and give professional advice on staffing, organisation, accommodation and equipment. The response by the authorities to official letters following these visits was encouraging.

75. The Chief Dental Officer held another series of meetings with Principal School Dental Officers during the year at which he explained a new system of dental statistics to take effect in January 1966. The new system will help to assess the treatment given to particular age-groups of children.

76. The number of dental officers (expressed as the equivalent of whole-time officers) employed by local authorities, continued to increase slowly. On 30th June 1964 there were 1,226 (1,215 on 31st December 1963).

77. The reports of the work of dental auxiliaries continued to be encouraging. Numbers employed are known to have increased but figures at 31st December 1964 are not available at the time of going to press.

* H.M.S.O., 12s. 6d.

6. General

a. CENTRAL ADVISORY COUNCIL FOR EDUCATION (ENGLAND)

78. The Council continued their study of "primary education in all its aspects and the transition to secondary education" and held seven full meetings in the course of the year. Much of their time was spent in receiving oral evidence from the major teacher and other educational associations. By the end of the year five working parties were considering different aspects of the Council's terms of reference and receiving papers and evidence. Over 200 items of written evidence were received and in November the Council decided to issue a questionnaire on some of the more important matters to a national sample of nearly 2,500 teachers in primary and secondary schools. They also visited nearly 200 schools in 14 local education authority areas. Other activities of the Council included the consideration of projects of research and investigation on matters within their terms of reference.

b. NURSERY EDUCATION

79. Since the war it has not been possible to allow local education authorities to extend their provision for children below compulsory school age in nursery schools and classes, mainly because it was felt that any worthwhile provision was bound to absorb teachers badly needed in the primary schools. The general restriction remains in force, but in July the Department announced arrangements under which authorities were allowed to start new nursery classes where they were satisfied that this would lead to a net increase in the teaching force by enabling teachers with young children to come back into service. It is still too early for the results of this concession to be apparent.

c. THE SCHOOL MEALS SERVICE

80. The annual return in the autumn showed that some 4,088,593 day pupils were taking school dinners at maintained schools, or 62.2 per cent of the number on the registers (59.2 per cent in 1963 and 56.1 per cent in 1962). There were 779 central kitchens (806 in 1963) and 14,234 self-contained kitchens (13,734 in 1963). 271 schools or departments were without school meals facilities (300 in 1963).

81. After full consultation with the associations of local authorities, authorities' individual arrangements for remission of the school dinner charge were replaced, from the first day of the autumn term, by a national system designed to ensure that the entitlement to free school dinners is determined on a uniform basis. Information supplied by authorities for a day in the autumn showed that 280,591 children were taking free meals (289,041 in 1963—corrected figure) 6.9 per cent of those taking meals and 4.3 per cent of the total number of children present (7.5 per cent and 4.4 per cent respectively in 1963—corrected figures).

82. The working of the revised arrangements for mid-day supervision, announced in Circular 5/63, were reviewed in the Spring. Although it was apparent that certain aspects would require further consideration, it

was agreed that an overall improvement had been effected, particularly in primary schools. The findings of the survey of dining conditions in new schools referred to in the circular were issued to authorities in May.

83. Trials with prototypes of the heavy equipment produced by the Local Authorities School Meals Equipment Consortium have shown it to be a considerable advance on that available at present. Whilst, however, this equipment points the way to kitchens which should be cheaper to build and run, its final evaluation in terms of capital and running costs will not be possible until production models have been in use over a longer period in kitchens specifically designed for the purpose.

d. MILK IN SCHOOLS SCHEME

84. The autumn return gave a total of 5,903,876 pupils taking milk at school (5,855,307 in 1963) representing 82.40 per cent of those present at maintained schools and 80.13 per cent of those at non-maintained schools (82.44 per cent and 80.15 per cent respectively in 1963). There was a decrease in the use of pasteurised milk from 99.17 per cent to 99 per cent. The number of children drinking untreated milk other than tuberculin tested dropped to 726 (777 in 1963).

e. LICENCES FOR CHILDREN IN ENTERTAINMENT

85. Five licences were issued in 1964 under Section 22 of the Children and Young Persons Act 1933. Two of them varied or extended licences already issued, and the remaining three were issued after appeals against decisions of local education authorities not to issue a licence.

SECTION II

FURTHER EDUCATION (ENGLAND AND WALES)

Introduction

1. This section continues the account of education in 1964 with developments beyond school years, and—like that on schools—is confined to England and Wales. The universities with which the Department is concerned, in Great Britain as a whole, are deferred until the next section. This account is in three main parts, dealing first with developments affecting the technical colleges and other establishments of further education, secondly with the newly-named colleges of education, and finally with adult education and the youth service. The first part gives a general account of changes in education for industry and commerce, leading up to a review of events affecting higher education in the colleges.

1. Technical Education

a. GENERAL

Student numbers

2. The steady increase in the number of students in further education establishments continued in all types of course. Provisional figures were 159,900 full-time, 22,000 sandwich, 648,000 part-time, and 778,100 evening only, a total of 1,608,000. Fuller details and comparisons with earlier years will be published in Part Two of *Statistics of Education, 1964*.

Supply of teachers

3. Demand continued for the publicity leaflet *Teaching in Technical Colleges*; about 3,000 copies were issued during the year. Details of the numbers of full-time teaching staff, their distribution among technical colleges, colleges of art and farm institutes, the numbers of graduates, gross recruitment and wastage will be found in *Statistics of Education, 1964*.

Building

4. In March, a programme of £24 million for colleges other than colleges of advanced technology was announced, bringing the total value of work authorised since the White Paper of 1956 to nearly £150 million. Table 13 shows the progress of building work since 1956. On 24th September, the Secretary of State announced that the value of the major building programme for colleges of further education had been settled for the year 1966–67 at £27 million, and local education authorities were invited to submit their proposals for this programme by 30th November.

TABLE 13. *Progress of building work since 1956*

Value of projects started £m.			Value of projects completed £m.			Value of projects under construction at 31st December, 1964 £m.
1.4.56 to 31.12.63	1.1.64 to 31.12.64	1.4.56 to 31.12.64	1.4.56 to 31.12.63	1.1.64 to 31.12.64	1.4.56 to 31.12.64	
96.0	18.2	114.2	66.1	14.0	80.1	34.1

b. EDUCATION FOR INDUSTRY AND COMMERCE

The National Advisory Council

5. The National Advisory Council on Education for Industry and Commerce under the chairmanship of Sir Harry Pilkington, has given its attention to many aspects of further education. It approved the report of its sub-committee on a higher award in Business Studies (see paragraph 45) and advised on the report of the Committee on Day Release (see paragraphs 17 to 21). It received an interim report on the implementation of the Industrial Training Act (see paragraphs 10 to 13).

The Public Relations of Further Education

6. The Report of the Council's sub-committee on the public relations of further education*, under the chairmanship of Sir William Alexander, was submitted to the Secretary of State. It was published in December, with Circular 17/64, in which the Secretary of State commended it to the early consideration of Regional Advisory Councils and local education authorities. The report concentrated on broad questions of policy and organisation—rather than detailed methods of action. It stressed the need to improve public knowledge about the facilities and scope of the further education system in order to ensure its more effective and economical use. To this end it urged the systematic provision of public relations at each of four levels—national, regional, local authority and college—and recommended that an identifiable officer specifically concerned with the tasks of providing general information and developing public relations should be appointed at every level.

Advisory Committee on Agricultural Education

7. After the Department assumed responsibility (in April) for the five agricultural colleges, the National Advisory Council appointed an Advisory Committee on Agricultural Education with the following terms of reference:

“To advise on questions which may from time to time be referred to it relating to the provision of further education for agriculture at institutions other than universities”.

The Committee's first task was to consider the present provision and future requirements for higher-level full-time courses for agriculture outside the universities (see section on Agriculture, paragraphs 34 to 36). The Chairman of the Council is the Committee's Chairman.

* *The Public Relations of Further Education.* Unpriced.

Committee on Technical College Resources

8. The Council set up a second new committee, also under the chairmanship of Sir Harry Pilkington, to suggest ways of making the most effective use of technical college resources. Its terms of reference are:—

“In the light of the expansion of their work now in hand, and the further demands which national developments are likely to place on them, to suggest ways of making the most effective use of the resources available and expected to become available in technical and other colleges of further education”.

9. The committee decided to set in motion studies of three aspects of the use of resources: (i) the use of buildings, (ii) the size of classes, and (iii) administrative methods and procedures within colleges.

The Industrial Training Act, 1964

10. The Industrial Training Bill received the Royal Assent in March 1964. The Bill, the provisions of which were described in the 1963 report*, had been widely welcomed in Parliament, in educational circles and in industry.

11. One major addition to the Bill in its passage through Parliament was a clause empowering Industrial Training Boards, at the request of the Minister of Labour, to make arrangements for the training of overseas students who were not employed or intending to be employed by firms in this country. When, at the Minister's request, a board pays grants to firms for the training of these students, the cost will be met by the Minister of Labour, and not from the board's levy on industry.

12. Following the passage of the Act, the Central Training Council and Boards for Construction, Engineering, Iron and Steel, Wool and Shipbuilding were established. Education members were appointed to the Council and to all the boards after consultation with the local education authority and teacher associations. The proportion of employer, employee and education members varied as follows:—

		<i>Employers</i>	<i>Employees</i>	<i>Education Members</i>
Engineering ...	...	9	9	5
Construction	...	10	10	7
				(including the Deputy Chairman)
Iron and Steel	...	5	5	4
Wool	...	6	6	4
Shipbuilding	...	5	5	3

All the main Committees appointed by these boards include education members.

13. During 1964, the Department held a number of informal meetings with representatives of the local education authorities and technical teachers to consider various aspects of the implementation of the Act. In April the Department sent to local authorities and colleges Administrative Memorandum 4/64 which drew attention to those provisions of the Act which affected the further education service.

* See *Education in 1963*, chapter III, paragraphs 31–36.

The Training of Training Officers

14. It was envisaged that as a result of the Industrial Training Act there would be a substantial increase in the demand for training officers, and consequently plans for increasing the provision of courses were considered. A course was provided, with financial assistance from the Ministry of Labour, under the aegis of a Committee of the British Association for Commercial and Industrial Education (B.A.C.I.E.) at the Further Education Staff College in May-June. This course was over-subscribed.

15. Meanwhile, the Department, together with the Ministry of Labour, held talks with representatives of several colleges which were considering the provision of courses for training officers. Subsequently the Department drew the attention of local education authorities and colleges to the likely increased demand, and invited those colleges which had the necessary staff and facilities to consider the provision of courses in consultation with local industry. At the same time the Department circulated a guide syllabus prepared by the Industrial Training Service.

16. In the autumn term courses were provided by the Bristol College of Science and Technology and by the Huddersfield Technical Teacher Training College.

Day and Block Release

17. The Department's reports for 1962 and 1963 referred to the events which led to the appointment of the committee under the chairmanship of Mr. C. Henniker-Heaton to consider what steps should be taken to bring about the maximum practicable increase in the grant of release from employment to enable young people under the age of 18 to attend courses of further education. In May, 1964, the report of the Committee was published*; shortly afterwards the Secretary of State paid tribute in the House of Commons to the work of the Committee and announced that the Government welcomed their proposals and were prepared to accept the main recommendation namely that a national target should be set of at least an additional 250,000 young people obtaining release from employment by 1970. This represented roughly a doubling of the numbers.

18. The Department then held consultations with representatives of the educational and industrial interests concerned, and sought the advice of the National Advisory Council on how best to implement the report's principal recommendations. In October Circular 14/64 was issued commending the report to Regional Advisory Councils and local education authorities and suggesting procedures for settling regional and local targets.

19. The report had recommended that each local education authority should, with industrial co-operation, set a local target related both to local circumstances and to the national target. It suggested that the operation at national level should be under the general aegis of the National Advisory Council and added that regional consultation and co-ordination would be necessary in which the Regional Advisory Councils might have a valuable part to play. The National Advisory Council endorsed these suggestions and proposed that each of the ten Regional Advisory Councils should be asked to determine local targets in consultation with their member local education authorities.

* *Day Release*, H.M.S.O., 1964, 3s. 0d.

20. Last year's report suggested that the new Industrial Training Act should lead to a substantial and rapidly growing expansion of the number of boys and girls given day or block release from employment. The Henniker-Heaton report emphasised the importance of the new Act for the achievement of its objectives. It urged all Training Boards, in drawing up their recommendations for training and associated further education, to pay the greatest attention to release from employment for further education and it expressed the hope that in appropriate cases this would become a requirement. The Minister of Labour undertook to draw this recommendation to the attention of each board. The Committee made a number of detailed recommendations concerning the priorities which should be adopted in the drive to step up day release and urged that public authorities, national and local, should give a lead in the granting of day release.

21. The Department's reports for 1962 and 1963 described arrangements made by a number of local education authorities to provide courses in occupations which offered little or no scope for specifically vocational education. The Henniker-Heaton report made special mention of courses of this type and described what had been achieved and the special difficulties encountered. It recommended that this valuable development work should be continued and where possible expanded. The Department drew attention to these courses in Circular 14/64 and expressed the hope that whenever practicable local education authorities would undertake new developments and experiments in this field.

Research Liaison

22. During the year a new scheme was launched to promote industrial interest in research and development and technical innovation in smaller firms. The scheme, which is similar to one begun in 1963 in Scotland, is administered jointly by the Department of Scientific and Industrial Research and the Department; under it people with research and industrial experience are being appointed, normally at the level of senior lecturer, to technical colleges and to colleges of advanced technology, and are trained by D.S.I.R. for industrial liaison work. Their duties include making visits to local firms to encourage management to make greater use of educational and technical advisory facilities. They will provide practical assistance to industry in the framing of their technical enquiries and will prepare and maintain a directory of information, both local and national, for the use of the college and for industry. In most cases they will also be expected to lecture to students on the basis of their experience.

23. The appointment of ten industrial liaison officers was authorised for the financial year 1964-65 and further appointments are planned for the two following years. In February the Department invited a number of colleges to make appointments under the first phase of the scheme. The response was encouraging and ten officers will have taken up their posts by March 1965. In November the Department invited a second group of colleges to make similar appointments for 1965-66.

C. REORGANISATION OF COURSES

General Courses

24. General courses of one or two years have a diagnostic function and lead either to Ordinary National Certificate or technician courses. General courses in shipbuilding, construction, science and mining became available in

the colleges and, together with those in engineering and textiles already organised, provided a range to correspond with all the Ordinary National Certificate courses revised under the 1961 White Paper (except for Business Studies, for which a different course structure exists). Examinations in engineering and textiles have already been held, but the first examination for the remaining courses will not be held until 1965. It was decided to introduce a general course in printing.

Courses for operatives

25. During the year 25 different schemes for operatives were offered by the City and Guilds of London Institute in a wide range of subjects. A new scheme for the Iron and Steel Operatives' advanced course was introduced for the 1964-65 session. This is a one-year part-time course intended primarily for students who have already passed the Iron and Steel Operatives' course examinations for Section 1 and the appropriate part of Section 2, and wish to undertake further specialised study. The first advanced course examinations will be offered in 1965. Among the fields in which new operative courses were devised were flour milling and concrete practice. The City and Guilds continued to explore proposals for printing, food processing and building courses. The Institute published a useful booklet describing developments in further education for operatives, and others on further education for craftsmen and technicians.

Craft Courses

26. By the end of the year well over 40 craft courses had been revised since the 1961 White Paper was published and other revisions were in preparation. "Inspection processes" was added by the City and Guilds as a fourth subject in the range of supplementary subjects for mechanical engineering craft practice. The course is intended for students who have obtained Part II certificates and who are working, or intend to work, as engineering inspectors. The first examinations will take place in 1965. A new scheme was introduced in welding craft practice. This was designed primarily for the apprentice welders, who would be likely to attend technical colleges on day or block release. The scheme is in two stages, examinations for the first of which will take place in 1966. Work proceeded on the syllabus for the second stage. A scheme for a new craft certificate in worsted spinning was prepared during the year and one was also introduced in marine plumbing, while existing schemes in brickwork and in painters' and decorators' work were modified. Revised schemes included boot and shoe repair and leather goods manufacture.

Technician Courses

27. During the year a new scheme was introduced for technicians in the construction industry, a four-year course designed to follow either the general course in construction or full-time education to the age of 16. Its preparation coincided with that of the O.N.C. in construction. An advanced certificate for science laboratory technicians followed the new ordinary certificate announced in 1963, and another was introduced for traffic engineering technicians. New schemes were also prepared for foundry and patternshop technicians, in concrete technology, and for technicians employed in the vehicle building industry.

28. The City and Guilds developed a new scheme for junior personnel working with computers. This will lead to a qualification, the Certificate for Computer Personnel, and will provide for work on more advanced computing techniques with opportunity for some specialisation. Work began during the year on the preparation of the second stage leading to an advanced certificate.

Foremanship and Supervision

29. The consultations begun by the Department in 1963 following the decision of the British Institute of Management to cease conducting examinations, including those in foremanship subjects, resulted in the setting up in June of a National Examinations Board in Supervisory Studies with the task of providing examinations in the field of foremanship and supervision for candidates who have followed an appropriate course at a technical college or have undertaken other suitable preparation. The leading organisations representing industry and commerce, and the professional bodies are represented on the new board as are the education departments for England and Wales, Scotland and Northern Ireland and the other educational interests concerned. The board held its first meeting in July, and announced plans for continuing the existing Institute examination for two years pending the introduction in 1966 of its own qualifications.

National Certificates and Diplomas

30. The revision of Ordinary National Certificate schemes in accordance with the 1961 White Paper was virtually completed during 1964. New courses either started in September 1964 or are planned to start in September 1965.

31. The establishment of an O.N.C. and O.N.D. in Sciences was announced with the agreement of all the professional institutions concerned and provisional Rules governing the scheme were issued. Courses leading to these new awards will start in September 1965. The new O.N.C. will replace the existing ones in chemistry and applied chemistry, applied physics and metallurgy, and college certificates in biology at present endorsed by the Institute of Biology. The O.N.D. breaks new ground. The Royal Institute of Chemistry provides the secretariat of the Joint Committee.

32. An O.N.C. in building will be known in its revised form as the O.N.C. in Construction, and will start in September 1965; the new entry conditions will be applied also to the O.N.D. in Building. Rules were issued for the revised O.N.C. in Textiles and for the new O.N.D. and H.N.D. Courses leading to the revised O.N.C. started in September. Consideration is being given to revised H.N.C. and H.N.D. schemes in building, chemistry and applied chemistry, applied physics, metallurgy and chemical engineering.

33. Following the decision of the Institution of Civil Engineers not to grant exemption from Part II of the Institution's examinations after 1965, consideration was given to the introduction of a new H.N.C. in Civil Engineering as a higher technician qualification in its own right. The Joint Committee was reconstituted on a broader basis including representatives of the professional institutions and of the employers, together with teacher members. The Secretariat is provided by the Department. Provisional rules were published and courses leading to the new award will start generally in

September 1965, though some colleges were able to introduce them in September 1964. The three separate committees for mechanical, production and aeronautical engineering were replaced by a new joint committee for H.N.C. and H.N.D. Detailed consideration is now being given to the type of awards which the new committee will make and to the organisation and content of the courses leading to them. The new joint committee for electrical and electronic engineering issued provisional rules to enable colleges to formulate schemes.

Agriculture

34. The Advisory Committee on Agricultural Education newly appointed by the N.A.C.E.I.C. started its review of education for agriculture and horticulture outside universities with special reference to courses above the level of one-year certificates.

35. On 1st April the Department assumed responsibility for the five agricultural colleges, four of which had been in receipt of grant from the Minister of Agriculture, Fisheries and Food. All except three of the forty-seven schemes of agricultural education submitted by local education authorities were approved by the end of the year. The three were still under consideration. The growing diversity of provision at county agricultural institutes was shown by the presence of 144 students in full-time supplementary courses in 1963-64.

36. Although the number of students released to attend part-time day courses increased to 7,500, boys under 18 so released were still only 13 per cent of the number employed in agriculture, as compared with 30 per cent in industry generally.

Management and Business Studies

37. In pledging full support for the two business schools (referred to in Section III paragraph 25) both the Government and business made it clear that management studies elsewhere, whether at universities, colleges of advanced technology, technical colleges or other institutions, would still be needed. The growing interest of industry and the continuing major contribution of the Diploma in Management Studies were reflected in the enrolments on diploma courses for the 1964-65 session. By October the total stood at 3,193 including a record intake of 1,662 new first year students (2,975 and 1,580 in 1963). The proportion of students following full-time courses or courses made up of full-time periods increased to 12 per cent of the total (7 per cent in 1963). The number of centres in England and Wales offering diploma courses, and the number of actual courses provided, remained steady at 42 and 90 respectively.

38. In March the committee responsible for the diploma asked all the approved colleges to introduce from the 1964-65 session arrangements for conducting internal examinations, subject to the appointment of approved external examiners. By the end of the year the committee had approved external examiners for appointment at all the colleges concerned and, as a further step in the policy of allowing the colleges the maximum academic autonomy, was preparing a general memorandum on the diploma to replace the detailed rules and guidance on courses which had formed the basis of administration of the diploma scheme since it was introduced in 1961.

39. In May the Department made a grant of £18,600 to the College of Aeronautics for the development of British case studies. Staff of the Harvard Business School, where the case study method of instruction has long been practised, are taking part in the project, which will last some three years in all, and lead to the production of at least 45 complete management case studies based entirely on British material. These studies will be made available to other management education centres throughout the country.

40. The first of the special 10-week full-time development courses for management teachers at The Polytechnic, Regent Street, W.1, started in May, and the second followed in October. The series will continue at approximately one course each academic term until demand is satisfied.

41. The Department's annual short course for management teachers was extended to 14 days and conducted at Churchill College, Cambridge, in July, as a study conference on the report "Issues in Management Education" published by the Organisation for Economic Co-operation and Development (O.E.C.D.). O.E.C.D. participated by sending industrial and academic representatives to address the conference, as well as official observers and half a dozen management teachers from various European institutions. In December a U.K. delegation took part in an international conference on management education held in Paris under the auspices of O.E.C.D. The delegation included nominees of government departments, academic institutions, and industry and commerce.

42. The year was marked by further important advances in the field of business studies. Courses for the new junior award, the certificate in office studies, became firmly established in a large number of colleges, and enrolments for certificate and diploma courses continued to rise. There were 12,195 and 4,084 students following O.N.C. and O.N.D. courses (11,293 and 2,470 the previous year) and H.N.C. courses attracted 2,773 students and H.N.D. 1,068 (2,355 and 359 the year before).

43. The links between the national system of business studies courses and the education needed in preparation for a career in one of the commercial professions, already strong at intermediate level because of the exemption arrangements agreed to by most of the leading professional bodies in the field, were further strengthened by the announcement by the Institute of Marketing in October that, from September 1965, all holders of the Higher National Certificate or Diploma in Business Studies would be eligible, without further examination to proceed to the Institute's specialised final examination in marketing for the award of the Diploma in Marketing. At the same time the Institute raised its academic entry requirement for student registration to that for entry to the Ordinary National Certificate or Diploma in Business Studies.

44. The colleges continued to extend their range of specialised courses designed to prepare students for professional qualifying examinations. By far the greatest part of this provision was composed of courses for the final examination stage, but introductory courses for articled clerks intending to qualify as chartered accountants, and courses in preparation for Part I of the Qualifying Examination of the Law Society, were innovations worthy of note.

45. In Circular 4/64 the Secretary of State welcomed the report* of a sub-committee of the N.A.C.E.I.C. under the chairmanship of Mr. W. F. Crick, on the likely demand for an honours level qualification in business studies. In recommending the introduction of a suitable new qualification, the sub-committee concluded that it would be appropriate for it to be established as a degree of the new Council for National Academic Awards. It recommended a minimum academic standard of entry to the courses of two "A" level passes or an O.N.C. or O.N.D. of a high standard, and stressed that integration of education and training through the sandwich system should be a characteristic feature of each course.

Language and export courses

46. In Circular 2/64 the Secretary of State asked the colleges to intensify efforts to meet the needs of industry and commerce for short intensive full-time or part-time language courses with the emphasis in the oral use and understanding of the language, and to develop further the provision of courses dealing with various aspects of exporting and export markets. The circular stressed the need for wider publicity among industry and commerce for new and existing provision of this kind, and pointed to ways of achieving this in collaboration with regional advisory councils and regional and local representatives of industry and commerce.

Retail trades

47. The Department agreed in April to make available to the Retail Trades Education Council the necessary funds to conduct an enquiry into the educational and training needs of the retail trades; the extent to which these are covered by present provision; and the nature, extent and form of such additional provision as may be required to meet them fully. It is expected that the enquiry will take between twelve and fifteen months to complete.

Sea and Civil Aviation

48. The Department is represented on the Merchant Navy Training Board which is concerned with the development of the education and training of Merchant Navy officers and ratings. A reconstitution of the board, designed largely to ensure more effective representation of educational interests, was completed during the year and the first meeting of the reconstituted board took place on 11th June. Meetings of sections dealing with particular categories of Merchant Navy personnel have also taken place. Arising out of the Report of the Hamilton Committee† on the recruitment and training of civil airline pilots the Department co-operated with the Ministry of Aviation in inspecting and approving private flying schools for the training of commercial pilots.

Engineering Design

49. In the summer of 1963, the report‡ was published of a Committee set up under the chairmanship of Mr. G. B. R. Feilden, to consider what might be done to improve standards in engineering design in this country.

* *A Higher Award in Business Studies*, H.M.S.O., 1964, 1s. 9d.

† *Report of the Committee on Pilot Training, 1963*, C.A.P. 194, H.M.S.O., 7s. 0d.

‡ *Engineering Design*, H.M.S.O., 1963, 4s. 0d.

Among the recommendations of the report was a proposal for the establishment of institutions for advanced study in particular fields of design. During the year agreement was reached, following discussions between the Loughborough College of Technology, industry and the Department, on the setting up at the college of a centre for engineering design.

50. A short course in engineering design for college principals and for senior teachers in large engineering departments was organised by the Department at the Loughborough College of Technology in April. The Department was represented at a conference on the teaching of engineering design organised by the Enfield College of Technology, the Hornsey College of Art and the Institution of Engineering Designers, held at Scarborough in April.

d. HIGHER TECHNICAL EDUCATION

Advanced work in technical colleges

51. Between 1962 and 1963 the number of students taking advanced courses in technical colleges* (full-time, sandwich and part-time) rose from 108,523 to 116,848. When the detailed figures for 1964 are available they are expected to show a further increase. The main national development affecting work at this level during the year was the establishment of the Council for National Academic Awards which is dealt with in paragraphs 55-61.

National Colleges

52. The Robbins Report recommended that the future of each of the six National Colleges should be considered on its merits and during 1964 there were discussions with the various governing bodies. In November a working party set up by the National College of Rubber Technology to consider its future submitted a report, which included the recommendation that the National College should become a postgraduate centre of polymer technology affiliated to Loughborough College of Technology and that at least one other centre, preferably in London, should continue to provide full-time degree equivalent courses.

53. In April the National College of Food Technology Associateship courses starting in 1963 and later, were recognised by the National Council for Technological Awards for the award of the Diploma in Technology. All the work at this college is now at degree or post-degree level.

54. The National College of Agricultural Engineering which accepted its first group of students in temporary accommodation at Boreham, Essex, in autumn 1962, moved in the spring of 1964 to its new buildings at Silsoe, Bedfordshire, appropriately close to the National Institute of Agricultural Engineering. In October 1964 student numbers increased to 90. All the work at this college is of degree or post-graduate level.

The Council for National Academic Awards

55. Following the Government's announcement (in 1963) that it accepted the proposal of the Robbins Committee for a Council for National Academic Awards, Sir Harold Roxbee Cox, chairman of the National Council for Technological Awards, agreed to become the first chairman of the new council. It was established by Royal Charter in September 1964.

* Excludes Colleges of Advanced Technology and art establishments.

56. The Council is an autonomous body with powers to award first and higher degrees, diplomas and other academic distinctions to persons who have successfully pursued courses or undertaken research work approved by the Council at an educational or research establishment other than a university. The Council's awards, which are required to be comparable in standard with those conferred by universities, will thus be available to students at further education establishments which do not have the power to grant their own degrees.

57. The Council is taking over the work of the National Council for Technological Awards but has broader functions: it is not restricted to technology and will be able to make awards to full-time and part-time students as well as those on sandwich courses. It will cover Scotland as well as England and Wales.

58. In its first policy statement* the Council, indicated that its first aim was to take over existing Diploma in Technology courses and to consider honours courses in Business Studies of the type recommended by the Crick Report (paragraph 45)†. It would go on to consider the possibilities of degrees in a variety of arts subjects, and social sciences, and invited colleges to submit proposals in this field. The Council expressed its belief that part-time students should have the opportunity of gaining its degrees and announced that it intended to give further consideration to formulating the necessary requirements.

59. Apart from any changes in the title of the awards the Council intends to continue the Diploma in Technology scheme in its present form. The number of students enrolled in Dip. Tech. courses at colleges other than Colleges of Advanced Technology was 2,930 compared with 2,113 at November 1963. The numbers of students classified as college based and industry based were 1,006 and 1,924 respectively.

60. The total number of diplomas awarded reached 4,099 by the end of 1964. The following figures show how successfully the scheme has developed since its inception in 1958.

TABLE 14. *Diploma in Technology awards*

(i) Total Numbers

1958	1959	1960	1961	1962	1963	1964
34	95	215	619	917	1,069	1,150

(ii) Classes of Awards

						1963	1964
First class Honours	...	...	...	...	...	140	132
Second class Honours	...	...	...	...	...	682	747
Pass	...	...	...	...	...	247	271
						1,069	1,150

* *Council for National Academic Awards, Statement No. 1*, November, 1964, obtainable from 24, Park Crescent, London, W.1.

† *A Higher Award in Business Studies*, H.M.S.O., 1964, 1s. 9d.

61. The C.N.A.A. has agreed to ensure continuity of the award of Membership of the College of Technologists (M.C.T.) by taking over its work from the N.C.T.A. when this can be arranged. The number of registered candidates for the award of the M.C.T. rose to 137 by the end of 1964. Seven awards were made in 1964, bringing the total membership of the College of Technologists to 12.

Whitworth Foundation

62. Applications were received from 82 candidates in the first year of the operation of the new Rules of the Whitworth Foundation which allow grants up to an annual value of £1,500 for undertaking projects of research or study in engineering or in the teaching of engineering. Awards for one or two years were made to three candidates aged 25, 27 and 47 years, two of whom held honours degrees and the third an M.Sc.

2. Teacher Training

a. COLLEGES AND STUDENTS

63. During 1964 the colleges of education, as the training colleges were renamed, were actively engaged in planning the building projects which, in combination with other measures involving a more intensive use of their teaching facilities, were designed to raise student numbers to a total of 80,000 by the academic year 1970-71. By the end of the year work had started on 37 building projects and the planning of projects at most other colleges was well advanced. A further instalment of the earlier expansion programmes initiated between 1958 and 1961 was completed and brought into use. By the end of the year work had started on all but a few of the remaining projects in these programmes, which are due to be completed by the end of 1966.

64. Figures for admissions to courses of initial training again showed significant increases over those for the previous year.

TABLE 15. *Admissions to teacher training courses*

	1963	1964 (Provisional)
General Colleges:		
Men	6,311 (1)	7,103 (1)
Women	13,394 (1)	15,530 (1)
	19,705 (1)	22,633 (1)
Housecraft colleges	1,006 (1) (2)	1,126 (1) (2)
Physical education colleges	520	581
	21,231 (1)	24,340 (1)
Technical training colleges	843	968 (1)
Art training centres	521	678
Graduates taking one-year courses of professional training at		
University departments of education ...	3,397	3,787
Colleges of education	518	590
	3,915	4,377

(1) Includes some students accepted for courses beginning in January of the following year.

(2) Includes students taking housecraft courses at colleges which also provide general courses.

The increase of some 3,000 in the number of admissions to the general, housecraft and physical education colleges marked a further stage in the colleges' implementation of their plans for the more intensive use of their teaching facilities.

65. The students admitted to general courses (other than four-year degree courses and one-year courses for students with specialist qualifications) included about 2,150 men and 1,200 women taking courses designed for work in secondary schools; about 3,200 men and 3,450 women on courses designed to train teachers for work both in junior schools and in the lower forms of secondary schools; and about 1,300 men and 10,650 women on courses of primary school training.

66. The total number of students following courses of all kinds in the general, housecraft and physical education colleges reflected the increases in the number of new admissions over the past three years. At the end of the year the colleges had about 61,500 students compared with about 54,000 at the end of 1963.

Day Students and Older Students

67. At the end of the year there were some 11,300 day students in the general, housecraft and physical education colleges, compared with about 10,300 a year earlier. About 2,900 of these were in the day colleges.

68. The number of older students entering training continued to rise. In the academic year 1963-64 there were some 2,700 entrants aged 25 and over (13 per cent of all entrants), compared with about 1,950 in the previous year. In all there were about 5,700 students aged 25 and over in the general, housecraft and physical education colleges, compared with 4,400 a year earlier.

Students' Entrance Qualifications

69. According to analyses prepared by the Association of Teachers in Colleges and Departments of Education, 66 per cent of the men and 65 per cent of the women admitted to three-year general courses in 1963-64 had one or more "A" level passes in G.C.E. (64 per cent and 65 per cent respectively in 1962-63). Forty per cent of both men and women had two or more "A" level passes (38 per cent of men and 40 per cent of women in 1962-63). Passes at "O" level in English language had been achieved by 99 per cent of both men and women and in mathematics by 77 per cent of the men and 57 per cent of the women. Of women students entering specialist courses in housecraft and physical education, 51 per cent and 60 per cent respectively had at least one "A" level pass (58 per cent and 59 per cent in 1962-63).

Balance between Men and Women

70. In June the Secretary of State announced that, in the light of the advice of the National Advisory Council on the Training and Supply of Teachers, he proposed to arrange for the proportion of men entering non-graduate courses of initial training to be increased from the existing figure of about 30 per cent to 35-36 per cent by 1970. The proposed change took into account the needs of the schools, where an increase in the proportion of men entering training would help the overall supply position since the wastage rate for men teachers was so much lower than that for women; it

was also in line with the Robbins Committee's projections for higher education as a whole. Mixed colleges where men students were in a minority were accordingly invited to consider increasing their intake of men towards a proportion not exceeding half the total entry; and larger colleges catering for women only were invited to consider submitting proposals to become mixed if their total student numbers under current expansion plans would be 550 or more. The Secretary of State emphasised that in making this change it would be desirable to retain considerable flexibility and to keep a close watch on the quality of candidates of both sexes in order to avoid the loss of really good students. Moreover, because of the supply needs of the schools, colleges proposing to take a higher proportion of men, or to take men for the first time, would need to plan on the basis of maintaining as fully as possible their individual contributions to the training of teachers for the primary schools and, in particular, for infant classes. It was envisaged that institutes of education would consider the effect of their colleges' proposals on the balance of training within their areas. Colleges were asked to submit their proposals to the Department by the end of November.

Technical Teacher Training

71. An increased number of students was recruited for one-year courses at the four technical teacher training colleges (see Table 15). The four-term sandwich courses for serving teachers* continued, with 102 students starting the first term in the summer of 1964 and 114 students completing the fourth term. New building for the expansion of these colleges continued. In particular, additional teaching accommodation was taken into use at Bolton in September. At Wolverhampton the main teaching and administrative blocks were completed and occupied in the autumn and an extension to the craft accommodation was started in June. A hostel in the college was occupied in the spring.

72. The National Advisory Council on the Training and Supply of Teachers appointed a standing sub-committee on teachers for further education, under the chairmanship of Sir Lionel Russell, which held its first meeting in February. Seven meetings were held during the year at which the demand for teachers, the future pattern of initial training and other aspects of recruitment and training were closely examined. The principals of the four technical teacher training colleges are members of the sub-committee and the local authority associations, institutes of education, the various associations of teachers involved and industrial interests are also represented.

Art Training Centres

73. The 16 art training centres proved this year to be over-subscribed for the first time when the results of the examination for the National Diploma in Design became known. In all 678 students were admitted for the 1964-65 session, about 40 more than had been planned. Of the 51 students who did not find places, over half intended to re-apply for admission in 1965-66.

* See *Education in 1963*, Chapter VIII, paragraph 19.

b. COURSES OF INITIAL TRAINING

Teaching Practice

74. Following a further assessment by the institutes of education of the teaching practice position in their respective areas, the National Advisory Council set up a sub-committee "to review the future requirement and availability of teaching practice places in primary and secondary schools and to consider ways and means of surmounting the prospective difficulties." A survey of present arrangements and forecasts for the future prepared by the Department were considered by the sub-committee at its first meeting in December.

Closed-circuit Television

75. Eleven colleges were invited to take part in experimental work in the use of closed-circuit television, particularly for students' observation of pupils being taught, both as a means of reducing the burden on schools and for any other advantages the medium has to offer. The institutes of education of London and Leeds Universities agreed to undertake the collation of the activities of groups of six and five colleges respectively. After a preliminary conference at the Department in March and a short course for college representatives in July at Brentwood College (which already had its own installation), the colleges drew up their plans and placed their orders for equipment. The progress reports, as they become available, should provide valuable guidance for other colleges.

A Professional Training Requirement

76. The practical implications of introducing a requirement that all newly qualifying teachers should undertake a course of professional training were considered by a sub-committee of the National Advisory Council. At present graduates and certain categories of specialist teachers can be accorded the status of qualified teacher on the strength of their degree or specialist qualifications alone and without having taken a course of professional training. In November the Council approved a report for submission to the Secretary of State recommending that training should be made compulsory in 1969 for all newly qualifying teachers. The report was still being considered at the end of the year.

Courses in France

77. Selected college of education students taking French as a main subject of study were again able to attend courses lasting up to six months at three university centres in France. Courses for 30 students each started at Tours in July and October and a course for 20 at Caen in September. One for 20 students began at the Institut Britannique in Paris in October and another for the same number was planned to start in February 1965.

Exchange of Students

78. During the summer term, by arrangement with the French Ministry of National Education, about a hundred college of education students exchanged places with students from *écoles normales* for periods ranging from three to six weeks. The English participants were students taking French as

a main subject who had not been selected for the courses at university centres in France. The Department discussed with the French authorities plans for another exchange on a larger scale in 1965.

C. COURSES OF FURTHER TRAINING

Circular 7/64

79. In Circular 7/64 issued in May, the Secretary of State expressed his belief that the time had come to expand the arrangements for the further training of serving teachers to meet the needs of the enlarged teaching force of the future. An expanded training programme could however be undertaken only if a substantial body of teachers were able to take part in staffing it. To equip teachers for this work the circular laid emphasis on high-level courses, short or long.

80. As far as one-year and one-term courses were concerned, the circular envisaged that the special advanced courses, which are of great value as a training ground for research and higher posts, would assume increased importance with the continued growth of the school system and the colleges. It was hoped that numbers attending these courses full-time would reach 1,000 students annually by the end of this decade and that there would be a parallel increase in the numbers taking them part-time. One-year full-time courses leading to a higher degree in education would be included in the Department's programme from 1965. The circular also announced plans for an increased number of courses for teachers of the handicapped in order to help meet the shortage in this field. One-term courses were expected to become more prominent, especially in the light of the Newsom Report and the intention to raise the school leaving age.

81. Equally important developments in the field of short courses were foreshadowed. The Secretary of State hoped that all bodies concerned with the regional and local provision of short courses would review their plans to meet existing and prospective needs. It was announced that, as an experiment, the Department would be introducing into its own short course programme this year five high-level courses in certain subjects to which recruitment would be highly selective. The aim would be to bring together for discussion groups of teachers with relevant experience, especially those who had already done interesting work and who could be expected to develop this further and to take a leading part in local conferences and courses in their areas. The courses would be concerned with teaching techniques, fresh approaches to subjects taught in schools and new subject matter. Some particulars of the high-level courses held in 1964 are given in paragraph 86.

One-year and one-term courses

82. In the 1964-65 academic year 153 one-year courses are being held and are being attended by 1,616 teachers. Of this total about a third are attending one-year advanced courses which provide an opportunity for advanced study in particular fields of education. The number of teachers attending such courses rose by over a quarter from 454 to 578. Additional one-year courses were arranged for the teaching of handicapped children.

83. 180 teachers attended 17 one-term courses during 1964. These included courses arranged for teachers of mathematics in primary schools which continued to attract large numbers of students. Those teachers who were

taking part in the pilot scheme for the introduction of French into primary schools (see The Schools, paragraph 52) attended one-term courses in French at Paris and Besançon.

Opportunities for Further Study for College of Education Staff

84. Plans were made for 36 college of education lecturers to be seconded on salary to undertake one-year full-time courses of various kinds and for eleven to take shorter full-time courses: another 14 were to engage in part-time study. Since this scheme started in 1958, 366 lecturers have taken advantage of it. The recruitment of a large number of additional lecturers to staff the expanding colleges was expected to increase the demand for opportunities for further study, especially for staff of education departments, and the need for more course facilities was discussed with the Conference of Institute Directors.

Teachers of Russian

85. As last year, one-year intensive Russian courses for serving teachers were held at the Holborn College of Law, Languages and Commerce and at the City of Liverpool College of Commerce. A new course was also started in September at the City of Birmingham College of Commerce. Sixty-nine teachers attended these courses, the majority travelling daily from their homes.

Short Courses organised by the Department

86. The number of teachers attending short courses arranged by the Department increased by twenty per cent from 5,419 in 1963 to 6,520 in 1964. Altogether 121 courses were arranged compared with 107 in 1963. The five high-level courses included in the 1964 programme were attended by 260 teachers. The courses were concerned with mathematics in the context of the Certificate of Secondary Education, the teaching of modern physics, English in secondary modern schools, religious and moral education for older secondary pupils, and contemporary trends in thought and practice in primary education. There were also a number of other short courses concerned with new developments in the curriculum. For example, a conference was held for teachers taking part in the science teaching project organised in co-operation with the Nuffield Foundation and dealing with the use of new materials in physics, chemistry and biology. A course devoted to the examination of current issues and developments in management studies was held at Cambridge in July for heads of departments and senior members of staff concerned with postgraduate courses in management studies in colleges of advanced technology and other technical colleges. Four courses were held abroad: a French course in Paris, a geography course in Oslo, a Spanish course in Madrid and a classics course in Rome.

d. ADMINISTRATION

Catering Working Party

87. The working party set up to advise on catering problems for the colleges finished its work in July. It concluded that there was no radical change in the normal catering pattern which would solve all catering

problems. On the other hand it thought that there was scope for experiment and that much could be done to improve the efficiency of the catering service and the conditions and atmosphere in which a catering officer worked, thus assisting the recruitment of staff.

88. Three of the working party's main recommendations were that a catering advisory service should be established at the Department which would be available to colleges; that an experiment should be carried out at two or three colleges in order to demonstrate what can be achieved through a close control of costs and through freedom of operation within a budget covering labour and fuel as well as food; and that the attention of all catering students should be drawn to the openings for catering officers in the colleges.

89. Before the end of the year the Secretary of State commended the working party's report to college authorities and announced that he had accepted the main recommendations addressed to the Department. In particular, he had decided to appoint a catering adviser. Offers to take part in a "total budget" experiment which it was hoped to launch in 1965 were invited from colleges.

Conferences on problems of large-scale organisation

90. The speed of current expansion confronts college principals with problems of management that are essentially new. It was thought that some of them would benefit from a short conference at which could be outlined the principles and techniques which have been found valid for other expanding organisations, and at which they would also have an opportunity to discuss among themselves how far and in what ways these principles and techniques were applicable to their colleges. After consultation with the Association of Teachers in Colleges and Departments of Education, two week-end conferences were arranged in London in March and October for which principals of all colleges having, or planned to have, 600 or more students were invited to apply for places. Twenty-two were accommodated at the first conference and 28 at the second.

91. On both occasions the organising tutor was Dr. O. G. Pickard, Principal of Ealing Technical College. The conferences concerned themselves with the three broad interlocking topics of personal relations, communications and organisation and distinguished people from the fields of management and social studies were invited to speak on these subjects. Both conferences appear to have been greatly appreciated and the Department is considering how best to follow them up.

London Reorganisation

92. Four colleges of education are affected by the reorganisation of London government under the London Government Act, 1963. Two are at present maintained by the Middlesex local education authority, one by the Surrey local education authority and one by the Kent local education authority. With effect from 1st April 1965 each will be vested, under a Transfer of Property Order to be made under the Act, in the local education authority for the London borough in whose area it is situated unless specifically excluded from the Order. The Secretary of State decided that the two Middlesex colleges should be vested in the local education authorities

for Enfield and Hounslow, in whose areas they are situated. At the end of the year the Secretary of State was in process of consulting the local education authorities at present maintaining the other two colleges and the London boroughs where they are situated about a proposal that they should be administered by joint education committees established by Orders made under paragraph 3 of Part II of the First Schedule to the Education Act, 1944.

Maintenance of Colleges

93. The system for assessing maintenance grants for voluntary colleges, first introduced in 1961, entails the annual submission by colleges of estimates covering 36 separate items of expenditure arranged in five groups. Colleges may exercise virement within each group but may not exercise it between groups without the Department's approval. At the request of the voluntary bodies for greater powers of virement, some rearrangement of the groups was made, to cover respectively employees; running expenses; provisions; lodgings and school practice; supplies and services, and establishment and other expenses. This gave the colleges the opportunity to divert savings on a wide variety of miscellaneous items to more productive expenditure on educational supplies and at the same time provided an incentive to make such savings; it also brought furniture and fittings into the same group as the related item of equipment, stationery and materials. Other requests by the voluntary bodies for the extension of occupational superannuation cover for non-teaching staff and for additional clerical staff for larger colleges were investigated and questionnaires sent to all voluntary colleges: as an interim measure some increase was made in the maximum permitted expenditure on administrative staff for colleges of 500 students and above.

Conference of Institute Directors

94. Four meetings were held with the Conference of Institute Directors. An opportunity was taken to discuss in draft the terms of Circular 7/64 on courses of further training for teachers (paragraphs 79 to 81). The Conference again recommended for inclusion in the national programme a number of advanced courses for serving teachers proposed by individual institutes. Other subjects discussed between the Conference and the Department included teaching practice, the balance between men and women in training colleges and the recruitment and training of older students.

The Robbins Report

95. The main recommendations in the Report of the Committee on Higher Education concerning future arrangements for the teacher training colleges in England and Wales were summarised in the 1963 Report (Chapter VIII, paragraph 37) and it was indicated there (paragraph 39) that interested parties had been invited to submit their views. After considering these views the Secretary of State made an announcement on 11th December. He had found widespread agreement with the Robbins proposals for closer academic links between the colleges and the universities, including the grant of degrees, but the proposals for the

administration and finance of the colleges had proved far more controversial. He said that the Government shared the view that wider opportunities should be provided for suitable students at training colleges (to be renamed "colleges of education") to obtain a degree together with a professional teaching qualification by means of a four-year course. They would think it appropriate that the relationship between the universities and colleges already existing should be further extended in the academic sphere through the development of the present institutes of education. They were glad to know that most universities had expressed their readiness to consider making degrees available to suitable students, subject to appropriate arrangements for the safeguard of standards, and they hoped that the universities would now proceed to work out with the colleges the form which such courses should take and the nature of the degrees to be awarded.

96. After considering the advice given them by the University Grants Committee, the Government had concluded that the academic and the administrative and financial aspects were separable and that fundamental changes should not be made in the administrative and financial structure of the teacher training system, particularly at a time when the colleges were engaged in a very large and a rapid expansion, and when the problems of teacher supply were especially difficult. They had, therefore, decided that for the present the colleges should continue to be administered by the existing maintaining bodies under the present system of overall supervision. They intended, however, to secure that the present arrangements for the internal government of colleges were reviewed forthwith by all those concerned in the light of the Robbins Committee's recommendations on this subject.

3. Adult Education and the Youth Service

a. ADULT EDUCATION

Evening Institutes

97. It was evident during the year that local education authorities had given thought to the recommendations on accommodation and staffing made in the report of the National Institute of Adult Education*, and to the suggestions made in Administrative Memorandum 6/63 which followed it. Full-time appointments continued to increase, and there was a welcome move towards abolishing charges for premises used by adult education organisations for their classes.

98. The total number of students enrolled at evening institutes in the middle of November was 1,131,509 (1,075,353 in 1963); and of these 742,057 were women (696,187 in 1963). In addition to these many students were engaged in day-time and evening non-vocational and recreational classes at further education establishments not classified as evening institutes.

Responsible Bodies

99. During the 1963-64 session there were 212,213 students attending courses provided by the university extra-mural departments, the districts of the Workers' Educational Association and the other responsible bodies (203,717 in 1962-63). Figures for tutorial, sessional, terminal, residential, training and other courses were respectively as follows, the totals for the previous session being shown in brackets: 11,539 (12,343), 39,064 (36,104), 43,284 (40,881), 20,622 (16,981), 722 (509), and 96,982 (96,899). Grants paid by the Department to the responsible bodies for the session amounted to £849,500 (£712,000 for 1962-63). This total of 212,213 students is the highest yet recorded. The continuing fall in numbers attending tutorial classes, a trend which has been evident for many years, demonstrates once more the reluctance of adult students today to tie themselves down to a serious course of study extending over three years. It was, however, more than offset by a further increase in sessional students.

100. The 1963 report noted that funds had been made available for higher fees for part-time tutors and for 15 new full-time posts. These new appointments were made during the session and the ability to pay better fees to their part-time tutors strengthened the position of the responsible bodies in obtaining the quality of staff needed to maintain the traditional high standard of extra-mural and W.E.A. work. In view of the considerable increase in grant involved in this development, the Department was unable to help with the expansion of part-time work, but while this resulted in the curtailment of some programmes, most were able to improve on the previous year's figures of both classes and students.

101. The Department announced in February that for the session 1964-65 no additional funds would be available for new full-time posts or for the expansion of part-time work and that it would be necessary to restrict grant-aided activity to the 1963-64 level. The grants payable in 1964-65 will nevertheless be considerably higher than in 1963-64 because of the

* *Adult Education*, National Institute of Adult Education, January 1963, 3s. 6d.

increased cost of salaries and other teaching expenses which can be grant-aided, and in particular on account of the university salary award in April 1964.

102. With only limited facilities for expansion many responsible bodies found themselves unable to cultivate a great deal of new ground during the 1963-64 session. However, two interesting and important developments arose in the use of television as a teaching medium in adult education. In the first, the Independent Southern Television Company put on a series of programmes in English literature, transmitted at a peak hour, and designed primarily for viewing in class, so that a period of amplification and discussion under the guidance of an expert tutor could immediately follow. Classes were arranged by local education authorities as well as responsible bodies, the latter receiving a special additional grant from the Department for this work. In all, some 39 classes were arranged for 1,100 students and it was estimated that a further 80,000 uncommitted viewers watched the programme at home. Another imaginative experiment in television teaching was inaugurated by Nottingham university extra-mural department in a series of programmes in economics linked with correspondence teaching. This series attracted and held 1,500 students. An indication of the significance of television as an educational medium emerged in the course of an inquiry by a north country W.E.A. class of trade unionists into the sources of information about industrial events and union affairs which influenced individual trade union members. They found that television was the main source, that little came from union journals, and that shop stewards were more influenced by it than by any printed material.

103. Courses in industrial relations for trade unionists and other workers in industry continued to form a significant part of the activities of responsible bodies. The extra-mural department at Nottingham, which last year commented with regret on the natural tendency of extra-mural education to attract the products of grammar and higher education rather than the rest of the community, found that the industry-based classes, recruited through working rather than neighbourhood communities, provided a body of students remarkably well distributed socially. On the other hand a survey of extra-mural and W.E.A. students at Hull showed that over 50 per cent had enjoyed higher or further education, and only 10 per cent were drawn from manual occupations.

104. It was natural that the 400th anniversary of Shakespeare's birth should be marked by particular attention to Shakespearian and Elizabethan studies, including a series arranged at Stratford-upon-Avon, where Birmingham extra-mural department co-operated with the Shakespeare Trust and the Birthplace Trust in arranging public lectures by a representative panel of eminent scholars in Elizabethan studies. The popularity of archaeology as an adult education discipline continued to grow. Considerable excitement was generated at the recovery of what appeared to be a chest of Roman armour by students from Durham University extra-mural department attending the Cambridge summer school on archaeology.

105. Summer schools and vacation courses also continued to grow in popularity. Many European countries were again visited, but the highlight was once more the visit by the Hull summer school to the university

of Rochester, New York ; it was particularly encouraging that the American university should at the same time send a party to Hull.

Residential Colleges

106. For the 1963-64 session grants paid to the five long-term residential colleges amounted to £68,431 (£55,362 in 1962-63). A total of 368 students were admitted (359 in 1962-63), and all but a few of these completed the whole session. Students from 29 countries numbered 66, many of them from the emergent African states and from the Scandinavian countries with which the colleges have particularly close links.

107. The pre-college occupations of students varied as widely as ever ; one college reported 77 different trades or professions among its students with occupations as diverse as bus driving or newspaper reporting. Ages were also widely spread from 20 to 62, although it is probable that most students would be found in the 25-35 age group ; in all colleges the average age of students was between 31 and 33 but one noted that more than half of its students fell into the 20-24 age group and pleaded for a larger proportion from the 25 to 40 generation.

108. The year was a vintage one for the colleges. Mature state scholarships were awarded to 15 students, while a large number went to colleges of education, demonstrating the value of the residential college in recruiting as potential teachers those who through lack of educational advantage would not otherwise have been able to take such a step. At the General Election in October, 1964, one present student and fifteen former students from Ruskin college stood for election to Parliament ; seven were elected, three of whom were appointed to Governmental posts. The election also saw the end of 19 years service in the House of Commons of three retiring Members who had once been Ruskin students.

109. The 1963 report noted that the proposals by four colleges for development and expansion of their premises had been accepted by the Department for grant-aid, and during 1964 their plans were considered in detail. When completed, the extensions and adaptations will provide new places for up to 100 additional students and better facilities for all. The Department has agreed to meet half the cost of the work, and the colleges have launched a joint appeal to raise the remainder. The appeal is still in progress, but it is already clear that the trade union movement has contributed generously.

110. The year was marked at Hillcroft college by the retirement of the principal through ill health. Ruskin College suffered a different kind of loss when the T.U.C. took over the correspondence course work of the college under its re-organisation scheme. This ended a service which went back to the foundation of the college more than 60 years ago, providing tuition for those unable to take, or preparing for, a full-time course.

111. The number of courses and students at residential colleges or centres providing short courses and maintained or assisted by local education authorities continued to increase. For the 1963-64 session these totalled 1,874 courses (1,677 in 1962-63) and 56,139 students (53,135 in 1962-63).

112. Direct grants totalling £28,400 were made by the Department to the eight national associations, listed in Appendix C. These grants were once again made on a triennial basis, the new triennium beginning in April, and it is expected that they will continue on the same scale for the following two years.

b. PUBLIC LIBRARIES AND MUSEUMS

113. The Public Libraries and Museums Act, 1964 was passed at the end of the Parliamentary session and will come into force on 1st April 1965. Its main provisions concern public libraries, but it also makes a few changes in the law governing museums. The Act was based on the recommendations of the Roberts Committee* set up as part of the Government's review of local government.

114. The Act abolished the library functions of parishes from the 1st April 1965, and it gave the Secretary of State power to enquire into the efficiency of county districts exercising library powers if they had a population of less than 40,000 on the review date, i.e. 1st April 1965, and afterwards at ten-year intervals. The Act contains certain safeguards for these authorities. The Secretary of State must have regard to the alternative service which the county council would provide if their library powers were transferred to it, and he would make an order transferring their functions only if he was of the opinion that to do so would lead to an improvement in the library service in the area concerned. The Secretary of State was empowered to confer library powers on a borough or urban district which was not a library authority immediately before a review date if its population is not less than 40,000.

115. Apart from these changes in local government structure, the Act made certain provisions designed to raise the standard of the service. Section 7 converted the power of library authorities to provide a service into a duty to provide a comprehensive and efficient library service.

116. Section 1 laid on the Secretary of State a duty to superintend and promote the improvement of the public library service, and Section 2 provided that he should be assisted by two advisory councils, one for England and one for Wales, including persons with experience both of the public library service and of other libraries. Under Section 10 he was given power to act if a library authority defaulted in its duties. The Act also required him to substitute statutory arrangements for regional co-operation between library authorities for those which now exist by agreement.

117. The Bill gave rise to considerable debate on the propriety of allowing library authorities to charge for lending books. In the event, authorities were not empowered to charge for lending them to people towards whom they have a duty, i.e., those who live or work or undergo full-time education in their areas, but they were authorised to charge for lending other articles such as gramophone records.

* *Structure of the Public Library Service in England and Wales*, Cmnd. 660, H.M.S.O., 4s. 0d.

118. Section 12 contained a new provision that any local authority not previously authorised to provide a museum or art gallery might do so with the consent of the Secretary of State.

119. Section 13 empowered authorities which maintain a museum or art gallery to make a charge for admission, but required them to take into account the need to secure that the museum or gallery plays its full part in the promotion of education in the area, and to have particular regard to the interests of children and students. The Act also empowered local authorities which maintain museums or galleries to set up a fund for the purchase of objects.

120. In preparation for the assumption to his new duties, the Secretary of State established a permanent post of Library Adviser to assist with work both on public libraries and on libraries in educational establishments.

The Victoria and Albert Museum and the Science Museum

121. The Department has retained those responsibilities for the Victoria and Albert Museum and the Science Museum formerly exercised by the Ministry of Education. No reference is made to the activities of these museums in this report, however, as each produces a full range of publications relating to its exhibits and activities.

c. THE YOUTH SERVICE

122. With the approach of the halfway mark in the 10-year period of planned development proposed by the Albemarle Committee, the Joint Parliamentary Under-Secretary (as Minister responsible for the Youth Service and Chairman of the Youth Service Development Council) announced in the House of Commons in December plans for taking stock. A committee of the council was established with Lady Albemarle as its chairman. Its task was to re-examine in the light of 5 years' experience the objectives of the Albemarle Report and to make recommendations to the council for future development. A departmental working party was set up to work closely with the new committee.

123. In the development of the Youth Service during the year there was particular emphasis on information, the training of leaders, and youth work in rural areas. The Youth Service Development Council met four times. It considered new approaches to the training of trainers of part-time youth leaders and ways of encouraging a variety of pattern in the organisation of training. The council advised on applications for special grants including those mentioned in paragraph 137. It received final reports on two experimental projects which the Department had grant-aided in previous years on the council's recommendation. One was a study of the special needs and interests of girls with the aim of encouraging new methods and techniques in the leadership of girls; the other was an account of work with unattached young people in three key areas and the conclusions reached from it. A third report presented to the council was in respect of a pilot scheme of organised service by young people launched two years ago by a local education authority at the council's invitation. Sir John Newsom spoke to the council at its meeting in July about his report* and its relevance to the Youth Service. In December, the council discussed with the head of the

* *Half our Future*, H.M.S.O., 8s. 6d.

new Youth Service Information Centre his proposals for its development and considered the report of the sub-committee set up at the end of 1963 to study the problems of rural youth work. The council endorsed the suggestions made in the report and recommended that it should be circulated to local education authorities and other bodies concerned with improving the service in rural areas.

124. The circulation of the monthly journal *Youth Service* rose to nearly 24,000.

Buildings

125. Work to the value of £16 million had been authorised to start in the period 1st April 1960 to 31st March 1965 and by 31st December 1964 a total of 968 projects worth £8,600,000 had been completed. A further 112 projects worth £1,829,000 were under construction. In addition, final plans for a further 252 projects worth £2,106,000 had been approved.

126. Under special arrangements designed to benefit Merseyside, the North-East of England and other under-employed areas, 36 projects worth £316,142 were completed early in the year.

127. The procedure for minor voluntary projects was reviewed so that the limit of £2,000 was related to the gross building cost and not, as formerly, to the total cost of the project. This meant that the cost of equipment, fees, etc. would no longer be taken into account in deciding whether a proposal may be dealt with as a minor works project. With effect from 1st April 1965 the limit for youth service minor works, both statutory and voluntary, will be raised to £2,500.

128. In March, a further building programme was announced, providing for £4½ million worth of work (including work on projects to provide sports facilities) to start in 1965-66. A total of 274 projects were approved for England and Wales (128 voluntary and 146 statutory projects). Further projects for voluntary organisations serving a national or regional need are being considered.

129. In September, local education authorities were invited to submit general youth club and sports proposals in single priority lists for the 1966-67 building programme, after consultation with voluntary organisations.

Full-time youth leaders

130. At the end of the year the Department's register of full-time youth leaders contained 1,175 names. This figure included recruitment from recognised training courses, but wastage during the year was not known. An analysis of the register returns indicated that the Albemarle target of 1,300 full-time youth leaders by 1966 was likely to be achieved. An enquiry of local education authorities showed, however, that a professional youth leader force of this size would be insufficient to meet the future needs of the service. The Department also examined proposals submitted by the Standing Conference of National Voluntary Youth Organisations about the supervision of youth leaders in their probationary year and ways of providing it.

131. The fourth session at the National College began in April with 139 students. In July, 300 of the 342 students who successfully completed the three previous courses were in full-time posts in the youth service, 278

as leaders. The College Principal returned to H.M. Inspectorate in September after his period of secondment and the Vice-Principal was appointed to succeed him. In October, the Secretary of State announced the re-appointment of Mr. R. L. Wessel as Chairman of the Governing Body and named the 11 other Governors appointed for the next four years. During the year the Governors gave detailed consideration to the rôle of the college in the second five-year period of its life and to the limitations of the present one-year course. In November they asked the Department to examine their proposals for an extension of the basic course and for participation by the college in the field of further training.

132. At the end of the year there were 82 students in training at the four other recognised courses for full-time youth leaders. In October, seven students were admitted to the one-year postgraduate course leading to a diploma in youth work at Manchester University. Of the seven students who successfully completed the previous course in July, five took up appointments in the youth service.

133. The eleven colleges of education which offer training for youth leadership as an optional part of their three-year training course had about 100 students taking the option in each of the years since the scheme began in 1960. It is difficult to foresee how many of these will eventually serve full-time for a period in the youth service. It seems unlikely that under present arrangements the expectation of the Albemarle Committee that 100 youth leaders a year might come from the colleges will be fulfilled. The youth service should, however, in any case benefit from the part-time youth work which virtually all these teachers may be expected to undertake.

Part-time youth leaders

134. The conclusions of an informal working party convened by the Department to consider the content of training courses for trainers of part-time youth leaders were circulated in March to local education authorities, institutes of education, regional advisory councils of further education and other bodies who might be involved in such courses, either regionally or locally. The paper attempted to relate the training of trainers to the practical approach to the training of part-time youth leaders advocated in the Bessey* report. To encourage further progress the Department's short vacation course of further education held at Salisbury Training College in July included a section on youth service which was concerned with the training of both trainers and leaders.

Information Centre

135. The Youth Service Information Centre established at the National College began its work in April. Its initial task was to identify in consultation with representatives of all potential users the services which it could most usefully undertake within its main function of gathering and disseminating information about experiments and basic research relevant to youth work.

* *The Youth Service. The training of part-time youth leaders and assistants*, H.M.S.O., 1s. 6d.

Grants to National Voluntary Youth Organisations

136. The Department's grants to national voluntary youth organisations for headquarters and training expenses increased to £279,850. Forty organisations were offered grants, including the Council for Nature and the National Youth Theatre, which were added to the list when special grants given to them for a limited period ceased.

137. On the advice of the Youth Service Development Council special grants were offered to the Notting Hill Social Council for work with unattached young people in North Kensington; to Task Force 1964 for development of a scheme of community services by young people; for experimental in-service training for young leaders in the techniques of social group work supervision sponsored by the London Compass Society; for an experiment in the use of systematic recording in youth work undertaken by the Department of Education, University College of Swansea; and to Manchester and District Youth Development Trust for a project aimed at attracting the unattached through the provision of linked activity centres. A list of the grants formally offered is given in Appendix A.

Local capital grants

138. Grants under the Social and Physical Training Grant Regulations totalling £1,596,471 were offered during the year to assist 514 local capital projects. The increase over 1963 (£1,481,866 for 495 projects) reflected the enthusiasm of the voluntary organisations and their determination to make the most rapid progress possible within their share of the building programme.

d. PHYSICAL TRAINING AND RECREATION

139. Capital grants offered during the year to local voluntary bodies under the Physical Training and Recreation Act, 1937, showed a large increase over those for 1963. This reflected the improved grants for sports, village halls and community centres announced by the Lord President of the Council in the House of Lords on 22nd May 1963. While a rise in the new applications from sports bodies had been expected the increase in applications from village halls and community centres was much larger than had been foreseen.

TABLE 16. *Capital grants offered to local voluntary bodies*
(1963 figures in brackets)

Type	Number	Value
		£
Village Halls	292 (161)	470,609 (234,055)
Community Centres	42 (15)	186,182 (45,194)
Playing Fields and Sports Facilities	370 (74)	609,982 (142,867)
Total	704 (250)	1,266,773 (422,116)

140. At the beginning of the year Sir John Lang succeeded Sir Patrick Renison as the Lord President's chief adviser on sport and chairman of the inter-departmental committee on sport on which the Department was represented.

141. The Department's grants to national voluntary organisations in England and Wales towards the cost of headquarters administration and national coaching schemes continued to increase. Grants were offered to 44 organisations, 13 more than in 1963, and of these 17 were in respect of the employment of national coaches. A full list of grants offered is given in Appendix B. During the year the scheme for grants to national voluntary organisations was extended to include the various national bodies concerned with school sports.

142. The Crystal Palace National Recreation Centre was opened by the Duke of Edinburgh in July. The centre was provided by the London County Council and is being managed by the Central Council of Physical Recreation, but the Department has undertaken to share the cost of maintenance, for at least the first five years, with the London County Council and the City Parochial Foundation.

143. The Central Council of Physical Recreation, with the Department's support, accepted an invitation to purchase a site at Cowes from the Ocean Youth Club and to develop it as a national sailing centre. It is hoped that the centre will be opened during 1965.

144. A circular* on Provision of Facilities for Sport was issued jointly with the Ministry of Housing and Local Government. This outlined the measures being taken by the Government to encourage the further development of sport and suggested ways in which local authorities, in co-operation with voluntary bodies and other interests concerned, might be able to improve and extend facilities in their areas for children and young people and for the community at large. It also recommended that local authorities should carry out reviews of their areas to determine what further provision for sport and recreation was needed.

145. In October Mr. Denis Howell, Joint Parliamentary Under-Secretary of State for Education and Science assumed special ministerial responsibility for sport.

* *Provision of Facilities for Sport*. Ministry of Housing and Local Government 49/64; Department of Education and Science 11/64, H.M.S.O., 5d.

SECTION III

THE UNIVERSITIES (GREAT BRITAIN)

Introduction

1. Universities in Great Britain came within the sphere of the Department's responsibilities on 1st April 1964. Following earlier practice they draw their financial support from the Government through the University Grants Committee.

a. MINISTERIAL RESPONSIBILITY

2. The Report on Higher Education,* published in October 1963, recommended that Ministerial responsibility for the universities' vote should cease to rest with the Treasury. The Committee, with one dissentient, also recommended that there should be a Minister of Arts and Science responsible for a University Grants Commission on the lines of the existing University Grants Committee, the Research Councils and other autonomous state-supported activities administered on similar principles. One member, in a note of reservation, considered that there should be a single Minister covering the whole of education including the universities.

3. As an interim measure the responsibility for universities, till then exercised by the Treasury Ministers, was transferred on 10th December 1963 to the Lord President of the Council. On 6th February 1964, the Prime Minister announced that, after taking full account of the views that had been expressed, he had concluded that the right course was to have a single Minister with total responsibility over the whole educational field, who should be Secretary of State for Education and Science. Under him, there would be a single department, but it would include two distinct administrative units giving the organisation something of a federal character. Broadly speaking, one unit would be concerned with the schools in England and Wales, and the other with civil science, and, through the University Grants Committee, with institutions of university status in Great Britain. The detailed allocation of work between those two units would be adjusted in the light of experience. The Secretary of State would be supported by two Ministers of State, and there would be two accounting officers.

4. The transfer of the grants for universities throughout Great Britain from Treasury votes to those of the Department of Education and Science, would not involve any substantial change in the responsibilities of the Secretary of State for Scotland in relation to Scottish universities. He would continue to be consulted on the appointment of members of the University Grants Committee and on other university matters relating to Scotland.

* *Higher Education: Report*, Cmnd. 2154, H.M.S.O., 15s. 0d.

5. The changes were introduced by means of *The Secretary of State for Education and Science Order 1964**, which came into effect on 1st April 1964.

The University Grants Committee

6. The Government agreed with the Robbins Committee that autonomous institutions of higher education should draw the Government's financial support through an independent body on similar lines to the University Grants Committee (U.G.C.). Organisational changes did not affect this fundamental principle: the U.G.C. had direct access to the Secretary of State and the two Ministers of State. The Committee and its staff were strengthened to enable them to deal with their increasing responsibilities.

7. On 1st August 1964, Sir Harold Sanders, previously Chief Scientific Adviser to the Ministry of Agriculture, Fisheries and Food, was appointed to serve on the Committee as its deputy chairman. Earlier in the year, two members, whose terms of office had expired, were re-appointed; and to fill eight vacancies which had arisen and to strengthen the Committee so that it might be better able to carry its enlarged responsibilities, e.g. in regard to the colleges of advanced technology, ten new members were appointed, bringing the total to twenty-two, including two members who deal only with university salary matters.

Government Objectives

8. The Government, in its statement† on the Robbins Report on 24th October 1963, adopted the Report's main principle that courses of higher education should be available for all those qualified by ability and attainment to pursue them, and who wished to do so; and also adopted the calculations in the report of the places, both in universities and in higher education as a whole, for 1967-68 and 1973-74, as objectives for those years. The Government asked the U.G.C. to undertake the planning of this expansion so far as university institutions were concerned.

9. The Robbins Committee proposed that the number of places in universities, colleges of advanced technology and equivalent institutions should rise from 130,000 in 1962-63 to 197,000 in 1967-68 and 218,000 in 1973-74. By 1963-64 the number of students in these institutions had risen to 139,884.

b. UNIVERSITY INSTITUTIONS

The Grant List

10. By the end of 1964, the university grant list included 31 universities and 1 university college (Manchester College of Science and Technology). In addition, St. David's College, Lampeter, received Exchequer grant through the University College of South Wales and Monmouthshire, Cardiff. Of the universities, 25 were in England, 1 in Wales and 5 in Scotland. Seven new universities had been founded since 1958. During 1964, two of them, the Universities of Essex and Lancaster, received their first students. The Royal College of Science and Technology, Glasgow, also received

* *The Secretary of State for Education and Science Order 1964*. S.I. 1964/490, H.M.S.O., 5d.

† *Higher Education*, Cmnd. 2165, H.M.S.O., 8d.

university status. In May, the Scottish College of Commerce merged with the Royal College to form one institution, which on 21st August 1964 was granted a Charter at the University of Strathclyde.

11. In the White Paper on Higher Education, the Government accepted the Robbins Committee's recommendations that the ten colleges of advanced technology and certain Scottish central institutions should have university status and that the Royal College of Art and the College of Aeronautics should be brought within the ambit of a university grants system. Following discussions with the U.G.C. and the institutions concerned it was decided that the colleges of advanced technology and the Heriot Watt College, Edinburgh, should be incorporated in the U.G.C. grant list on 1st April 1965.

Colleges of Advanced Technology

12. Work continued throughout the year on the technical problems entailed in the transfer of the colleges of advanced technology, and the U.G.C. was brought increasingly into consultation on matters affecting individual colleges. Meanwhile, Academic Advisory Committees were appointed on the advice of the U.G.C. to consider the pattern of future academic development of each college. The drafting of charters for submission to the Privy Council was well in hand by the end of the year, but as an alternative to transferring the colleges to the U.G.C. system individually as charters were confirmed, it was decided to adopt 1st April 1965 as a common date for this purpose. The rapid growth in the numbers of full-time and sandwich students at the colleges continued, the November total reaching 14,083 compared with 11,814 in November 1963. There were 4,072 part-time day and 4,604 evening students compared with 5,010 and 5,159 respectively in the previous year.

13. The colleges' building programme of £4 million for each of the years 1964-65 and 1965-66 was increased to £4.7 million to enable them to play their part in meeting the Robbins Committee's target of 197,000 places in the university sector of higher education by 1967-68. The colleges are expected to reach a total of 19,000 full-time and sandwich places by that date. Building proposals provided not only for major extensions at most of the colleges, but also for the development of three of them as university institutions on entirely new sites. Final plans were approved for the rebuilding of the Brunel College on a site at Uxbridge. The Secretary of State agreed in June to a proposal to transfer the Bristol College to a new site at Bath, and building work at Bath was in progress by the end of the year. The Battersea College reached agreement with the Surrey County Council for its future development on a site at Guildford, and the Government announced in May its support for this development.

College of Aeronautics

14. Arrangements to bring the College of Aeronautics within the ambit of the university grants system were begun with the appointment, on the advice of the U.G.C., of an Academic Advisory Committee to consider the future development of the College. Pending the report of the Academic Advisory Committee, it was decided that the existing direct grant relationship with the

Department should continue during the financial year 1965-66. The annual estimates of the College for 1965-66 would, however, be included in the Universities and Colleges Vote.

15. The College continued to develop full-time courses at post-graduate level in a variety of subjects related to the aircraft and automobile industries, as well as courses of more general application in engineering, work study and engineering management. Work started during the year on a building to house the British Hydromechanics Research Association, which is to move to Cranfield. Student enrolments showed a further increase, as follows:

	1963-64	1964-65
Diploma in Aeronautics (D.C.Ae.)	117	119
Diploma in Advanced Engineering (D.A.E.) ...	103	125
Diploma in Automobile Engineering (D.Au.E.)	15	24

Courses in the Works Study School in 1963-64 were attended by 476 students, including 72 taking the full ten-week course, compared with totals of 378 and 71 respectively in 1962-63.

Royal College of Art

16. An Academic Advisory Committee was appointed on the advice of the U.G.C. Pending consideration by this Committee of the future development of the College, it was decided that the direct grant relationship with the Department should continue during the financial year 1965-66, although the estimates for that year would be brought into the Universities and Colleges Vote.

17. In April the common rooms, library and department of general studies moved into new buildings adjacent to the workshop block, thus completing the first stage of the development of the Kensington Gore site. A number of exhibitions was held at the College, and the School of Industrial Design (Engineering) was invited to submit students' work to an industrial design exhibition held in Moscow during the summer. An associate professor from the Art Institute of Chicago was attached to the School of Painting on an exchange basis for the 1964-65 session. The total number of students at the start of the academic year was 481 (including 21 from overseas) compared with 466 in 1963 (including 25 from overseas). There were 864 applicants for 141 places in the three year diploma course.

Proposed New Universities

18. The White Paper on Higher Education stated that the Robbins Committee's proposals for the foundation of six new universities would be considered during the formulation of the ten-year expansion programme by the U.G.C. and the Government, and that the promotion of other institutions would be considered later. The U.G.C. were asked for an early report on the specific recommendation that a new university should be located in Scotland. Formal applications for consideration as the site of one of the proposed universities were received by the U.G.C. on behalf of more than 50 localities including 7 in Scotland.

19. On 17th July 1964, the Secretary of State announced that the U.G.C., after visiting the proposed Scottish locations, had advised the Government that the new Scottish university should be located at Stirling; and that, in conjunction with the Secretary of State for Scotland, he had accepted the U.G.C.'s recommendation.

20. The U.G.C. also advised on the long-term need for additional new universities. The Government's policy on this issue was not announced during 1964.

S.I.S.T.E.R.s

21. The Robbins Committee also recommended the designation of five Special Institutions of Scientific and Technological Education and Research (S.I.S.T.E.R.s) of which one should be an entirely new foundation, one developed from a college of advanced technology, and three provided by existing major technological institutions, namely the Imperial College of Science and Technology, London, The Manchester College of Science and Technology, and the Royal College of Science and Technology in Glasgow (now the University of Strathclyde).

22. The U.G.C. were asked for an early report on the proposed new foundation and on further development of the three named institutions on the lines proposed in the Robbins Report. The advice of the Advisory Council on Scientific Policy was also sought. This matter was still being studied at the end of the year.

Medical Schools

23. Separate consideration was given to the expansion of medical education, in consultation with the U.G.C., the Scottish Education Department and the Health Departments. In December 1963, the Government accepted the U.G.C.'s advice that at least one new medical school should be planned and that the possibility of further expansion of existing medical schools should be examined; and asked the Committee to consider how this could be implemented.

24. On 27th July 1964, the Government announced that, on the advice of the U.G.C., the new medical school, with a planned annual entry of 100 students, would be located at Nottingham. This would involve the building of a new teaching hospital with about 1,200 beds. The City Council had generously offered a contribution of £100,000 towards the establishment of the medical faculty. In addition, it was decided that the existing medical schools should be expanded to increase the annual intake of British based students by about 150 by October 1966. Some of these additional places were made available immediately. In 1960-61 the intake of British based students had been 1,788. The intake for the following three years was 1,896, 2,035 and 2,166 students respectively, an increase of 20 per cent in three years. In October 1964 2,238 British based students were admitted, as well as 144 medical students from overseas.

Business Schools

25. The first report of the National Economic Development Council *Conditions Favourable to Faster Growth** and the Robbins Report both

* *Conditions Favourable to Faster Growth*, H.M.S.O., 4s. 0d.

pointed to the need to establish at least one and probably two major post-graduate schools for business studies and management education. This view was reinforced in November 1963 by Lord Franks's Report, *British Business Schools**. He recommended that two business schools should be established to offer courses for both post-graduate and post-experience students, one of which should be associated jointly with the London School of Economics and the Imperial College of Science and Technology, and the other with Manchester University. Each school should be able to provide a one-year course for 200 post-graduate students and two post-experience courses annually, each for 100 students and lasting 20 weeks.

26. A working party under Lord Normanbrook was set up to examine the costs of building, staffing and running the schools proposed by Lord Franks, and to establish the basis for partnership between business and the universities in their finance and administration. Its report of March 1964, *British Business Schools: The Cost*† estimated that the capital cost of the two schools would be between £2.2 million and £2.4 million; that over the first seven years the total net recurrent cost would be about £1.7 million; and that thereafter the net running costs would be about £332,000 a year. The working party envisaged that the burden should be shared equally between business and the universities.

27. After consulting the U.G.C., the Secretary of State announced on 11th May 1964 that the Government was prepared to make provision for the universities' share of capital and recurrent expenditure on the two new business schools within the framework of future university programmes. In doing so, he made clear that he did not wish to imply that management studies elsewhere would not be needed, or that they should take second place.

C. GRANTS AND BUILDING PROGRAMMES

Recurrent Grants

28. The decision in October 1963 to accept the Robbins Committee's target for 1967-68 of 197,000 full-time students in institutions of university status necessitated increases in the recurrent grants to existing universities for the remaining three years of the 1962-67 quinquennium. On the 5th February it was announced that, for 1964-65, 1965-66 and 1966-67, these grants were being increased by £3.5 million, £7.2 million and £9.8 million respectively, making a total of £20.5 million. It was also announced that, in accordance with normal practice, any adjustment in academic salaries following the report‡ of the National Incomes Commission would be the subject of a special earmarked grant. The effect of the increases was to raise the total estimated recurrent provision for the three years, including rates and salary supplementation, to about £275 million. (See also FINANCE AND GENERAL, paragraphs 21 to 23.)

Capital Investment

29. It was announced at the same time that the Government had authorised an increase in the value of building projects to be started at universities in 1964 from £33.5 million to £48.5 million. This meant that, with the addition of expenditure on sites, professional fees and equipment, the total

* *British Business Schools* British Institute of Management, 5s. 0d.

† *British Business Schools: The Cost*, British Institute of Management, free to members.

‡ *National Incomes Commission Report No. 3, Remuneration of Academic Staff in Universities and Colleges of Advanced Technology*, Cmd. 2317, H.M.S.O., 7s 0d.

capital commitment in respect of building started in 1964 would be about £70 million. A subsequent announcement on the 14th May converted a £33.5 million programme of building starts in 1965 into a £54.5 million programme of projects to be started in the period beginning 1st January 1965 and ending 31st March 1966. This would have the advantage for the future of putting university capital programmes on the basis of financial years like other educational, and most other public, investment.

30. Provision having thus been made for expansion up to 1967-68, consideration was then given to the capital investment required for university development on towards 1973-74. On 2nd September it was announced that the Government were proposing to allocate building starts of £83 million for the three years 1966-67, 1967-68 and 1968-69. Of this total, £33 million would be released in the first year, £25 million in the second and £25 million in the third year. The figures for the second and third years were provisional, and all three figures included provision for the colleges of advanced technology and the two Scottish central institutions which were due to achieve university status.

d. PUBLICATIONS

31. Reference has already been made to a number of publications relating to universities published during 1964: the University Grants Committee's quinquennial report *University Development 1957-1962**; *British Business Schools: The Cost*; and the National Incomes Commission's report on *The Remuneration of Academic Staff in Universities and Colleges of Advanced Technology†*. In September, the University Grants Committee published their annual statistical *Returns from Universities and University Colleges in Receipt of Exchequer Grant: Academic Year 1962-63.‡*

32. In October, there were published ten more volumes of Appendices to the Report of the Committee on Higher Education under the chairmanship of Lord Robbins. These comprised seven volumes of evidence, together with Appendices Two and Five—the former in two volumes. *Appendix Two* dealt with the subject of students and their education, and gave a detailed picture of British higher educational life in 1962. The Appendix was based upon material (not normally available from routine annual statistics) that had been obtained by the Committee during the preparation of their main report published in October 1963.

33. *Appendix Five* brought together for the first time in one volume a comparative study, including comparative statistics, on higher education in 11 of the most important and highly developed countries of the world. This Appendix established that, although a smaller proportion of British youth enters universities and other institutions of higher education than in some other countries the Committee considered, a higher proportion obtain a qualification—and normally obtain it within the expected three or four years. The Appendix also showed other respects in which higher education in Great Britain differs from that in other countries: namely, in the student selection exercised by British universities, the low rate of wastage, the very

* *University Development 1957-1962*, Cmnd. 2267, H.M.S.O., 15s. 0d.

† *National Incomes Commission Report No. 3: Remuneration of Academic Staff in Universities and Colleges of Advanced Technology*, Cmnd. 2317, H.M.S.O., 7s. 0d.

‡ *Returns from Universities and University Colleges in Receipt of Exchequer Grant: Academic Year 1962-63*, Cmnd. 2456, H.M.S.O., 5s. 6d.

favourable ratio of staff to students, and the high degree of residential facilities and financial assistance afforded. Whilst in terms of annual public recurrent expenditure per student British higher education is more costly than most, it is relatively more economical in terms of total expenditure per graduate, because of the lower wastage and shorter, more concentrated courses of study.

34. Reports of two independent enquiries were published during the year for the U.G.C. In 1961, at the suggestion of the University Grants Committee and with the approval of the Committee of Vice-Chancellors and Principals, Nuffield College agreed to undertake and finance an enquiry under Lord Heyworth into the scope, purpose, constitution and organisation of *University Appointments Boards*. The report of Lord Heyworth* was published in June for the University Grants Committee without commitment in order to secure wide public discussion of the issues raised and of the recommendations.

35. The second report published during 1964 was the *Report of the Committee on University Teaching Methods*† under the chairmanship of Sir Edward Hale who was appointed in 1961 by the U.G.C. "to make a comparative study of undergraduate teaching methods and practices current in the universities and colleges of Great Britain in the fields of arts and pure and applied science". As stated in its foreword, the report started from the standpoint that the main object of an undergraduate course should be the development of a student's capacity to think for himself and to work on his own. From that point of view it examined the effect on undergraduate education not only of the various teaching methods in use but also of the setting in which that teaching was given and of the examinations to which it led. This report was also published as a basis for further study and discussion in the universities and elsewhere.

* *University Appointments Boards: A Report by the Rt. Hon. The Lord Heyworth*, H.M.S.O., 12s. 6d.

† *Report of the Committee on University Teaching Methods*, H.M.S.O., 10s. 0d.

SECTION IV

WALES AND MONMOUTHSHIRE

Introduction

1. This section deals with specifically Welsh matters ; it should, however, be considered with the chapters dealing with England and Wales as a whole, which it follows in sequence of topics. After recording various administrative developments it describes first the schools and then the establishments of further education.

a. ADMINISTRATION AND ADVICE

2. When the Ministry of Education became the Department of Education and Science, the Welsh Department of the Ministry was renamed the Education Office for Wales and its Permanent Secretary became the Secretary for Welsh Education. It is worthy of note that, whilst the Ministry of Education had a comparatively short life of 20 years, the title "Welsh Department" had been used continuously since the establishment in 1907 of a separate organisation within the then Board of Education for "the better administration of primary, secondary and technical education in Wales and Monmouthshire".

Central Advisory Council (Wales)

3. The report of the Central Advisory Council for Education (Wales) under the chairmanship of Professor F. Llewellyn-Jones, on its enquiry into "the place of mathematics and science in a balanced system of education in Wales" was presented to the Secretary of State and will be published early in 1965.

4. The council was reconstituted in April under the chairmanship of Professor C. E. Gittins of the University College of Swansea. The Council's new enquiry is "to consider primary education in all its aspects and the transition to secondary education". Its terms of reference are, for the first time, the same as those of the Central Advisory Council for England. The Welsh Council met for the first time in May and again in September.

5. Much of the council's work will be done in the initial stages of the enquiry by working parties which will study various topics within the terms of reference. Two such working parties were established at the outset. One was concerned with the Welsh language in the schools of Wales and the other with the supply, training and deployment of teachers and others as they affected primary education in Wales. The first working party met six times and the second four times during the year. A third working party concentrating on the curriculum and organisation of the primary school was established later in the year. Various educational and other bodies and associations, local education authorities, teachers' organisations and individuals have been asked for evidence on all aspects of primary education.

6. The terms of reference given to the council from time to time have been framed to take account of the peculiar needs of the Welsh educational system. The first report, presented to the Minister in 1947, reviewed the field of secondary education and recommended that Welsh secondary schools

should either be multi-lateral or be organised on a grammar/technical or modern/technical pattern. The report on county colleges was published in 1949 and was followed in 1952 by a report on the place of the Welsh and English languages in the schools of Wales. It examined in detail the number and distribution of Welsh speaking children, educational methods to ensure the preservation of the Welsh language, the maintenance of a flow of suitably qualified teachers able to instruct through the medium of Welsh and the part which both English and Welsh should play in the curricula of the schools. The document aroused much interest not only in Wales but also in other countries which were faced with the problems associated with bi-lingualism.

7. In following years the council gave its views on the place of the arts in the schools of Wales with reports on Music (1953), Drama (1954) and Arts and Crafts (1955). Thereafter the council looked in some detail into the pattern of education in four selected areas of rural Wales and at specific establishments where the curriculum was adapted to meet the needs of an agricultural community. In its report (1958) the council recommended that primary schools of 40 to 50 were preferable to several schools each with less than 20 on roll but that, when a village school was closed, the premises should be retained as a social centre if no other provision existed. In the case of secondary schools the council recommended that when a two-form entry grammar school could not be sustained, a small comprehensive school should be established, and stressed the need for more extensive facilities for further education in rural areas. In its report on technical education in Wales (1961) the council recommended *inter alia* that craft apprentices should be a national responsibility and advanced courses should be rationalised.

Activities and developments in Wales during the year

8. A total of 30,896 candidates from 306 schools or centres entered for the G.C.E. examination of the Welsh Joint Education Committee in the summer (28,829 in 1963)—an increase of 7.2 per cent. 25,252 candidates offered subjects at "O" level only and 5,644 candidates at least one subject at "A" level. The examinations for part-time students in technical institutions were taken by 14,621 candidates from 68 institutions (14,302 and 68 in 1963).

9. In preparation for the new C.S.E. of the W.J.E.C., 13 subject panels produced syllabuses and specimen question papers in 27 subjects. Preliminary indications were that over 200 schools in Wales and Monmouthshire would be likely to take part in the examination in June, 1965; 16 of them asked for certain question papers to be provided in Welsh, and it was anticipated that about half a dozen schools would be examined on their own syllabuses.

10. In co-operation with H.M. Inspectorate, the W.J.E.C. ran three one-day conferences at the technical colleges at Treforest, Swansea and Wrexham in February, which were attended by a total of 116 teachers. The topics dealt with included a review of the first year of operation of the General Course in Engineering and the teaching of engineering drawing in O.N.C. Courses in Engineering.

11. In June the W.J.E.C. in conjunction with H.M. Inspectorate of Schools, and H.M. Inspectorate of Factories, organised three regional one-day conferences on safety precautions and accident prevention in technical

colleges. The conferences were held at the Flintshire Technical College, the Swansea College of Technology and the Newport and Monmouthshire College of Technology, and were attended by principals, heads of departments and senior lecturers of technical colleges. There was a total attendance of 126 at the three conferences.

12. The 1964 course of the National Youth Orchestra of Wales held at the Swansea and the City of Cardiff Training Colleges from 24th July to 11th August was attended by 154 students of whom 117 formed the main concert orchestra. Concerts were given at the Royal National Eisteddfod of Wales at Swansea and at five other centres in South Wales.

13. The annual one-week course organised by the W.J.E.C. for sixth-form pupils studying Welsh at "A" level was held at Cilgwyn, Newcastle Emlyn, in April; 64 pupils attended the course. The special course in Welsh studies for pupils who were not taking Welsh at "A" level was held at Glynllifon, Caernarvonshire, in July, and was attended by 44 pupils.

14. The W.J.E.C.'s Welsh Books Scheme was continued during the year. Projected expenditure on Welsh books by local education authorities was £27,500 whilst actual expenditure was £28,300. The Publications Advisory Panel continued its work of assessing the suitability of manuscripts of books for schools whilst progress reports of the panels which are preparing textbooks and graded readers in scripture knowledge, geography and history, indicated that manuscripts in those subjects were nearing completion.

15. During the year the W.J.E.C. gave special attention to the training of part-time youth leaders. Eight training agencies were established; conferences of training officers were called and a "Training the Trainer" course was provided in conjunction with the Faculty of Education at the University College of North Wales, Bangor.

16. Welsh Local Education Authorities agreed to the establishment of a short-term residential college for adults in South Wales and at the end of the year, the W.J.E.C. on their behalf were considering the provision of a new building on a suitable site in South Wales.

17. Various schemes for use in infant and junior schools in Caernarvonshire were prepared or were in the course of preparation by a teachers' panel. One was an adaptation for first-year juniors of a scheme of quick translation prepared for adult classes by the University College of Wales, Aberystwyth, and designed to give students as large a vocabulary and sentence pattern as possible in as short a time as possible. The scheme was tested in 14 schools in the county against a system involving the use of cuisenaire rods, and specially prepared charts. Further developments will follow an analysis of the results of the two schemes.

18. The Monmouthshire education authority established a cultural link with the Idlewild Arts Foundation. This is a foundation for liberal studies, especially music, which is sponsored by the University of South California. The Idlewild Orchestra came to Great Britain at Easter and spent much of its time in the county. In addition to giving performances on its own, the Orchestra which consisted of 75 players aged 13 to 21 also joined in concerts with the Monmouthshire Youth Orchestra. The Foundation, in association

with the education authority, established a scholarship to enable the county's most promising musicians to go to Idlewild each summer to take part in a programme of musical courses there. Two Monmouthshire students took advantage of the scheme in the summer.

19. The Montgomeryshire Youth Orchestra and Girls' Choir visited the Baden-Württemberg province of Germany in April at the invitation of the Landesjugendring and gave five concerts. The West German Ministry of Culture officially recognised the tour and made a grant towards the party's costs. Later in the year 30 young Germans from the province were provided with an English language course at Welshpool. The cost was met by the Education Interchange Council (Incorporated).

20. The Montgomeryshire education authority also took part in an experiment whereby children from Anglicised areas who were learning Welsh were enabled to spend some time in a school with a purely Welsh atmosphere. As a result a party of children from Welshpool spent several days in a Welsh school in Merionethshire. The county hope to extend the scope of the scheme over the next few years.

b. THE SCHOOLS

School population

21. The number of pupils in primary and secondary schools maintained by local education authorities in Wales was 445,399 in January 1964 (439,350 in 1963), the first rise since 1960. 20,851 were under five and 179,436 were in secondary schools (20,142 and 175,577 in 1963). There were 2,833 in senior classes in all-age schools, a decrease of 1,099, and 1,789 pupils in the four direct grant grammar schools (1,811 in 1963); 14,421 pupils were in independent schools.

Provision of new schools

22. The major building programme for Wales for 1964-65 included nine primary and 19 secondary school projects at a total cost of £3.56 million. They will provide 1,890 primary and 7,715 secondary places. The allocation for 1965-66 was £5.1 million. During the year ended 31st March 1964, work valued at just over £2.6 million was started. During the remaining nine months of the year under review work was started on three primary and 13 secondary school projects costing about £2.9 million. At the end of the year major primary and secondary projects to the value of £5.5 million were under consideration; they were designed to provide 1,120 primary and 12,775 secondary places. 17,315 new places were taken into use during the year, making a total of 190,925 new places provided in Wales since the end of the war.

Educational Building Programmes

23. The Consortium of Local Authorities in Wales (C.L.A.W.) published its second annual report in September. This showed that the savings effected by the consortium in 1963-64, by placing bulk tenders for standardised components, were estimated to be approximately £20,000 for a building programme of nearly £5½ million, over 70 per cent of which was for educational building. In addition the use of uniform documents and procedures had meant an estimated saving of approximately £10,000 each year in office time.

The consortium's programme for 1964-65 is just over £5 million, and, although the savings cannot be accurately assessed until the total value of orders placed is known, it is thought that they will compare favourably with 1963-64. The prices on consortium tenders for 1964-65 showed an increase of 3½ per cent over 1963-64 but it is estimated that the average of cost increases generally within the building industry for similar components was nearer 5 per cent. This suggested that bulk tendering methods had partly neutralised annual increases in costs.

24. During 1965 consideration will be given to the introduction of dimensional co-ordination into the consortium's planning so that by uniformity in the design of room width and height greater use can be made of standardised prefabricated components. Research will also be carried out into such aspects as preliminaries, foundations, engineering services and playing fields, all of which have a high cost element in relation to the total cost of most contracts.

Closure of schools

25. During the year 27 schools including eight voluntary schools were closed; 16 were in rural areas. Twelve schools were closed because of low numbers, 11 on the opening of new schools, one because of the poor condition of the school premises and three because of reorganisation.

Supply of teachers

26. In January 1964 there were 19,385 teachers in maintained (excluding nursery and special) schools (19,258 in 1963). The average number of pupils per full-time teacher was 23.0 (22.8 in 1963): the ratio in England was 25.2. The staffing of schools maintained by local education authorities thus continued to be appreciably better than that of schools in England.

Voluntary schools

27. At the end of the year there were 420 voluntary schools in existence, 160 were aided and 260 controlled.

28. Maintenance contributions under Section 102 of the Education Act 1944 amounted to £27,276. Instalments of grant towards the cost of transferred and substituted schools totalled £55,676, and for schools for displaced pupils, £47,773. Grants of £267,944 were paid under Section 1 (2) of the Education Act, 1959 towards the cost of aided secondary school provision to match primary school provision. Roman Catholic schools received £363,673 and Church in Wales schools £34,996.

Handicapped pupils

29. Reference was made in last year's report to discussions which had taken place about the future of the residential special school for the deaf maintained by the Welsh Joint Education Committee at Llandrindod Wells. As a result of a further reappraisal of the situation which indicated a continuing decline of numbers, it was agreed that ultimately provision for deaf children in Wales seemed unlikely to be needed for more than 60 to 70. The committee, therefore, decided to dispose of one of the two converted hotel buildings accommodating the school, and to concentrate the school within the other. The Secretary of State accepted the proposal subject to certain

conditions of which the most important was that the committee should take early steps to prepare a scheme for rehousing the school in purpose-built accommodation.

30. A new boarding special school at Bridgend catering for 100 educationally sub-normal girls, aged 8 to 16, was opened by the Glamorgan Education Authority in April. Later in the year work to improve and extend the Gabalfa School in Cardiff for senior educationally sub-normal boys was completed.

Independent schools

31. One fresh application for registration under the provisions of Part III of the Education Act 1944, was received. The school remained provisionally registered at the end of the year. The school which was under consideration for final registration at the end of 1963 was so registered. Two finally registered schools were closed, and one was recognised as efficient.

32. At the end of December there were 47 schools finally registered under the Act.

Reorganisation of secondary education

33. Many local education authorities were reviewing the organisation of their secondary schools during the year with a view to ending selection tests for pupils. Various forms of comprehensive school organisation were being examined in the light of the needs of particular areas and the availability and suitability of existing school buildings.

c. FURTHER EDUCATION

34. There were at the end of the year over 1,500 further education establishments maintained by Welsh local education authorities. They catered for about 150,000 students of whom about three-quarters attended classes in the evenings only. The remaining 25 per cent were whole-time students either attending continuous courses of study or alternating between periods in industry and in college, or part-time students attending courses usually for one whole day and one or two evenings a week. Nearly 29,000 part-time day students enrolled in Welsh establishments for further education in the autumn of 1963, practically the same figure as in the previous year, but it is in this field that the most spectacular advances in further education in Wales can be expected in the next few years following the passing of the Industrial Training Act to which reference is made elsewhere in this Report. So far as the education service is concerned Wales is represented on the Central Training Council, and also on the Training Board for the Construction Industry, and on two of its committees. The Welsh Committee of the Central Training Council was established in the autumn to look after the special interests of the Principality.

35. Three new colleges of further education were opened in the autumn. In the North the Llandrillo Technical College maintained by the Caernarvonshire and Denbighshire local education authorities replaced the Colwyn Bay Technical Institute and the Hotel and Catering school at Llandudno. The new college's buildings were provided at a cost of over £300,000. In

Aberystwyth, the College of Librarianship, the first in Wales, admitted its first students, whilst the Breconshire education authority opened its first major establishment of further education at Penlan, Brecon.

36. The Welsh College of Advanced Technology will come under the aegis of the University Grants Committee on 1st April, 1965. At the end of the year the future academic pattern of the College was being considered by the Governors in conjunction with the academic advisory committee set up for the purpose. The number of full-time students in the College attending advanced courses increased to 901 in the autumn of 1963 (853 in 1962).

Agricultural Education

37. The number of male students commencing full-time courses in agricultural education in the autumn of 1963 (the last year for which full figures were available) at the five Welsh farm institutes was 156 (127 in 1962). There were, however, still nearly 40 vacancies in the institutes and during the year the Welsh Joint Education Committee continued its investigation into the future needs of the Principality in regard to full-time courses below degree level.

Art Education

38. The Cardiff College of Art received recognition from the National Council for Diplomas in Art and Design to offer in September courses leading to the Diploma in Art and Design (Dip. A.D.) in the area of Fine Art. It thus became the second college in Wales to receive such recognition, the other being the Newport College of Art. Both colleges will be able to nominate one student each to receive the Queen's Award for Students of Art and Design, details of which were announced late in the year.

39. The further education programme for 1964-65 contained 9 projects costing £884,000. It included a new College of Further Education at Dolgellau, and the second instalment of a new technical college at Cardiff; the remaining projects were for the improvement of facilities at existing establishments. At the end of the year work was being carried out on projects valued at £2.25 million. Fourteen projects were completed during the year at a cost of approximately £760,000.

Adult Education

40. Grants amounting to £85,385 for the academic session 1963-64 (£73,175 in 1962-63) were made to the seven responsible bodies providing courses of liberal adult education in Wales. The grants took account not only of the salary award to university teachers in April, but also the increased number of part-time tutors and the additional full-time post in Welsh literature in the extra-mural department at the University College of Swansea, to which reference was made in last year's report. The responsible bodies were informed, however, that for 1964-65 the Department would be unable to provide increased grant for additional full-time tutors or for the expansion of work by part-time tutors.

41. In the 1963-64 session numbers reached a high level. The extra-mural department at Swansea reported an increase of 50 per cent over the past four years alone, whilst the number of courses conducted by, and students enrolled at, the University College of South Wales and Monmouthshire were the highest on record.

42. There were discussions during the year between the Department and Coleg Harlech to settle the college's development plan. The Department agreed to pay grant amounting to half the cost of providing and equipping a new residential wing for 100 students, together with a dining hall and some staff accommodation, and that a start could be made on the work in 1966-67. The college joined with the four residential colleges in England in a joint appeal for funds in order to raise its own share of the cost. It was recognised that each college had special interests which gave it greater, and possibly a prior, claim, to certain sources of aid. This was particularly true in the case of Coleg Harlech. Many local authorities, as well as trade unions, made generous gifts, and the special place which the college holds in public esteem in Wales was clearly demonstrated. 96 students enrolled for the 1963-64 session of which 53 came from Wales and 33 from England. The remainder came mainly from the newly independent African countries.

43. Under the Physical Training and Recreation Act, 1937, 18 offers of grant amounting to £43,259 were made during the year towards the cost of community centres and village halls, and 24 offers, totalling £47,681 towards playing fields. Four grants, amounting to £1,850, were made to Welsh national voluntary organisations.

Youth Service

44. Since the publication in 1960 of the Albemarle Report on the Youth Service, building programmes to a total value of £1.415 million for youth clubs, and £80,600 for youth sports projects have been approved. These covered work on 59 new local education authority clubs, 38 new voluntary, clubs, improvements to 48 existing clubs and 17 youth sports projects. In the same period assistance was given towards projects of a national or regional character provided by voluntary organisations as follows:—

Welsh League of Youth (Glanllyn).

Y.M.C.A. (Coleg y Fro, Rhoose).

Boys' Clubs of Wales (St. Athan's Boys' Village).

The Methodist Youth Council (Fairbourne Residential Centre) and Youth Hostels Association projects.

45. The building programme for 1965-66 was announced in April, and totalled £300,000 (£282,000 for 1964-65). A proportion of the programme was again allocated specifically to projects designed to provide facilities for sport, and three local education authority projects costing £31,500, and one for a voluntary organisation at £11,100 were included. Twelve local education authorities' proposals for general youth clubs at a cost of £204,980, and six for voluntary organisations at a cost of £49,646 completed the programme.

46. During the year, 28 offers of grant totalling £51,205 were made under the Social and Physical Training Grant Regulations, 1939, towards the provision of premises and equipment for youth clubs provided by voluntary organisations and offers of grant totalling £19,050 were made to Welsh national voluntary youth organisations.

Training of Teachers

47. The eight Welsh general colleges of education were engaged during the year in the preparation and implementation of schemes for the further increase in student numbers, of which details were given in last year's

Report. They included the proposal of the City of Cardiff College of Education to increase its student population to 970 to which approval was given early in the new year. Replies from those Welsh colleges willing to increase their proportion of men entering upon non-graduate courses of initial training were being considered at the end of the year.

48. In the summer a total of 1,073 students from training colleges were presented for first examination at the University of Wales School of Education, and 1,044 (97.3 per cent) passed. Including graduates undertaking a year's course of professional training at the four university Departments of Education, and students at the two Colleges of Art, a total of 1,637 students (1,425 in 1963) successfully completed their courses of training, and were recommended to the Department for recognition as qualified teachers. The figures included 47 from the two Colleges of Art, and 494 from the University Training Departments.

49. Four supplementary courses were offered in Wales during the 1963-64 session. They were attended by 69 students; 17 enrolled for arts and crafts, 7 for a revived course in mathematics, 26 for physical education for men and 25 for the course in teaching handicapped pupils. The course in music formerly offered by the University College, Cardiff, was discontinued because of lack of support.

50. The number of short refresher courses, lectures and conferences for serving teachers organised by the collegiate faculties was 127 in 1963-64 (123 in 1962-63).

51. The University Faculty of Education reviewed the situation in Wales in regard to the availability of suitable teaching practice facilities. The Faculty concluded that with careful planning, sympathetic co-operation from all concerned and by using schools hitherto regarded as being somewhat inaccessible, needs could be covered in 1964-65 and probably in 1965-66. It was clear, however, that new methods would probably have to be devised to cope with the situation arising from the further expansion of the colleges by 1970.

52. In 1958 the University of Wales Education Board approved a suggestion that the Cardiff education authority should train a small number of specialist teachers of speech and drama by means of a two-year course at the Cardiff College of Music and Drama, followed by a one-year course at a designated training college. The then City of Cardiff Training College agreed to provide the third year of the suggested course, and by the summer of 1963, fifteen students had successfully completed the combined course. The arrangement was reviewed during the year, and in the light of the satisfactory results achieved during the first three years of the scheme's operation, the University Faculty of Education concluded that it ought to continue for a further period but that the limitation of recruitment to six students annually should no longer be imposed though the number of students should not exceed 12 per annum. The matter will be reviewed again during the 1966-67 session.

SECTION V

FINANCE AND GENERAL

Introduction

1. In this final section are gathered together all the matters which are common in various ways to the whole education service. Under finance, an account is given of public expenditure, developments in respect of teachers' salaries and superannuation, grants to students, and educational building. Secondly, there is a general heading under which appear notes on research, audio-visual aids, statistics, automatic data processing, and information. In conclusion, a review of the international field deals at some length with the third Commonwealth Education Conference, notes other educational and cultural contacts, and gives some details of international service by teachers.

1. Finance

a. PUBLIC EXPENDITURE

2. In 1963-64 public expenditure on education in Great Britain was over £1,320 million, compared with less than £470 million ten years earlier. The main items were as follows:—

TABLE 17. *Summary of public authorities' educational expenditure*

£ million

					Current	Capital	Total
<i>England and Wales</i>							
Local Education Authorities ...	...	...	...	...	872.9	138.3 ⁽¹⁾	1,011.2
Ministry of Education ...	...	...	...	...	37.6	24.4	62.0
<i>Scotland</i>							
Education Authorities...	...	...	...	...	101.4	21.7 ⁽¹⁾	123.1
Education Department ...	...	...	...	...	13.8	2.1	15.9
<i>University Grants Committee</i>							
In England and Wales ...	...	...	...	...	59.0	34.7	93.7
In Scotland ...	...	...	...	...	10.4	5.0	15.4
<i>Total</i>							
England and Wales ...	...	...	...	...	969.5	197.4	1,166.9
Scotland ...	...	...	...	...	125.6	28.8	154.4
Total Great Britain ...	...	...	...	...	1,095.1	226.2	1,321.3

⁽¹⁾ From revenue and loans.

The above figures exclude expenditure of £80.2 million (£70.0 current and £10.2 capital) on school meals and milk in Great Britain.

The Department's Votes

3. Following the transfer of functions to the new Department on 1st April, a single Vote was set up for the staff of the Department incorporating the staff provision of the former Ministry of Education Vote and the whole of the Vote for the Office of the Lord President and Minister for Science.

The remainder of the former Ministry of Education Vote was divided into two Votes, namely Education: Departmental (England and Wales) and Awards to Students. These new Votes are included in the 1964-65 column of the following table together with the Vote for Universities and Colleges, etc. Great Britain. The first four items in the 1963-64 column correspond to the former Ministry of Education Vote.

TABLE 18. *Expenditure and receipts*

Expenditure	£m.		Remarks
	1963-64 (gross)	1964-65 (gross estimate)	
1. Administration	4.0	4.6	
2. Grants to Local Education Authorities	70.6	76.0	Mainly school meals and milk
3. Grants to other bodies	54.7	65.2	Includes loans to voluntary schools
4. University Awards	4.2	3.4	
5. Universities and Colleges ...	110.1	143.7	
6. Teachers' Superannuation ...	42.4	48.2	
7. Science Museum and Victoria and Albert Museum	1.0	1.1	
	287.0	342.2	
8. Receipts	54.6	56.9	Mainly superannuation contributions from teachers and employers

4. The provision for school meals was increased for 1964-65 to meet higher expenditure on buildings and equipment, additional ancillary help for teachers, increased salaries and wages, and a bigger demand for school dinners from a rising school population. Grants to other bodies were increased to include an additional £4 million for further education, most of which was for the colleges of advanced technology, and nearly £4 million more for the training of teachers.

Expenditure by Local Education Authorities

5. In the financial year 1963-64 local education authorities' expenditure on education services, other than school meals and milk, increased to £892 million compared with £809 million in the previous year. Although attributable in part to rises in costs, this increase of £83 million (10.3 per cent) was due in large measure to increased demand and to further expansion of the service. The major increases occurred in the training of teachers, in awards to students at universities and further education colleges (both 22 per cent) and in the provision of further education (16 per cent). The cost of primary and secondary schools, including increases in teachers' salaries which came into operation in April 1963, rose by 7 per cent and there was an increase of 19 per cent in the cost of the maintenance allowances payable

to children remaining at school beyond the compulsory school age. An increase of 11 per cent in loan charges reflected further progress in the provision of new or improved educational buildings and equipment.

6. The local authorities receive Exchequer assistance towards this expenditure through the general grant paid by the Ministry of Housing and Local Government under the Local Government Act, 1958. The general grant for 1963-64 was based on estimates of local authority expenditure which included £891 million for education after allowing for increases in costs which had become apparent by the autumn of 1963. The comparable figure for 1964-65 was £937 million but, following negotiations between the local authorities and the government departments concerned in the autumn of 1964, this figure was increased to £944 million to take account of further rises in costs and of pay awards for certain members of the local authorities' staffs.

7. At negotiations with the local authorities in the autumn it was agreed that the estimated expenditure on education to be taken into account in determining the level of general grant for 1965-66 and 1966-67 should be £1,023 million and £1,081 million, respectively.

Inter-Authority Payments

8. Prior to 1964 there were two separate local authority committees advising on recoupment, one dealing with payments for primary and secondary education under Section 6 of the Education (Miscellaneous Provisions) Act, 1948 and the other with payments for further education under Section 7 of the Education (Miscellaneous Provisions) Act, 1953. Although having different chairmen, provided by the Ministry of Education, the committees had consisted of almost the same representatives of the local authority associations. The two committees were, by common consent, amalgamated under one chairman (the Department's Accountant General) and met in July 1964 in their new form.

9. The table shows the cost per pupil recommended as the basis for adjustment in respect of school pupils living in one area and educated in another.

TABLE 19. *Costs per pupil*

					Financial Year			
					1961-62 £	1962-63 £	1963-64 £	1964-65 £
Primary pupil	...	...	...	...	59	65	70	71
Secondary pupil aged	under 15	...	...	...	92	104	107	—
"	"	"	15 or over	...	161	181	188	—
"	"	"	under 16	...	—	—	—	121
"	"	"	16 or over	...	—	—	—	242

NOTE. For 1964-65 the point of division for secondary school pupils was changed from 15 to 16. In recommending this change the Committee noted that under the Education Act, 1962, the age of 15 no longer corresponded with the age of compulsory school attendance. They considered, too, that division at age 16 most nearly reflected the increase in the cost of educating a secondary school pupil when he commenced sixth form work.

10. The Committee also recommended increases in the recoupment payments for further education as in the following table.

TABLE 20. *Costs per student hour*

					Academic Year		
					1961-62	1962-63	1963-64
<i>Technical and Art Colleges</i>							
School level work	...	...	...	...	3s. 5d.	4s. 3d.	4s. 6d.
Intermediate level work	...	...	...	...	5s. 2d.	5s. 7d.	5s. 10d.
University level work	...	...	...	...	7s. 4d.	10s. 6d.	11s. 0d.
<i>Farm Institutes</i>							
Boarding	...	...	...	...	£160 per year	£160 per year	£166 per year
Tuition (a)	...	...	...	...	£300 per year	£340 per year	£356 per year
or (b)	...	...	...	...	4s. 7d.	5s. 3d.	5s. 6d.

11. Section 7(1) of the Education (Miscellaneous Provisions) Act, 1953 prescribes that where an authority provides further education for persons not belonging to their area, they should be entitled to recoupment from the sending authority "of the prescribed fraction, or (if it is so prescribed) the whole of the amount of the cost to the providing authority of the provision". Regulation 3(1) of the Local Education Authorities Recoupment (Further Education) Regulations, 1954 prescribed a fraction of seven-eighths for inter-authorities recoupment. As a result of representations made to him the Secretary of State reviewed this arrangement in 1964 and decided that the Recoupment Regulations should be amended to provide for these payments to be made at a rate of 100 per cent as from the beginning of the summer term 1965, thus bringing recoupment in the sphere of further education into line with recoupment elsewhere in the education service.

Cost Investigation Unit

12. The unit engaged in a number of investigations into various educational establishments of different types including one very large and complex residential school for epileptic children. Recommendations and suggestions which would result in increased efficiency and better use of resources were made in a number of cases. Preliminary arrangements have been made for studies to be made into the costs of running agricultural institutes maintained by local education authorities and schools for maladjusted children controlled by various voluntary bodies.

13. During the year, at the request of the Pilkington Committee, the Department commissioned a research study to be carried out by the Institute of Municipal Treasurers and Accountants into the use of costing and other financial techniques in establishments of further education as aids to the most effective and economical use of the resources available. The Director of the Unit was appointed a member of the steering committee established by the Institute to supervise and direct the study.

14. The number of ad hoc enquiries that have been received from various sources for assistance and advice on the organisation and administration of schools and colleges indicates not only the need for a unit of this type but also the increasing attention that is being given by school and college authorities to the problem of achieving increased efficiency and greater value for money in the organisation and management of these establishments.

Negotiating Machinery

15. On the 3rd March, following discussions with representatives of teachers' organisations and of local authority associations referred to in the 1963 Report*, the then Minister suggested that the future machinery should provide for negotiations between a teachers' side and a management side on which the Minister would be represented; settlements reached by agreement in such negotiations to be put into effect by Ministerial Order; independent arbitration in the event of disagreement; and for settlements reached as a result of reference to arbitration to be given effect by Order unless weighty reasons of public policy required the Minister to act otherwise. In the following months further talks took place both individually and collectively with the constituent associations to consider these propositions resulting in the Remuneration of Teachers Bill which received its First Reading on the 11th November and was still before Parliament at the end of the year.

16. The Bill for the first time made provision for the representation of the Secretary of State on the management sides of the committees charged with considering teachers' pay, and for arbitration in the event of disagreement. The Act also gave power to give retrospective effect to salary improvements.

Widows' Pensions

17. The 1963 Report† mentioned the Minister's acceptance of a recommendation made by a working party appointed by the local authorities' and teachers' associations; it asked him to set up an official working party to prepare a detailed scheme of pensions for the widows and other dependants of teachers in England and Wales on the lines of a scheme previously suggested in Scotland. The working party was formally appointed by Sir Edward Boyle in March. It comprised representatives of the Department, the Government Actuary's Department, the local authority associations, the London County Council and the teachers' organisations. Its terms of reference required it to prepare, in the light of the report of the earlier local authorities' and teachers' working party, a scheme or schemes of pensions for widows, widowers, children and other dependants of teachers in England and Wales for consideration, without commitment, by the Minister and the other bodies represented on the working party. By the end of the year, the working party had held five meetings and had reached an advanced stage in the preparation of its report.

Statutory Instruments

18. During the year, a number of statutory instruments were made concerned with financial detail and accounting. In June, the Secretary of State made the *Teachers' Superannuation Amending Rules, 1964*‡, and the *Teachers' Superannuation (National Service) Amending Rules, 1964*§, to provide for the charging of interest on employers' superannuation contributions belatedly paid in respect of teachers in pensionable service and those on national service which can be reckoned as pensionable teaching

* Chapter IX, paragraph 17.

† Chapter IX, paragraph 24.

‡ S.I. 1964/934, H.M.S.O., 3d.

§ S.I. 1964/935, H.M.S.O., 3d.

service. In June also the Treasury made the *Teachers' Superannuation (Accounts) Regulations, 1964**, the purpose of which was to prescribe a revised form of account of revenue and expenditure required to be kept under Section 15 of the Teachers (Superannuation) Act, 1925. The *Teachers' Superannuation (Accounts) (Non-grant-aided Schools) Regulations, 1964†*, were made at the same time to effect corresponding changes in the form of the account to be kept under the Scheme for independent schools made under Section 21(1)(a) of the 1925 Act.

19. Rapid social and technological changes in recent years have emphasised the importance of mobility of labour, and made it necessary constantly to extend the areas of public employments to and from which teachers can move without loss of pension rights. At the end of the year, agreement had been reached by all the interests concerned on draft statutory rules designed mainly to bring within the existing arrangements for interchange of pension rights certain public bodies not previously included, i.e. the Commonwealth War Graves Commission, the Crown Agents for Overseas Governments and Administrations, the Independent Television Authority, the Central After-Care Association (England and Wales), the National Association of Discharged Prisoners' Aid Societies, the Metropolitan Water Board, the National Industrial Fuel Efficiency Service, the Agricultural Research Council, the Hull Telephone Undertaking and the Commonwealth Institute.

Sundry Creditors

20. Every certificated teacher who was in "recorded service" under the Elementary School Teachers (Superannuation) Act, 1898, was required to pay a small annual flat-rate contribution towards a deferred annuity payable from the age of 65. Although the Deferred Annuity Fund itself ceased to exist on 1st April 1919, the teachers who had contributed to it remained entitled, if they survived to age 65, to the annuity which their contributions had purchased. The latest date from which a deferred annuity could be payable was 16th July 1964, and on that day some 31,000 individual awards had not been claimed. Of the teachers concerned, it was estimated that about 9,000 were still living, the majority of them quite unaware that they were, in effect, creditors of the Department for sums ranging from a few shillings to, in some exceptional cases, hundreds of pounds. The Department goes to considerable lengths in its attempts to trace these "missing" annuitants, many of whom have been out of teaching service altogether for half a century or more. In November 1962, the matter was given nation-wide press and radio publicity with the result that, by the end of 1964, 2,500 enquiries had been received by the Pensions Branch from teachers and former teachers in this country and from places as far afield as the U.S.A., East Africa and Australia. 1,200 of these claims and enquiries led directly to the award of annuities, often with retrospective effect and with the full benefits of the Pensions (Increase) Acts. In a few cases it was found that, while the claimant was not eligible for an annuity, there were nevertheless ordinary superannuation contributions standing to his credit which could be repaid to him once his whereabouts had become known. In this field also, but to a lesser extent, the Department stands, reluctantly, in the position of debtor.

* S.I. 1964/884, H.M.S.O., 5d.

† S.I. 1964/885, H.M.S.O., 3d.

University Teachers' Salaries

21. In March 1964 the National Incomes Commission published their report on the *Remuneration of Academic Staff in Universities and Colleges of Advanced Technology**. They had been asked to carry out a full review in the light of the need to provide for the expansion of higher education and the requirements of the universities and colleges of advanced technology in relation to other types of employment drawing on persons with similar qualifications, as well as the general considerations set forth in the White Paper on the National Incomes Commission†. They recommended substantial increases in salaries for pre-clinical and non-medical staff, an increase at the minimum for clinical staff to bring them into line with other teachers, and the termination of family allowances (subject to the preservation of rights for existing staff so long as they remained in the same grade).

The new scales recommended for non-medical staff were :

Assistant Lecturers	... ..	£1,050×75 to £1,275
Lecturers	... ..	£1,400×85 to £2,505
Readers and Senior Lecturers		Range of salaries with varying maxima up to £3,250
Professors	... ..	Minimum £3,400 ; maximum £4,750 ; average not to exceed £4,200.

22. For pre-clinical lecturers the Commission recommended a scale with a minimum of £1,400 to maxima ranging from £2,505 to £3,250, with universities free to determine individually the scales and annual increments from £100 to £120. For clinical staff the minimum for lecturers was raised to £1,400. Pre-clinical professors, readers and senior lecturers were placed on the same salary basis as non-medical staff ; and pre-clinical and non-medical professors were to be taken together for the purpose of applying the recommendation about the average not exceeding £4,200.

23. On 26th March 1964 the Government announced acceptance of the broad findings of the Commission and that in particular, after consultation with the University Grants Committee, it accepted the recommendations in respect of salary rates and allowances. Funds were provided to enable the new rates to operate, as recommended by the Commission, from 1st April 1964. Discussions were held with representatives of the colleges of advanced technology and their staff to assimilate their staff to the new university salary scales.

University Teachers' Superannuation

24. Both the Robbins Committee and the National Incomes Commission recommended that university teachers' superannuation arrangements should be revised to facilitate the freer movement of staff between universities, colleges of advanced technology and government research establishments. The U.G.C. in their quinquennial report‡ also expressed doubts about whether the universities had been right to favour the Federated Superannuation System for Universities with its individual insurance policy basis supported by

* *National Incomes Commission Report No. 3, Remuneration of Academic Staff in Universities and Colleges of Advanced Technology*, Cmd. 2317, H.M.S.O., 7s. 0d.

† *National Incomes Commission*, Cmd. 1844, H.M.S.O., 5d.

‡ *University Development 1957-1962*, Cmd. 2267, H.M.S.O., 15s. 0d.

improved supplementation payments in preference to a terminal salary scheme. The granting of university status to colleges of advanced technology, whose staff were mainly subject to the Teachers' Superannuation Acts, created further difficulties.

25. The time was therefore ripe for a comprehensive review of university teachers' superannuation arrangements. On 28th September 1964, the Department announced that, in conjunction with the Federated Superannuation System for Universities, the institutions, staff associations and government departments concerned, a working party had been established under the chairmanship of Sir George Maddex, a former President of the Institute of Actuaries, to "review the superannuation arrangements for university teachers in the light of developments and decisions since the Hale Report* ; and to make recommendations to those concerned for any changes that appeared desirable".

c. GRANTS TO STUDENTS

Local Education Authority Awards

26. The review of the *University and Other Awards Regulations 1962*†, begun in the autumn of 1963, resulted in the making of the *University and Other Awards Amending Regulations 1964*‡, which became effective in September. Generally they made only minor amendments to the 1962 Regulations but payments to members of religious orders were increased from £30 to £150 per annum.

27 Circular 16/64, which was issued on 23rd October 1964, expanded and in some respects revised the guidance on the award system given to local education authorities in Circular 9/62, which the new Circular superseded. It also announced a further list of courses designated for the purposes of Section 1 of the Education Act, 1962.

28. *The University and Other Awards Amending Regulations, No. 2 1964*§, which became effective on 1st January 1965, empowered local education authorities to make discretionary grants in cases of hardship to dependants of award holders not automatically entitled to such grants ; and also introduced certain other minor amendments to the 1962 Regulations.

29. Consequent upon the making of the *University and Other Awards Amending Regulations 1964*, corresponding amendments were made to the grant arrangements for teacher training students and the revised arrangements were set out in Circular 15/64. These included for the first time provision for the payment of an additional maintenance grant to a student at a college of education who undertakes on the recommendation of the college a course of vacation study in the country whose language is his main subject.

Standing Advisory Committee on Grants to Students

30. The Committee, which last reviewed the standard maintenance grants for students in 1962, was asked to consider whether any changes in the standard grants should be made with effect from September 1965. In May, questionnaires about student expenditure were sent to all universities in the

* *The Superannuation of University Teachers*, H.M.S.O., 3s. 6d.

† *The University and Other Awards Regulations, 1962*, S.I. No. 1689, H.M.S.O., 1s. 0d.

‡ *The University and Other Awards Amending Regulations, 1964*, S.I. No. 1128, H.M.S.O., 5d.

§ *The University and Other Awards Amending Regulations No. 2, 1964*, S.I. No. 1980, H.M.S.O., 3d.

United Kingdom and to a representative selection of colleges of further education and colleges of education. At the end of the year the Committee was considering analyses of the replies to the questionnaires.

State Scholarships

31. G.C.E., supplemental and technical state scholarships ceased to be awarded in 1962 but 5,795 state scholars are still at universities in Great Britain. The number of students with these awards will decrease rapidly. It is expected that by 1970 all holders of state scholarships will have completed their courses. Technical state scholars reading for the Diploma in Technology now number 220. A short history of the state scholarship scheme was given in the 1963 report.*

Mature State Scholarships

32. Thirty scholarships for mature students were offered in 1964, and again all 30 were awarded. These scholarships, which are available to men and women over the age of 25 who for a variety of reasons were unable to take a university course at the normal age, are awarded for courses in liberal studies only. Applications were received from 160 men and 33 women, all of whom were able to show evidence of continued study since leaving school, either by attendance at Workers' Educational Association or university extra-mural classes, full-time residential colleges for adult education, or by correspondence courses. A bricklayer, a 'bus conductor, a wages clerk, a nursing sister, a secretary/shorthand-typist, an officer in the Royal Marines and a professional musician were among this year's successful candidates.

33. Since the scheme began in 1947, 482 mature state scholarships have been awarded, 384 to men and 98 to women. Of the 367 who have completed their courses, 328 gained honours degrees, including 34 with first class honours.

State Studentships

34. Early in the year a new category of awards for advanced study in the arts and social studies was introduced. State studentships have hitherto been awarded mainly for courses of research lasting up to three years and leading to a higher degree. The new category, called "Advanced Course State Studentships", is intended to cover advanced courses of an instructional rather than research character leading to a higher degree or post graduate diploma or certificate. Such courses are normally of one or two years' duration. At the same time the total number of state studentships was greatly increased. These arrangements were described in Circular 5/64 which also reviewed the whole field of awards made by central government departments and gave guidance to local education authorities on the areas of study for which they would retain responsibility. In particular, authorities were asked to give sympathetic consideration to students wishing to pursue professional, vocational or other courses which could be said to complete the student's qualifications for his career but for which central government awards are not available.

* *Education in 1963*, H.M.S.O., 8s. 6d.

35. The selection of students for state studentships was again the responsibility of the selection committee under the chairmanship of Dr. D. G. James, Vice-Chancellor of Southampton University. A total of 1,597 effective applications, including 81 in the field covered by the Hayter Report* (1036 and 64 in 1963), were considered, resulting in the offer of 873 awards (417 in 1963). Of the 873 awards offered, 781 were for research courses and 92 for advanced courses. Subsequently, 38 of the successful candidates were permitted to postpone their studentships for a year, mainly for work or study overseas.

36. At the end of the year the Secretary of State accepted with regret the resignation of Dr. James who had been chairman of the committee for three years and had skilfully guided its work through a period of rapid expansion. Dr. A. E. Sloman, Vice-Chancellor of the University of Essex, was appointed as his successor.

Awards to Polish Students

37. No new awards were made under the Scheme for the Education of Poles in Great Britain which virtually came to an end in 1962. A short survey of the scheme administered by the Ministry of Education was given in the 1963 report. The scheme is now working itself out and the number of awards current at the beginning of the academic year 1964-65 was 26.

* *University Grants Committee Report of the Sub-Committee on Oriental, Slavonic, East European and African Studies*, H.M.S.O., 6s. 6d.

d. EDUCATIONAL BUILDING

Building Progress

38. Some details of past and prospective building programmes are given in various parts of this Report. It is appropriate, however, to draw attention to the scale of educational building since the war. The figures are as follows:—

TABLE 21. *Value of educational building, 1946–1964*

£ million (1)

	Value of projects started		Value of projects completed		Value of work under construction at 31.12.1964
	1946 to 31.12.1963	1.1.1964 to 31.12.1964	1946 to 31.12.1963	1.1.1964 to 31.12.1964	
<i>Major projects</i>					
Primary and secondary schools	799.3	56.6	657.5	76.7	121.7
Further Education	136.4	18.2	106.5	13.8	34.1
Colleges of Advanced Technology	10.4(2)	4.3	5.8(2)	4.8	4.1
Colleges of Education ...	51.6	6.5	37.3	6.8	14.0
Special schools and school health	22.2	3.2	18.1	2.6	4.7
Total	1,019.9	88.8	825.2	104.7	178.6
<i>Other projects</i>	214.1	26.4	204.2	26.1	10.3
<i>All projects</i>	1,234.0	115.2	1,029.4	130.8	188.9

(1) Excluding site purchase, professional fees, furniture and equipment.

(2) These figures relate to the period 1st April, 1956, to 31st December, 1963, only.

The value of university building projects started between the end of the war and 31st December 1963 was £157.6m. During 1964 projects to the value of £48.5m. were started, under the normal university building programmes.

39. School building starts were high in 1964 as it was the final year of the five-year programme announced in the White Paper* of December 1958. 393 new primary and 187 secondary schools were completed during the year and 116,250 primary places and 161,970 secondary places were provided by these and other projects. A great deal of minor work was undertaken and authorities made full use of their freedom to carry out as many small-scale improvements costing under £2,000 as they wished. The further education building programme reached a very high level.

School Building Costs

40. The second of the phased increases in expenditure limits for schools† came into effect in April, when the cost per place was raised to £190 for primary schools and £338 for secondary schools.

41. In the first six months of the year the basic net cost on tender averaged £182.3 per place for new primary schools (£171.8 in 1963) and £324.6 per place for secondary schools (£303.3 in 1963). These figures

* *Secondary Education for All—A New Drive*, Cmnd. 604, H.M.S.O., 9d.

† See *Education in 1963*, Chapter X, paragraph 3.

reflected the increased cost of building resulting from the wages settlement agreed for the building industry in September 1963. Average areas per place were 41.5 sq. ft. for primary schools and 72.4 sq. ft. for secondary schools (41.2 sq. ft. and 71.9 sq. ft. respectively in 1963).

Building Productivity

42. In February, Circular 1/64* warned authorities that the increasing level of new building generally would bring severe competition for traditional materials and for trained men, whether architectural staff or building workers. It therefore urged them to consider making greater use of industrialised building to carry out their programmes. Following this circular a special team was established within the Development Group to stimulate productivity in educational building and to maintain liaison with other Government departments and the National Building Agency on all questions concerned with productivity. The team is particularly concerned with the evolution of educational building consortia and with the use of proprietary systems for educational building. Its activities include the promotion of dimensional co-ordination and of the interchange of components between different systems of building; the collection and analysis of site labour and professional manpower figures; and the scrutiny of administrative procedures affecting the programming, design and building phrases of educational projects.

43. The use of industrialised building was among the topics dealt with at a conference on recent developments in school design held during the spring at St. Mary's College, Twickenham, under the auspices of the Catholic Education Council. Several members of Architects and Building Branch delivered papers and contributed to the discussions which took place.

Dimensional Co-ordination

44. Following the publication in 1963, by the Ministry of Public Building and Works, of a paper (D.C.I.)† suggesting an agreed basis for dimensional co-ordination in the public sector, an informal working party drawn from the Development Group, the educational building consortia, and other local education authorities drew up recommendations on the dimensional requirements of educational buildings. These were published in July as a Building Bulletin‡. The working party has continued in being to provide a forum for the discussion of further dimensional questions and other technical problems of common interest.

Development Projects

45. Building work continued on the science block designed for a maintained secondary school in Oxford. This project is expected to be finished in 1965.

46. The planning stages of the primary school at Rolls Road, Camberwell, were completed and a contract placed towards the end of the year. Its object is to provide experience of working with the unusual age-range of three to nine years.

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

† *Dimensional Co-ordination for Industrialised Building (D.C.I.)*, Ministry of Public Building and Works.

‡ *Controlling Dimensions for Educational Building*, H.M.S.O., 4s. 0d.

47. Work continued on the design of a residential special school in Hertfordshire for maladjusted boys of secondary school age. By the end of the year final plans had been drawn and bills of quantities prepared.

48. Investigation began into the accommodation required for large sixth forms in secondary schools: this was expected to lead to projects carried out by the Development Group at a school in Surrey and by the Lancashire County Council at a school in Morecambe.

49. Two new Building Bulletins were published during the year. *Primary School Plans: Second Selection** described the main trends in the design and planning of primary schools and reproduced the plans of 19 recent projects with a brief description and plan analysis of each. *Controlling Dimensions for Educational Building†* set out the range of dimensions proposed by the department within the series of preferred increments recommended by the Ministry of Public Building and Works for the dimensional co-ordination of industrialised building. Two further Bulletins, *Secondary School Design: Sixth Form and Staff* and *Secondary School Design: Physical Education*, were sent to press.

Consortia

50. The value of the Consortium of Local Authorities Special Programme (C.L.A.S.P.) in 1964-65 was again about £10 million. The development was almost completed of the Mark IV version of the system, which should be simpler and quicker to erect, give greater flexibility in planning and generally improve the quality, efficiency and performance of each part of the building. Three enquiries into the maintenance of C.L.A.S.P. buildings revealed a number of small faults but indicated that in general their performance was as good as that of buildings in traditional construction. The consortium collaborated with the Department and the Ministry of Public Building and Works in a project aimed at improving the design of fitted furniture for primary schools and of reducing cost by bulk purchase. If this succeeds, it will be extended to include loose furniture in primary schools and all furniture in secondary schools and colleges of further education.

51. Leicestershire, Sheffield and Worcestershire joined the Second Consortium of Local Authorities (S.C.O.L.A.). Preparations were made for developing a new version of the system based on the recommendations in the Building Bulletin *Controlling Dimensions for Educational Building*.†

52. Essex was accepted as a full member of the South Eastern Architects Collaboration (S.E.A.C.). The value of projects started in the consortium's systems was about £6½ million.

53. The Consortium for Method Building continued development of all the enclosing elements. Tenders were received for the first four projects, all of which used a steel frame.

54. The Consortium, Local Authorities, Wales (C.L.A.W.) again achieved savings by inviting tenders for the combined requirements of its members for nine elements used in educational and other buildings. Further savings, estimated at £10,000, were made by the adoption of uniform documents and procedures.

* H.M.S.O., 7s. 0d.

† H.M.S.O., 4s. 0d.

55. The new range of heavy kitchen equipment under development since 1961 by the Local Authorities' School Meals Equipment Consortium (L.A.S.M.E.C.) was installed for testing in six school kitchens and two colleges of education in the west and north-west. Tests continued during the year and led to a number of improvements. On the final assessment the equipment was thought very satisfactory and, in particular, it showed itself economical in design and in the use of kitchen space. Arrangements were put in hand for its provision on a commercial basis.

56. Membership of the Science Equipment Consortium rose to 19 and its development group reached its full complement with the appointment of a senior scientific officer, a chief technician and administrative staff. This group embarked on the first stage of its programme, which was to investigate existing equipment, suggest modifications and make recommendations to members. The consortium negotiated terms with manufacturers for the supply of chemistry, physics and biology equipment and members then placed their individual orders direct. It was expected that the design of new items of equipment would be undertaken in the near future.

57. A furniture group, consisting of Shropshire, West Sussex, Northamptonshire and Denbighshire, which was established in 1962 to design its own range of school furniture, continued to make progress.

58. A number of authorities in East Anglia and East Midlands formed a group known as the Anglian Standing Conference. Its purpose was to exchange information on every aspect of technical administration and the design and construction of buildings by both traditional and industrialised methods.

2. General

a. EDUCATIONAL RESEARCH

59. The total commitment on the Research Fund by the end of the year was about £900,000 for 90 projects, including the research commissioned on behalf of the Central Advisory Councils for England and Wales as part of their enquiry into primary education (see Section I, paragraph 78 and Section IV, paragraph 4). Expenditure on current projects in the year exceeded £100,000 and this figure is expected to rise steadily for a number of years.

60. The range of research projects widened during the year with the extension of the Department's responsibilities, and now includes research at all levels of the education system from the primary school to the university. Research is also being carried out into the finance of education, the relationship between sociological factors and education, and into the increasingly important fields of television and programmed learning (see paragraphs 76 to 86 below).

61. The size and scope of projects varied equally widely. On the one hand a substantial investigation such as that of the National Foundation for Educational Research on "constructive education" required an investment of over £100,000 (shared between the Home Office and the Department), while the pilot study of the Incorporated Association of Headmasters into the organisation and administrative structure of secondary schools, aimed at investigating the possibility of easing the administrative load on head teachers, was supported at a cost of £1,000. A full list of the current research projects is set out in Appendix I.

62. Brief accounts are given below of a number of projects approved during the year as an illustration of the range and variety of current research.

63. *Schools.* A study is to be undertaken at the University of London Institute of Education of the part played in the administration of education in England by the governing bodies of county secondary schools. The survey will fall into two main parts: the first, historical, and the second, a study of the constitution, powers and responsibilities of governing bodies throughout the country at the present time. The project is expected to last three years and will cost approximately £20,000.

64. An evaluation is being carried out by the National Foundation for Educational Research of the scheme to introduce, on an experimental basis, the teaching of French in primary schools. The evaluation is planned in such a way as to consider not only the success with which a language can be taught, but the effects of introducing this new subject on the attainments and general development of the children. The inquiry will cost about £85,000 and is expected to be completed by 1973.

65. *Special Education.* A study is being undertaken by the University of London Institute of Education of the medical, psychological and social factors contributing to the educational retardation of children of junior school age. The area selected is the Isle of Wight. The investigation will cover a three year period and the estimated cost is £20,000.

66. *Further Education.* The Department of Production and Industrial Administration of the College of Aeronautics is investigating the techniques of case study methods in management training. The project which will last for three years and cost about £18,000 should help to meet the need for authentic management case studies based on industry in the United Kingdom. It is expected that 45 studies will be prepared.

67. *Teacher Supply.* A research project is to be carried out in the University of Keele Institute of Education to identify factors influencing the output of teachers with particular regard to local conditions. Areas of similar size, with and without dominant industrial traditions, will be studied. The project will last for three years and will cost £14,000.

68. *Universities.* A survey is being undertaken by the Universities of Essex and Sheffield, of the careers of graduates and those with higher degrees. The study will produce comprehensive information about the pattern of their employment after leaving university. The total cost of the survey will be about £26,000 over a period of three years.

69. *General.* A study is being undertaken jointly by the London School of Economics and the Department's Statistics Branch, designed to create a computable model of the education system in England and Wales. The aim of the project is to describe the system in quantitative terms, first as it exists at present, and secondly, as it may develop in the future. The project should make it possible to predict the development of the education system on stated assumptions, and how the system should be made to develop if specified targets are to be achieved. The project is expected to last for three years and will cost some £9,000 (see paragraph 91).

70. *Sociology in Education.* A project on "constructive education" is being jointly financed by the Department and the Home Office and undertaken by the National Foundation for Educational Research. It is a study of factors in the organisation and life of a school that may affect the attitude, behaviour, and attainment of children. The aim is to discover how variations in these factors may exert a positive influence on educational attainment and on personal development and social adjustment. Juvenile delinquency will be one of a number of variables included in the study. It will cost about £125,000 and will extend over a period of eight years.

National Foundation for Educational Research

71. As the volume of research grew, the Department made increasing use of the Foundation's experience in educational research, and a number of important projects which the Department wished to commission from its research funds were placed with the Foundation. In recognition of increasing demands on the Foundation's services, the Department also increased its annual contribution to £20,000. Towards the end of the year this contribution was further increased to meet the cost of the unit the Foundation set up to collaborate with the Schools Council in establishing national standards in examinations for the Certificate of Secondary Education.

Modern Languages

72. An important development in the latter part of the year was the setting up of the Committee on Research and Development in Modern Languages by the Secretary of State for Education and Science and the

Secretary of State for Scotland in association with the Trustees of the Nuffield Foundation, the University Grants Committee and the Federation of British Industries. Its terms of reference are:—

“To examine the need for research and development in Modern Languages (including English as a second language), and in the teaching of these languages; to keep in touch with what is being done in these fields in educational institutions and elsewhere, and to make information readily available to interested parties; to advise on such proposals and suggestions as may be submitted to the Committee, and, where necessary, to stimulate research and development.”

73. This Committee was set up to meet the need for a central body to co-ordinate information, and guide the research and development now being undertaken in a variety of centres. This need has been emphasised in the reports of the Annan Committee on the Teaching of Russian*, the Hayter Committee on Oriental, Slavonic, East European and African Studies†, and the Federation of British Industries Committee on Foreign Languages in Industry‡.

74. The Committee are expected to play a major part in guiding future developments, ranging from fundamental research into linguistics to the teaching of languages. Funds will be made available by the Department, the Scottish Education Department and the Nuffield Foundation to carry out projects recommended by the Committee.

75. The Committee, under the chairmanship of Mr. Leslie Farrer-Brown, formerly Director of the Nuffield Foundation, met for the first time on 9th November 1964. A further meeting was held in December and the Committee arranged a programme of nine meetings in 1965.

b. AUDIO-VISUAL AIDS

Programmed Learning

76. The growing interest that was evident in 1963 was sustained throughout 1964. A memorandum issued by the Department in March showed that experiments were taking place in a wide range of institutions; in a two-class village school, in a Cambridgeshire village college, in primary, secondary modern, grammar and grammar-technical schools, and in establishments of further education. The range of subjects covered by the experiments included mathematics, science, geography, English, Latin, advanced subjects in further education, and spelling and reading for backward children. Nevertheless, there was a shortage of good, well-tested programmes produced in this country.

77. The memorandum concluded that teachers were the right people to write programmes but that the best results would be obtained only if they were given training in the technique. There seemed a clear need for an increase in the number of training courses available to teachers.

78. By the end of the year negotiations were in hand with a number of institutes and university departments of education to provide both short introductory courses and longer, one-term courses starting in 1965.

* *The Teaching of Russian*, H.M.S.O., 3s. 6d.

† *University Grants Committee. Report of the Sub-Committee on Oriental, Slavonic, East European and African Studies*, H.M.S.O., 6s. 6d.

‡ *Foreign Languages in Industry and Foreign Language Needs of Industry*, F.B.I., 10s. 0d. each.

79. At the same time the Department saw the need to develop a centre with responsibility for collecting and disseminating information about programmed learning, giving guidance, assessing experiments, and in general co-ordinating research and development in this field. A proposal to develop a centre along these lines, with financial assistance from the Department's research fund, was being discussed at the end of the year with a university department of education.

80. During the year the Secretary of State agreed to support, from the fund, a project to be carried out by the London University Institute of Education in collaboration with the London County Council. The main emphasis would be placed on the function of programmed learning in the classroom and on discovering the conditions under which programmed learning techniques could be used with maximum effect. Attention would be given to the use of teaching machines and programmed text books, separately and in combination, and to the use of programmed learning techniques complementary to other forms of teaching, with particular reference to group teaching and class organisation generally. By the end of the year work on the project had begun.

Radio

81. The BBC broadcasts to schools included several new programmes, among them "Music workshop" for children of eight to nine, new science programmes for secondary schools, Russian at intermediate level and a "Radio-vision" series in beginners' French. This latter series consisted of broadcast programmes to be tape-recorded in the schools and used in conjunction with film strips and teachers' notes prepared in advance by the BBC.

Broadcast Television

82. During the year the number of schools in the United Kingdom registered with the broadcasting authorities as viewers of the schools programmes increased from 6,000 to about 8,000. The proportion of primary schools viewing the programmes increased appreciably during the year but it was still much below the proportion of registered secondary schools. Among new programmes introduced were programmes on social and economic history for sixth forms, elementary economics, science for sixth forms designed with the needs of the Arts specialists particularly in mind, the geography of Western Europe, and a history series for the primary schools.

83. In further education, the BBC "Engineering science" series for technical colleges established itself as a regular contribution to the general course in engineering, and a new series, "Living in the present", was started. This surveyed the situation of the individual today in relation to society and the pressures which that society exerts on him.

84. In adult education there were two new experimental series, each demonstrating a different use of the educational possibilities of television. "Teachers workshop", a series designed by the Institute of Education at the University of Exeter and produced by Westward Television, was intended

for teachers of mathematics in primary schools in an area where limited transport makes the holding of central courses very difficult. The series enabled teachers to keep in touch with modern teaching techniques. The second series, entitled "The standard of living", was a course of elementary economics designed by the department of adult education in the University of Nottingham and produced by Associated Television. Students who enrolled in this course also received complementary instruction by correspondence and arrangements were made for students in each locality to meet their tutor. Both these projects received financial assistance from the Department's research fund.

Closed-circuit Television

85. The increased interest in the use of closed-circuit television was illustrated by a survey* carried out by the Educational Foundation for Visual Aids which revealed that by September 1964 closed-circuit television would be installed in the United Kingdom in seven secondary schools, 13 teacher training establishments, institutes and departments of education, and 33 establishments of further education. The installations were used for a variety of purposes, e.g., as a straightforward visual aid in providing pictures through a microscope or close-up views of small-scale operations; for the transmission of demonstrations from a workshop to a lecture room where dangerous or very noisy experiments were involved; for the transmission of one teacher's lesson to a number of linked classes; and for class observation by student teachers. In addition, two local education authorities in England and Wales were considering a major installation linking their schools and possibly their colleges of further education to a central television studio. Some 20 other smaller installations were also under consideration.

86. Experimental work in closed-circuit television in colleges of education is described in Section II, paragraph 75.

c. STATISTICS

Unified Service

87. Following the formation of the Department of Education and Science on 1st April, steps were taken to expand the organisation of Statistics Branch so that it could provide a unified statistical service covering the whole range of education and science. As a first step, a Working-Group considered the general lines along which education statistics should be developed in the future. The group recommended that statistics for different sectors of education (e.g. universities and further education) should conform to common definitions and classifications so far as practicable, and that statistics for different parts of the United Kingdom should also be aligned where possible. The group underlined the need for an extension of the information available about the *flow* of students and teachers within and between institutions during an interval of time, as distinct from the statistics of numbers of students and teachers at a fixed point of time. The Group advised that these ends could best be achieved by setting up a central record

* "Visual Education," July 1964. National Committee for Audio-Visual Aids in Education, 3s. 0d.

of students and teachers (as described in paragraph 93 below), subject to the satisfactory completion of studies on technical feasibility and cost.

Regional and United Kingdom Statistics

88. A new feature of each of the three parts of *Statistics of Education 1963** was the introduction of regional statistics on such topics as the trend to staying on in school beyond the minimum leaving age, attendance in further education and the flow of school leavers with G.C.E. "O" and "A" level qualifications. Preliminary discussions on the development of U.K. statistics were held with the Scottish Education Department and the Ministry of Education in Northern Ireland, and tables on finance covering the whole of the United Kingdom will be included in *Statistics of Education 1964*, Part 1.

School statistics

89. Information was collected from maintained secondary schools for the first time in January 1964 on the size of classes and groups as taught during a selected period in the school timetable. As expected, the results showed significant differences between size of teaching groups and size of classes as registered. The information obtained is directly relevant to estimates of the future demand for teachers.

Projections

90. The work of improving educational projections continued. Methods of projecting teacher supply and demand were developed for the National Advisory Council on the Training and Supply of Teachers, which was engaged on the preparation of its Ninth Report. In *Statistics of Education 1963*, Part 3, the Department published a revised projection of the flow, from schools and further education establishments, of students with G.C.E. "O" and "A" level qualifications; this brought up to date a projection previously published in the Robbins Report.

Model-building project

91. A project was begun to build a computable model of the educational system. Its aim is to describe the development of the educational system in quantitative terms, with two purposes in mind:

- (a) to make forecasts of the development of the educational system on stated assumptions and
- (b) to determine how the educational system should be made to develop if specified targets are to be achieved in some future year.

The model will concentrate initially on people, i.e. students and teachers, leaving aside, for the present, aspects such as buildings and finance. The work is being carried out jointly by the Department and the Unit for Economic and Statistical Studies on Higher Education at the London School of Economics. A paper describing the proposed model was read to a conference on "Computable models in decision making" held under the auspices of the United Kingdom Automation Council and the British Computer Society on 13th and 14th October 1964.

* *Statistics of Education 1963*, Part 1, H.M.S.O., 15s. 0d.
Part 2, H.M.S.O., £1 7s. 6d.
Part 3, H.M.S.O., 15s. 0d.

Use of A.D.P. for statistics

92. The development of education statistics is involving a growing dependence on automatic data processing. Thus the statistics of teachers in service in March 1963, published in *Statistics of Education 1963, Part 3*, were derived from the Department's magnetic tape records for the first time. Planning was begun, in association with the Department's Automatic Data Processing Unit, for extending the magnetic tape record of teachers to cover teachers in training, part-time teachers and also the "pool of inactive qualified teachers." The aim of these extensions is in part to streamline the Department's administrative procedures, but more particularly to provide improved statistics and to improve the projections of teacher supply. For example, detailed knowledge of the present numbers of qualified teachers not in active service can be used to improve the estimates of numbers of teachers re-entering schools in the future.

The central record project

93. Study began, in Statistics Branch and the A.D.P. Unit, of the possibility of creating an integrated central record of students and teachers. The essential feature of this system would be the continuous maintenance, on a computer, of the year-by-year record of progress through the educational system of all, or a sample of, individuals; in its complete form the record would cover progress from primary school to higher education and employment as teachers, possibly extending to employment outside teaching. Preliminary study began of possible methods of effecting "record linkage", i.e. linking together inside the computer the record of an individual in one institution with his subsequent record in another institution.

d. AUTOMATIC DATA PROCESSING

Data conversion

94. The 1963 Report recorded the progress made in that year in transferring to magnetic tape the records of teachers in full-time service. This task was completed in 1964, although over 100,000 records out of the 550,000 were found to be defective and required correction before being read on to the tape. One part of the job of creating the magnetic tape record was to transfer into each teacher's record various details of the schools and other establishments in which he had served. These details were obtained from a master index of some 40,000 educational establishments which was created by converting clerical records into magnetic tape form. Again large numbers of discrepancies came to light and it was necessary to print lists and circulate them to local education authorities to ensure that their records and those of the Department agreed. Although the task of correcting these two kinds of error proved to be more difficult and time consuming than had been anticipated, involving local education authorities and other employers of teachers in a considerable amount of work, the creation of the initial magnetic tape record was completed satisfactorily. To achieve this more than four million punched cards were prepared.

Operational work

95. The first operational task of the computer was to process repayments to teachers of superannuation contributions. This is complicated by the need to compute two inter-related sums; the amount of income tax which

has to be deducted from the contribution repayments and the "payment in lieu" under the provisions of the National Insurance graduated pensions scheme. The second task was to produce the 1963 statistics of teachers which were published in Statistics of Education 1963, Part 3.

96. The annual return of teachers' service cards was processed by the computer for the first time in 1964, although a start was not made until later in the year than had been planned. Once again the Department was faced with a large number of errors in the records and the processing of the return continued into 1965.

Future Developments

97. Considerable progress was made in the year with the preparatory work concerned with assessing teachers' pensions using the computer.

98. Informal discussions with organisations responsible for the training of teachers led to the evolution of firm proposals for maintaining records of trainee teachers on magnetic tape; it was hoped that the new system for this could be introduced, after consulting the interests involved, in the autumn of 1966. Another major exercise in an advanced planning stage was the conversion to magnetic tape of the historical and descriptive data from the records of some 275,000 teachers who are no longer in full time teaching service, referred to in paragraph 92 above.

99. Discussions were held during the year with representatives of the Scottish Education Department and the Northern Ireland Ministry of Education, both of whom are introducing automatic data processing systems for processing records of teachers, to ensure that so far as is practicable their records are compatible with those held in the Department.

e. INFORMATION SERVICES

100. The Information Division extended the scope of its activities to include university matters following the formation of the Department of Education and Science in April.

101. The main publicity effort of the Department was directed at increasing the supply of teachers. A national advertising campaign during the late spring and early summer supported the recruiting efforts of local education authorities. In the autumn a small campaign to attract more graduates into the teaching profession was launched in selected weekly periodical and student magazines.

102. The results of the N.A.C.E.I.C's assessment of the *Public Relations of Further Education** was published under that title in December. Plans for the implementation of the recommendations were being put in hand at the end of the year.

103. Three new Education Pamphlets were published during 1964. *The Sea in Education*† discussed the benefits of bringing sea, shore and ships into a wide range of curriculum subjects, as well as giving advice on boat building and sailing for the young. *The Use of Books*‡ contained practical suggestions for encouraging the effective and imaginative use of books by children of all ages. *Slow Learners at School*§ described how backward

* Department of Education and Science. Unpriced

† H.M.S.O., 4s. 6d.

‡ H.M.S.O., 2s. 0d.

§ H.M.S.O., 7s. 6d.

children may be helped in ordinary and in special schools to make full use of their abilities.

104. In June the Division issued a free pamphlet *The Educational System of England and Wales*. This described the process of education from the primary stage through to higher education and the administration of the institutions where education takes place. During the year eleven further *Reports on Education* were issued, on the following topics:

- No. 7. *Training the Teachers*. The development of the training colleges from early in the nineteenth century and current expansion.
- No. 8. *Teachers on Quota*. The present scheme governing the distribution of teachers.
- No. 9. *Provision for Research*. The origins of educational research and the increasing financial support now being made available from public funds.
- No. 10. *Progress of the C.A.T.'s*. The development and present work of the ten Colleges of Advanced Technology.
- No. 11. *Programmed Learning*. An account of teaching programmes and teaching machines, and of experimental work in a variety of establishments.
- No. 12. *The School Population*. Graphic illustration of some basic facts about the maintained school population in 1963, including variations between the regions (including a local education authority map for England and Wales).
- No. 13. *How the Money is Spent*. How financial responsibility extends downwards to local authorities and in some cases to individual educational institutions.
- No. 14. *Examinations and Qualifications*. A general impression (with chart) of the kind of qualifications and the period of study required for some selected occupations.
- No. 15. *Education for Commerce*. The wide range of courses at all levels provided in the colleges of further education and the evening institutes.
- No. 16. *Health at School*. Development of the school health service, the place of selective medical examinations under modern conditions and education for emotional and social well-being.
- No. 17. *Education under Social Handicap*. An account of a conference of headmasters and headmistresses, all known to have had success with children from an unfavourable social environment.

105. Towards the end of the year the first in the new series of *Education Information* leaflets was produced entitled *How to Examine*, a general background document outlining the contents of Examinations Bulletin No. 3*.

106. Two ministerial press conferences were held in April: on the publication of the annual report of the Ministry of Education for 1963; and at the conclusion of the Fourth Conference of European Ministers of Education held at Lancaster House.

107. Other press conferences arranged were for M. René Maheu, Director General of UNESCO; Sir John Maud, chairman of the Schools Council for the Curriculum and Examinations; Sir Harold Roxbee Cox, chairman of the Council for National Academic Awards; and the S.S.E.C. on the publication of Examinations Bulletins Nos. 3 and 4.

* *An Introduction to Some Techniques of Examining*, H.M.S.O., 6s. 0d.

3. International Relations

a. THE THIRD COMMONWEALTH EDUCATION CONFERENCE

108. At the invitation of the Canadian Government, the third conference in the series which started at Oxford in 1959 was held in Ottawa from 21st August to 4th September 1964. The official report of the conference was published in Britain on 17th December 1964.

109. Some 200 delegates from all the independent countries of the Commonwealth (except Cyprus) and an observer from Western Samoa took part. During the conference Western Samoa accepted an invitation to become a member of the Commonwealth Education Liaison Committee and to participate fully in Commonwealth educational co-operation schemes. The British delegation included representatives of 14 overseas territories and was led by the Minister of State for Education and Science and the Secretary for Technical Co-operation. The Right Hon. Vincent Massey and the Hon. Paul Gérin-Lajoie, Minister of Education of the Province of Quebec, were appointed president and chairman of the conference respectively.

110. The objectives of the conference agreed by Commonwealth governments were to review progress made so far in the forms of co-operation recommended by previous Commonwealth Education Conferences; to examine and recommend ways in which existing forms of co-operation might be improved in the light of experience gained; and to consider specific proposals for educational co-operation in other fields. The agenda accordingly included not only reviews of schemes initiated at earlier conferences, e.g. the Commonwealth Scholarship and Fellowship Plan and measures for the supply and training of teachers, but also the following new items:—

(a) The reduction of adult illiteracy.

(b) Curriculum development—guidance, counselling, evaluation and testing.

(c) The use of mass media in education.

The conference also had before it the *Report of the Conference of Experts on the Teaching of Science in Schools**, held in Ceylon in December 1963, and a paper on the problems of language communication in the Commonwealth. The Commonwealth Education Liaison Committee had suggested that throughout its deliberations the conference should keep in mind the educational needs of women and also the rôle of non-governmental as well as government organisations in educational assistance programmes.

111. It is unnecessary in this report to give a detailed account of the work of the conference since this is included in the official report of the conference. The following paragraphs are intended to bring out some of the fundamental themes which guided the thinking of the conference and to highlight some of the topics discussed in the various committees which aimed at new developments in educational co-operation.

* H.M.S.O., 7s. 6d.

112. The interdependence of economic and educational development was emphasised on a number of occasions. A speaker from East Africa drew attention to the inadequacy, and even possible danger, of policies which would expand educational facilities without due regard to employment opportunities. Sir Willis Jackson who, at the invitation of the Commonwealth Education Liaison Committee presented a paper on "Priorities in Technical Education", emphasised in his address the need to link the manpower needs envisaged in economic planning with the development of educational and training facilities. Other speakers pointed out that the satisfaction of popular demands for improved social services depended largely on trained manpower no less than on expanding economies. It was made clear that the financial burden of educational advance was not so much the initial investment as the annual cost to the budget of maintaining the system and expanding the service from one year to another. These benefits could be paid for only by increasing the flow of trade and by giving aid and technical assistance to each other at the highest possible level.

The Training and Supply of Teachers

113. While attention at Ottawa was inevitably concentrated on ways and means whereby the more advanced countries could help others to extend and improve their educational facilities, it was a recurrent theme in the discussions that aid should be given in such a way as to enable receiving countries to rely increasingly on their own resources. This emphasis was particularly marked in the discussions on the problems of teacher training and teacher supply. Offers of increased help by Britain in these fields were aimed primarily at this objective. They included an offer to increase, as quickly as possible, the number of bursaries offered to Commonwealth teachers to come to Britain for specially arranged courses of further training from 450 to 550 a year, and a doubling of the Aid for Commonwealth English Scheme under which Britain undertook to make available a further 30 experts for service in centres for English teaching, in addition to the 30 being provided under existing commitments. In the selection of candidates for bursaries, emphasis would be placed on teacher trainers, mathematics and science teachers and on teachers of technicians and craftsmen. The British delegation was able to repeat in the context of educational co-operation the offer made at the Commonwealth Prime Ministers' meeting in July to provide an average of £5 million a year over the next five years for capital assistance towards the establishment of institutions of higher education, including teacher-training institutions. Britain also proposed to increase the help given to teacher training through vacation courses staffed by British teachers and to explore other techniques of in-service training which do not involve long absence of the teacher from the classroom, e.g. the use of itinerant demonstration teachers.

114. In accepting self-sufficiency as an end to be pursued as rapidly as possible, the conference recognised that for some time to come a number of countries would need to look for outside help in meeting

their requirements for teachers for secondary schools, technical colleges, teacher training institutions and for universities. Britain undertook to continue her efforts to encourage British teachers to serve overseas and in particular, to make additional funds available for removing the financial obstacles which might stand in the way of expatriate teachers in overseas universities remaining in post. The delegation expressed willingness to discuss ways of dealing with these problems with the countries concerned.

Commonwealth Scholarship and Fellowship Plan

115. The conference received with great satisfaction reports showing that the goal of one thousand awards set at the Oxford Conference was within sight of achievement. Of the 924 awards current in 1964, Britain had exceeded the 500 awards originally offered and several other countries had achieved or almost achieved their targets. On the other hand certain doubts and disappointments, some of which had been expressed at Delhi, were again voiced. First, there were fears that the very esteem in which Commonwealth Scholarships were held might hamper universities in the developing countries in their efforts to develop research and advanced studies, by attracting their abler students to universities in the more advanced countries for postgraduate work. Secondly, the belief persisted that Commonwealth scholars were often reluctant to return to their own countries after the completion of their studies, thus frustrating the intentions of the plan. Finally, there was disappointment at the lack of candidates for the awards offered by some of the developing countries.

116. On the second of these doubts, the conference was greatly reassured by an analysis of the awards made by Britain in the first two years of the plan. Figures available at the time of the conference showed that out of a total of 332 scholars who had completed their courses, 261 had returned to their own countries, 44 were still in Britain with the approval of their own governments, 13 applications for deferment were still under consideration and three had left Britain for a third country. Only eleven remained in Britain without approval. Australia and Canada reported similar experiences.

117. The aspirations of universities in developing countries to build up advanced work were fully appreciated and it was thought that one of the main reasons for the failure to attract postgraduate students from the developed countries was lack of knowledge of the facilities available. The suggestion made at the Delhi Conference that informative handbooks should be distributed about the courses available in these universities was reiterated. A scheme announced by Britain under which funds would be made available to British graduates to undertake postgraduate studies in universities in developing countries followed by at least one year of service, in teaching for example, in the country concerned was warmly welcomed as offering a significant contribution to the problem. This scheme was based on successful experience in East Africa.

118. The conference noted that the number of awards available under the Commonwealth Scholarship and Fellowship Plan had increased from the one thousand envisaged at the Oxford Conference to nearly eleven hundred. It therefore decided that as far as the Plan was concerned

the next few years should be regarded as a period for consolidation and that, in the immediate future, more rapid progress would be made by concentrating on the institution and development of other forms of co-operation in education*.

The Reduction of Adult Illiteracy

119. This subject appeared for the first time as a substantive item in the agenda of Commonwealth Education Conferences at the suggestion of Britain. Here again there was a full recognition of the interrelationship of the economic, social and educational aspects of the massive problem presented by the millions of Commonwealth citizens who cannot read or write. Accepting that in the longer term the solution to the problem lay in the schools and that measures for extending formal school education to young people should not be sacrificed, the Conference considered that this did not necessarily imply a standstill in work among adults. Literacy was not an end in itself but much was being accomplished through existing community development programmes. It was felt these programmes could be expanded at much lower cost than had sometimes been estimated, for example, by the enlistment of volunteers to supplement the work of local school teachers.

120. While it was generally agreed that the important thing was to ensure that the eradication of illiteracy should form a part of national policies, various ways in which co-operation between member countries would be valuable were discussed. Following the principle of concentrating assistance on helping countries to help themselves, Britain offered to collaborate with developing countries in one or more pilot projects to be undertaken in selected areas and designed to prepare the way for more massive attacks on illiteracy on a wide scale.

Curriculum Development

121. Previous Commonwealth Education Conferences rightly concentrated attention on logistical problems of fundamental importance in the development of educational services. The Ottawa Conference broke new ground in giving considerable time and thought to curriculum development and the related topics of teaching methods, including the role of textbooks and other teaching aids, the uses of mass media in education, and evaluation and testing. The common denominator of the discussions was the need for systems and techniques to evolve in their home environment. There was, for example, agreement about the dangers of any one country adopting the curriculum of another without regard to differences in social and educational backgrounds and of allowing the curriculum to be warped by unsuitable examination requirements. The difficulties of breaking away from long-established curricula and examination syllabuses were fully realised but it was felt that in many cases a break had to be made. Time should be allowed for new courses and examinations to justify themselves on the evidence of the integrity of their standards.

* NOTE. A full account of the British contribution to the Commonwealth Scholarship and Fellowship Plan during the year is contained in the *Fifth Annual Report of the Commonwealth Scholarship Commission in the United Kingdom*, H.M.S.O., 4s. 6d.

122. The use of teaching aids and radio and television on lines developed in the more advanced countries was seen to be beyond the physical resources of the developing countries for some time to come and it was noted that even in advanced countries mechanical devices had not taken the place of skilled teachers. This did not mean that developing countries could afford to ignore the enormous potentiality of modern teaching aids, and among the measure of co-operation proposed for further investigation was a suggestion that a Commonwealth Centre for Mass Media should be established. This suggestion was remitted to the Commonwealth Education Liaison Unit for further study in co-operation with the Overseas Visual Aid Centre in London, or any other appropriate organisations. Britain offered to strengthen the resources of the Overseas Visual Aid Centre for this purpose, if necessary. Britain also offered to collaborate in pilot projects on programmed learning and on the use of television in formal education. Moreover, the British delegates indicated that Britain would be prepared, if so desired, to consider the possibility of forming a team or teams of experts in curriculum planning and research whose advice could be made available to other Commonwealth countries on request; it was thought that the team approach might also be valuable in the related field of textbook-writing. In all these possible spheres of activity the importance of collaboration between outside experts and local experts at all stages was emphasised.

Technical Education

123. Besides reviewing the various schemes which had emerged from the Oxford and the Delhi Conferences and suggesting ways in which these might be improved, the Conference saw the need for new departures in the training of technical teachers to meet the needs of developing countries. It was noted that many intending technical teachers coming forward for awards under existing scholarships and bursary schemes had not attained the necessary entrance standards and there was an urgent need for such people to be able to complete the necessary technical qualifications either at the level of a first degree or at some lower level. In many cases suitable courses were not available in their own countries. The Commonwealth Education Liaison Committee was invited to look into the possibility of initiating a Commonwealth technical teacher training plan, flexible enough to meet the widely varying needs of individual countries, bearing in mind that in some instances extended training programmes might be required. At the same time, Commonwealth governments were recommended to attempt more detailed assessments of the needs for technical education in their respective countries in relation to their present state of economic development and likely further progress.

The educational needs of women

124. The conference agreed that greater emphasis should be placed on training of women, noting from the experience of the more developed countries that whilst most women leave work shortly after finishing their training in order to marry, a considerable proportion of them return to part-time or full-time employment after raising their families. It was therefore felt that women should be encouraged to undergo vocational and technical training, not only because of the tendency for them to return to employment after marriage but also because such training, e.g. in business studies, nursing,

catering and paramedical services, may help in the running of a home and the maintenance of a family. The full inclusion of women and girls in social education programmes was regarded as vital not only because they are as much affected as anyone by the processes of rapid social change but because they are themselves a powerful force in these processes. Similarly girls should have equal access with boys to formal education suited to their needs at schools, universities and teacher training colleges.

Liaison Committee and Unit

125. Throughout the Conference the need was seen for better machinery for the dissemination of information through the agency of the Commonwealth Education Liaison Unit. Particular importance was attached to the exchange of information on teacher training, instruction by correspondence (including teacher training), programmed learning, the supply and preparation of textbooks, curriculum development, audio-visual aids, low cost school building and the use of shift systems in overcrowded schools. It was also considered that Commonwealth countries should be able to use the unit as a source of reference on the availability of assistance from other Commonwealth countries, from countries outside the Commonwealth and from other international organisations. The suggestion was made that it would be useful if a handbook on educational resources could be compiled. Commonwealth educational co-operation rests essentially on bilateral arrangements between countries but it was felt that the Commonwealth Education Liaison Committee and Unit had a more positive role to fulfil in promoting bilateral contacts between Commonwealth countries in the field of education. The Conference accepted that the desired intensification of the activities of the Commonwealth Education Liaison Unit implied the need for a larger staff and possibly some changes in the methods of work adopted by the Commonwealth Education Liaison Committee in guiding the Unit's activities. The Conference recognised the advantages of having an independent permanent Chairman of the Commonwealth Education Liaison Committee and recommended that these advantages be kept in mind.

Fourth Commonwealth Education Conference

126. The Conference recommended that a further Commonwealth Education Conference should be held after an interval of about three years, that is, in late 1967 or early 1968, and gratefully accepted an offer by the Nigerian Government to act as host on that occasion.

Conclusion

127. The Ottawa Conference demonstrated once more the vitality of the Commonwealth ideal and the ability of the member countries to take and act together constructively, both on matters of mutual advantage and on ways in which resources possessed by some countries might be shared with others.

b. COMMONWEALTH BURSARY SCHEME

128. The Commonwealth Bursary Scheme completed its fourth year in 1964. Four hundred and forty-six bursaries were offered after 673 applications for new awards had been received. In the event, 402 candidates took up their places and 36 bursars from previous years stayed on to complete their courses, making a total of 438 bursars in training in the autumn term 1964.

The 402 new bursars included 12 attending the one-year course introduced in 1963 in the writing, production and distribution of textbooks, for which all the awards offered were taken up; and 21 attending the special two-year course designed to produce teachers of craftsmen and technicians, also introduced in 1963, for which 43 bursaries were offered. As in the previous year, the number of suitable candidates for this two-year course was disappointingly low.

129. A conference for a variety of people concerned with the running of courses for Commonwealth bursars and other overseas students was held at the University of Bristol Institute of Education at Easter. Among those who attended were representatives of seven High Commissions of Commonwealth countries. The discussions, both formal and informal, which took place covered the different types of courses being offered and problems of staffing, welfare and finance. The conference provided a useful opportunity to exchange experience and ideas and to take stock before the Third Commonwealth Education Conference.

130. A garden party was held in June at Lancaster House for bursars completing their course that summer. Bursars were honoured by the presence of H.R.H. Princess Marina, Duchess of Kent, who talked informally with many of them. In September most of the newly-arrived bursars attended introductory courses arranged by the British Council in London or in other centres.

131. The arrangements whereby lecturers working with Commonwealth students are enabled to make short visits of observation overseas were continued in 1964. Five tutors visited Ghana, Tanganyika, Mauritius, India, Pakistan, Malaya and Hong Kong.

132. Paragraph 108 above describes the Third Commonwealth Education Conference, during which Britain offered to increase the number of bursaries awarded annually from 450 to 550 a year as quickly as possible within the second five-year period beginning in 1965. This would include an increase in the number of awards for the textbook course mentioned in paragraph 128 from 12 to 20.

133. Following the conference the Department agreed with the Conference of Institute Directors that as a first step 50 suitable additional applicants for places in the existing courses for 1965-66 should be given awards. The aim would be to reach the full total of 550 by a second increase of 50 awards in the following year. Sending countries would be invited to review their training requirements under the bursary scheme in the light of the views expressed at the Ottawa Conference, so that any adjustments needed in the pattern of courses, could be made in 1966 or subsequent years.

C. THE NATIONAL COUNCIL FOR THE SUPPLY OF TEACHERS OVERSEAS

134. The film "And Gladly Would He Learn" which was sponsored by the Council in order to make better known to teachers in the United Kingdom the opportunities and conditions of service overseas, received its première showing in November in the presence of H.R.H. Princess Alexandra, who

afterwards talked informally at the reception in the Commonwealth Institute with teachers who had recently returned from teaching posts in the developing countries. The film was shot in Uganda in the spring of 1964 and it was therefore particularly appropriate that the Minister of Education for Uganda was able to be among the distinguished guests.

135. The Council invited local education authorities, teachers' associations, training colleges and other organisations to co-operate in arranging showings of the film throughout the country in an effort to stimulate recruitment to teaching service overseas.

136. The Council also decided to publish about three times each year a bulletin entitled "The Teacher Overseas" which would deal with all aspects of service and publicise appointments to be made in the developing countries. Plans were made for the first edition to be issued early in 1965.

137. The Council kept under review its arrangements for the scheduling of overseas posts (i.e. as posts which it is important to fill with British teachers and to which the Code of Secondment could be applied) and it considered applications for assistance under the Interview Fund from teachers serving overseas.

138. Following the Third Commonwealth Education Conference, the Council decided to set up a sub-committee to advise generally on measures to facilitate the supply from Britain of teachers for training colleges overseas and other measures for expanding co-operation in the field of teacher training.

139. In view of the Government's decision to concentrate responsibility for all forms of overseas assistance in the Ministry of Overseas Development, it was decided in December 1964 that ministerial responsibility for the Council would be transferred from the Secretary of State for Education and Science to the Minister of Overseas Development.

d. COMMONWEALTH INSTITUTE

140. Throughout the year the Institute continued to attract a large number of visitors and it is interesting to note that the total of 578,000 attendances was only a little less than 1963 when the novelty of a new and architecturally exciting building attracted considerable interest. During the year students and school pupils in 2,300 parties visited the exhibition galleries for lectures which, in the main, were given by the Institute's own professional teaching staff. For the general visitor the art gallery and cinema were popular features. The art gallery, which is technically of the highest standard, exhibits the work of distinguished Commonwealth artists and during the year twelve exhibitions were arranged. Overseas Commonwealth countries, represented either by group or one-man exhibitions, were Australia, Canada, Ceylon, Cyprus, New Zealand, Nigeria and Zambia. The cinema shows programmes of Commonwealth documentary films and the total attendance in 1964 was 216,000. Apart from its day-time use, the cinema-theatre has been made available for film shows, concerts and other entertainments in the evening.

141. The accommodation available for social activities has continued to be much in demand for receptions, parties and dances arranged by bodies with Commonwealth interests and connections. The *Commonwealth Institute*

Journal now has a circulation of 20,000 copies principally among schools and other educational establishments throughout the Commonwealth.

e. OTHER INTERNATIONAL CO-OPERATION

Conference of European Ministers of Education

142. The Fourth Conference of European Ministers of Education was held at Lancaster House, London, from 14th to 16th April 1964. The previous conferences were held at The Hague (1959), Hamburg (1961) and Rome (1962). The Fourth Conference was attended by Ministers responsible for education in twelve countries and by representatives of Ministers similarly responsible in five countries. The countries represented have signed or adhere to the European Cultural Convention. The Director General of U.N.E.S.C.O., the Deputy Secretary for Scientific Affairs of O.E.C.D., the Chairman of the Council of Europe Council for Cultural Co-operation and representatives of the Holy See and the European Economic Community also attended the Conference. Delegates to the Conference had the honour to be presented to H.R.H. Prince Philip, Duke of Edinburgh, at Windsor Castle, on the evening of the 13th April, 1964.

143. The Ministers had a most useful and detailed exchange of views at the Conference. It was clear that most Ministers faced very similar educational problems in their individual countries but that their methods of solving them differed. The exchange of views was therefore of value to each Minister in dealing with the problems in his own country.

Four major topics were discussed:—

- (1) National and international action in the fields covered by resolutions of previous conferences.
- (2) Planning and investment in education.
- (3) Educational research.
- (4) Student's admission to universities, financial aspects and problems of eligibility.

On the 13th and 17th of April there were meetings of the Committee of Senior Officials which preceded and followed the conference of Ministers.

144. On 1st October a meeting of the Committee of Senior Officials was held in Strasbourg to discuss the agenda and other matters concerning the Fifth Conference of European Ministers of Education to be held in November, 1965, in Vienna. This meeting was attended by a representative of the Department.

Council of Europe

145. Two meetings of the Council for Cultural Co-operation were held during the year and there were also meetings of the General and Technical Education Committee, the Out of School Education Committee and the Higher Education and Research Committee. All of these were attended by representatives of the Department. The United Kingdom also sent participants to a number of seminars, courses, study groups and meetings organised either by the Council or by member countries.

146. The cultural and educational programme of the Council included two seminars organised by the Department. In March a seminar on "Education and Vocational Training of Girls" was held at Worcester College, Oxford. It lasted seven days and 17 countries participated. The underlying theme was the preparation for life in modern society in which young women might wish or need to fulfil the rôle of home maker, mother and wage earner.

147. In May a course on "Sailing and Small Boat Building" was held at Plymouth. The purpose of the course was to demonstrate to youth organisers, lecturers and inspectors, the type of sailing and small boat building instruction which is being carried out in schools and youth organisations in the United Kingdom. The course included boat building, canoeing and life saving demonstrations, practical sailing, lectures and films. Twelve countries participated in the course which lasted eleven days.

Bilateral Mixed Commissions

148. The Department was represented at meetings of the Mixed Commissions set up under the Bilateral Cultural Convention between the United Kingdom and the Netherlands and Norway.

N.A.T.O.

149. Under the auspices of the North Atlantic Treaty Organisation the Fifth Biennial Atlantic Study Conference was held in Washington in September on the treatment of the principal ideologies in the teaching of current international affairs. The United Kingdom delegation was led by Mr. R. M. Marsh, County Education Officer for Hampshire and British member of the Atlantic Treaty Education Committee.

O.E.C.D.

150. The Department was represented at all three sessions of the Committee for Scientific and Technical Personnel which were held in Paris and at two international meetings under the programme of "Educational Investment and Planning". A member of the Department was also Chairman of a meeting of the study Group on the Economics of Education.

151. Delegates from the United Kingdom attended the two working sessions of international collaboration on secondary school science; on Physics at the University of Uppsala, Sweden and on Biology at Helleboek in Denmark. The Department was also represented at an international conference on managerial education in Paris in December.

152. One of the Department's statisticians attended a training course for Human Resources Specialists in the Federal Republic of Germany. The purpose of the course was to provide a comprehensive introduction to both the theoretical and practical aspects of planning investments in education in the light of probable trends in economic and social development.

f. INTERCHANGE OF TEACHERS

The Commonwealth

153. Exchanges arranged with Commonwealth countries by the League for the Exchange of Commonwealth Teachers were as follows* :—

	1963	1964
Australia	23	28
Canada	39	49
New Zealand	15	10

Teachers who went to Canada each received a grant of £375 to help meet the cost of living and, in addition, 250 dollars from the Canadian exchange teachers' salaries. Teachers who went to Australia and New Zealand received grants of £250 towards the cost of their travel. Grants in 1963-64 totalled £24,375.

The United States

154. In 1964 80 exchanges were arranged with the United States (70 in 1963)† and each teacher received a grant of £475 to help meet the cost of living in the United States. Additional grants, ranging from £75 to £250 were provided for married men teachers accompanied by their families and every teacher received assistance from Fulbright Funds towards travel costs. £32,091 was paid in Exchequer grants in 1963-64.

Anglo-Soviet Cultural Agreement

155. Under the terms of the agreement a party of 25 teachers of Russian went to Russia for one month during August and September. The party stayed in Moscow except for a five-day visit to Leningrad. Whilst in Moscow the party attended classes and lectures in the mornings and in the afternoons took part in a programme of excursions, including visits to schools, the Moscow State University and the Lenin Pedagogical Institute. In Leningrad the time was spent on excursions and included two visits to schools. Similarly a party of 25 Russian teachers of English visited this country in September. They were received at the Department by the Joint Permanent Under-Secretary of State on their arrival in London and later visited Cardiff where they took part in a specially arranged course at the University College of South Wales and Monmouthshire. From Cardiff they made a number of visits and excursions. Towards the end of their stay, they went to Stratford-upon-Avon, Coventry and Oxford and spent their final six days in London.

156. Also under the agreement, 15 students of Russian from colleges of education, departments of education and universities went to Russia for one month during the Easter vacation. During the period they stayed in hotels in Moscow and Leningrad. They attended courses of instruction in the Russian language, visited schools and other educational institutions and went on a number of excursions. The 15 Russians who came to this country for a reciprocal visit attended courses in English at Cambridge, where they stayed with families. In four separate groups they also spent two periods of five days in colleges of education.

* The figures refer to England and Wales only but the scheme also operates in Scotland and Northern Ireland. The total number of exchanges was 101 in 1964.

† The figures refer to England and Wales only but the scheme also operates in Scotland and Northern Ireland. The total number of exchanges was 87 in 1964.

Central Bureau for Educational Visits and Exchanges

157. There was a great increase in the demand for the services of the Bureau in 1964. Incoming enquiries and correspondence had more than doubled since 1961, and over 40,000 written enquiries were dealt with. Copies of the booklets *Working Holidays Abroad*, *Vacation Courses Abroad*, and *Special Opportunities for Visits Abroad* were issued to every secondary and higher education establishment and to large numbers of individual enquirers. Enquiries from abroad about reception facilities in Britain also increased and over 60,000 copies of *Information for Young Visitors to Britain* were issued to individual enquirers and through bulk distribution by the Foreign Office, British Council and British Travel Association. The Bureau increased its range of specialist leaflets on subjects such as cheap accommodation abroad, family accommodation agencies, au pair work abroad, and language courses.

158. The number of requests for school links increased. By the end of the year over 800 schools were actively linked with foreign schools, mainly in France and Germany, but also in thirteen other countries. It remained difficult to find enough French "partner schools", and the "Associated Class" scheme was therefore expanded, since it can give rise to a full range of link activities, visits and exchanges.

159. The Bureau established contacts with foreign holiday colonies, camps, school and youth club groups, choirs and orchestras, sports teams, recreation centres, and foreign organisations offering family and group accommodation services. It also organised the large-scale home-to-home exchange of Midlands and French children (a Midlands-Poitiers Exchange Association was set up to carry on this pilot project); negotiated London-Paris air travel for school children; and again undertook a number of other pilot projects in order to establish proper techniques, programmes and costs. Typical projects were Easter Language Courses in France, bi-national meetings in France and Germany, and the term-time exchange of senior pupils with French schools. A British-Swedish school exchange was started in co-operation with the Swedish Central Committee.

160. During the year the Bureau assumed responsibility for the administration in England and Wales of the schemes for Language Assistant Exchange and Graduate Teacher Interchange.

161. The number of English Language Assistants placed in schools in France, Germany, Austria, Spain, Italy, Switzerland, Belgium and Tunisia was 980 and 1,331 foreign Assistants were placed for a full year in schools in England and Wales; 20 experienced British teachers were found posts in Europe, and 23 European teachers were placed in schools in England and Wales.

162. The Bureau continued to recruit British participants for the Avignon Drama Festival, and allocated French Government scholarships for "Discovering France" sessions; the British delegation of 31 was selected for the Council of Europe's Youth Congress in the Ruhr. Two hundred and fifteen young people were selected for training and employment as monitors in French holiday colonies, and 32 for monitor work in Germany, Austria, Belgium and the U.S.A.

163. The Bureau also provided the secretariat for the Joint Committee for Language Study Holidays in Europe, the Committee for Visiting Teachers-in-Training, and the Advisory Committee on Language Assistants and Interchange Teachers; and was represented on over 20 international committees, including the Federation Internationale des Organisations de Correspondance et Exchanges Scolaires, the United Kingdom Sponsoring Authority for the International Exchange of Young Agriculturalists, the Working Group for Youth Exchanges with Russia and Eastern Europe, the Council for Colony Holidays in the United Kingdom, the Association of Municipal Corporations Joint Twinning Committee, the Educational Interchange Council, and World Assembly of Youth.

g. UNESCO

The Executive Board

164. The Executive Board of the United Nations Educational, Scientific and Cultural Organisation held its 67th session during May/June. Its 68th and 69th sessions were held in September/October and on 23rd/24th November, immediately before and after the 13th session of the General Conference. At the 67th session Senor Baron Castro of El Salvador was elected Chairman in place of Dr. Beeby who had resigned. The main subjects for discussion at the 67th and 68th sessions were the final draft of the programme and budget for 1965-66 and the organisation of the 13th session of the General Conference.

165. One half of the members of the Board retire at each General Conference (although some remain eligible for re-election). New Board members, taking their places for the first time at the 65th session, were Mr. Kirpal (India, in place of Mrs. Indira Gandhi), Mr. Petrov (U.S.S.R., in place of Professor Sissakian), Mr. Barbey (Switzerland), Mrs. Joboru (Hungary), Mr. Wagner de Reyna (Peru), Mr. Tafazzoli (Iran) Mr. Dadie (Ivory Coast) and Mr. Mfinanga (Tanzania). The newly constituted Board elected M. Mohammed El Fasi of Morocco as its Chairman. Dame Mary Smieton, The United Kingdom member of the Board, was one of four Vice-Chairmen elected.

United Kingdom Contribution

166. The second half of the United Kingdom contribution for the 1963-64 biennium, amounting to £490,783, was paid during 1964. In addition the sum of £75,967 was contributed by the United Kingdom to the UNESCO Fund for the preservation of the Abu Simbel temples in Nubia.

Visits of Senior Officials to the United Kingdom

167. M. René Maheu, the Director-General, visited London from 10th to 14th April. During his visit he was received by the Prime Minister, the Minister of State for Science and the Minister of State for Foreign Affairs. He attended the opening session of the Conference of European Ministers of Education and also addressed meetings organised by the Overseas Development Institute and by the United Nations Parliamentary Group in conjunction with the Parliamentary Group for World Government.

168. Dr. Malcolm Adiseshia, Deputy Director-General, was present at a meeting organised in July by the Overseas Development Institute. The theme of the meeting was the United Nations Development Decade.

169. Dr. Ralph A. Krause, Director of the Department of Application of Science at UNESCO, visited London on 3rd and 4th September for informal discussions with the Royal Society. He also met officials from the Department of Education and Science, the Department of Technical Co-operation, and the Department of Scientific and Industrial Research.

The U.K. National Commission

170. The National Commission met twice during the year. The main purpose of these meetings was to discuss the United Kingdom attitude to UNESCO's proposed programme and budget for 1965-66. The outstanding feature of this proposed programme was the emphasis given to the national sciences as a result of the United Nations Conference on Science and Technology. The proposed expansion in the natural sciences programme of UNESCO was also reflected in the appointment of two more scientists to the National Commission, Sir Nevill Mott, F.R.S., and Mr. F. C. Bawden, F.R.S., Mr. William Clarke, Director of the Overseas Development Institute, was also appointed a member of the National Commission.

171. The Advisory Committees of the National Commission met several times during the year to discuss in detail the parts of the proposed programme with which they were concerned.

Conference on Youth

172. The United Kingdom was represented at the UNESCO World Conference on Youth, held at Grenoble in August and September. The leader of the delegation was elected a Vice-Chairman of the Conference. Apart from plenary sessions the Conference divided into four commissions concerned with working life, leisure time activities, social and civic life, and international understanding. It will be some time before a full assessment of the Conference results can be made, but it certainly established the general importance of out-of-school education and the various recommendations that came out of the Conference have already been useful in the development of a future programme of youth activities for UNESCO.

173. Delegations were also sent to the meeting of African Ministers of Education at Abidjan in March, of the Inter-governmental Committee on the International Hydrological Decade and of the Inter-governmental Committee on Seismology, both held in Paris in April.

174. The United Kingdom was represented at meetings concerned with world literacy, primary education in Latin America, statistics of book production, educational publishers, teaching for international understanding, research and training in the use of the natural resources of Africa, the rôle of museums in Africa and at two conferences concerned with differing aspects of adult education. In addition observers were present at two regional meetings of National Commissions—for Asia, in Bangkok, and for the Arab States in Algiers.

175. United Kingdom experts were invited to take part as members of several expert meetings sponsored by UNESCO including committees to study recommendations to prevent the illicit import and sale of cultural property, an expert meeting to consider the status of the teacher, a regional training course for English speaking specialists in Africa on political science and administration, and a seminar on educational planning in Latin America organised by the International Institute of Educational Planning in Paris.

Workers' Study Groups and Exchanges

176. During 1964 four groups totalling 50 workers visited the United Kingdom from Norway, Denmark and Poland and four groups, 53 workers, from this country visited Europe. The interests represented by these groups included education, agriculture, shipbuilding and woodworking.

177. Numerous fellowships were awarded to nationals of member states to visit, *inter alia*, the United Kingdom. Programmes for these fellowships were organised by the British Council and several other non-governmental organisations. Subjects studied varied from teaching for international understanding to the work of women's organisations.

The International Bureau of Education

178. The 27th International Conference on Public Education met in Geneva in July to consider recommendations on "literacy and adult education" and "the teaching of modern languages in secondary schools". Unfortunately these subjects were never discussed as the Conference was terminated prematurely as the result of disagreement over the question of the exclusion from the Conference of the delegation from Portugal.

13th General Conference

179. The 13th session of the General Conference of the United Nations Educational, Scientific and Cultural Organisation was held in Paris in October and November. During the session the number of member states rose to 117, the new members elected being Malawi and Zambia.

180. The coincidence of the General Election and the Conference meant that a Minister could attend for two days only. Lord Bowden, Minister of State for Education and Science, visited the Conference on the 29th and 30th October and on the second of these days he made the United Kingdom keynote speech in the general debate in plenary session. The other members of the United Kingdom delegation included Dame Mary Smieton (U.K. member of UNESCO's Executive Board); Mr. W. F. Houghton, Education Officer, London County Council; Professor D. C. Marsh, Professor of Social Sciences, University of Nottingham; Sir William Slater, formerly Secretary of the Agricultural Research Council; Professor Esmond Wright, Professor of History, University of Glasgow; and the head of the Department's External Relations Branch.

181. The Conference elected Professor Sissakian (U.S.S.R.), a scientist of world standing, as its President. Mr. Cooley (Nigeria) and Professor Tuncel (Turkey) were elected Chairmen of the Programme and Administrative Commissions. The Hon. Al-Noar Kassum (Tanzania) deputised for Professor Tuncel when he was unable to attend because of illness.

182. The term of office of 15 of the 30 members of the Executive Board expired at the end of the 13th session of the General Conference. Candidates from the following countries were successful (in decreasing order of votes obtained) in the election for these vacant seats; Cameroons, Brazil, India, Japan, U.S.S.R., Switzerland, U.S.A., Rumania, Panama, Federal Republic of Germany, Hungary, Tanzania, Ivory Coast, Iran and Peru. Immediately after the Conference the Board elected Mr. El Fasi (Morocco) as its Chairman for the next two years.

Minister's Main Speech

183. The Minister began by assuring the Conference that the new Government in the United Kingdom believed firmly in the importance of UNESCO and would continue to support the organisation in its work. He announced the transference of responsibility for UNESCO matters to the new Ministry of Overseas Development.

184. He welcomed the fact that the proposed 1965-66 programme continued to give high priority to education and he looked forward to increased co-operation between UNESCO and the Commonwealth Education Liaison Unit.

185. The Minister recognised that the natural sciences should be given an equal priority with education, following the 1963 United Nations conference on the application of science and technology for the benefit of developing countries, and said that this development had the full support of the United Kingdom. He stressed the economic importance of applied science to developing countries and suggested that scientists in the developing countries could best help themselves, and the societies in which they live, by studying the problems which beset their own society and by conveying their discoveries to those of their fellow countrymen who could best exploit such discoveries. The developed countries should do all they could to foster the growth of science on those lines.

186. Just as it was necessary in the natural sciences for the developing countries to make progress in the light of their own needs so in the social sciences, the Minister suggested, the relevant problems should be studied on the spot and the solutions to them found by those who were responsible to the citizens of their own country. He thought that UNESCO must, before long, pay more attention to development in this field of activity.

Budget

187. The Conference approved a sum of \$48.857 million for the regular budget for the two calendar years 1965-66. This compares with \$39.0 million for 1963-64. The provisional budget ceiling, fixed earlier in the Conference and voted by 74 votes to 17 with 13 abstentions, was \$48.925 million; the reduction to the figure finally approved was achieved by savings in the likely cost of administration during the biennium. At the provisional budget ceiling stage two other proposals, one for \$50.0 million, sponsored by a group of African and Asian countries, and another for \$48.12 million, sponsored by the United Kingdom and other countries, were defeated.

188. The United Kingdom delegation's refusal to vote for the figure of \$48.925 million (or the final figure of \$48.857 million) was due to the fact that in their view provision was included within those figures for possible expenditure which, if the need for it materialised during 1965-66, could perhaps be met by countervailing savings, without harming the working out of the programme, or if necessary by recourse to the working capital fund. The United Kingdom supported the level of programme activity proposed by the Director-General but remained of the opinion that a budget of \$48.12 million would give an adequate start to the biennium.

189. The following table shows the main appropriations within the 1965-66 budget:—

TABLE 22. *UNESCO 1965-66 Budget*

	Amount
PART I—GENERAL POLICY	\$
1. General Conference	933,883
2. Executive Board	813,484
3. Director-General	236,405
	<u>1,983,772</u>
PART II—PROGRAMME OPERATIONS AND SERVICES	
1. Education	9,807,844
1A. Major Project on Extension and Improvement of Primary Education in Latin America	1,572,454
2. Natural Sciences and their Application to Development ...	7,622,186
3. Social Sciences, Human Sciences and Cultural Activities ...	7,493,241
3A. Major Project on Mutual appreciation of Eastern and Western Cultural Values.	1,474,812
4. Mass Communication and International Exchanges	6,052,763
5. Relations with Member States	938,677
Total (Part II)	<u>34,961,977</u>
PART III—GENERAL ADMINISTRATION	6,027,503
PART IV—COMMON SERVICES	4,883,748
PART V—CONSTRUCTION OF ADDITIONAL HEAD-QUARTERS PREMISES	<u>1,000,000</u>
TOTAL APPROPRIATION	<u>48,857,000</u>

190. The proposed UNESCO plan for the world literacy campaign was regarded by most delegations as the most important educational proposal before the Conference. In introducing the subject the Director-General stressed the need to avoid a premature launching of the world campaign. The experimental programme of a limited number of pilot projects proposed by UNESCO was intended to provide the necessary information on which a world campaign might later be based. The Director-General's attitude was in line with the United Kingdom's views. After considerable discussion, in which 56 delegations took part, the proposals put forward were accepted. The discussion ended with the adoption of the resolution accepting with gratitude an offer by His Imperial Majesty, the Shahinshah of Iran, to hold in Teheran a world congress of education ministers to exchange experiences and stimulate enthusiasm for the world campaign.

191. Other educational items to which Member States attached great importance were increasing co-operation with the International Bank for Reconstruction and Development, the development of educational planning and continued support for the recently established International Institute of Educational Planning, the proposed international instrument on the status of teachers, the expansion of UNESCO's youth activities (including the establishment of an international advisory committee), and the strengthening of adult education with UNESCO's programme.

192. The programme for the natural sciences prepared by the Director-General was approved almost without alteration except for the section on regional activities where, under considerable pressure, it was amended to maintain existing science offices in their present locations and, except for Africa, to delay for a biennium the development of a regional centre for science and technology.

193. The opening of the International Hydrological Decade in 1965 was approved and there was wide support for the programme of studies in the physics of the earth's crust, although a few delegations, including the United Kingdom, voiced doubts about the proposed International Fund. Support for the International Council of Scientific Unions was general, and a number of delegates spoke in favour of the International Biological Programme. Some delegates thought that oceanography deserved a larger allocation and many more were disappointed at the reduction in the budget for ecology. However, there were no attempts to find funds for these subjects from the rest of the programme.

194. Because of the priority given to education and the natural sciences, the level of activity proposed for the social sciences as for that for the remaining departments of UNESCO were stabilised at approximately the level for 1963-64. There was general agreement on the importance and usefulness of the proposed international study on the main trends of research in the social and human sciences (following preliminary work by consultants and a Committee of Experts in 1963-64) but it was thought that for the next biennium the study should be limited to a few disciplines only. A small working party including the United Kingdom was set up to advise on a choice of disciplines and recommended that the first part of the study should bear on the following:—

- sociology (including "political" sociology);
- economics (with special reference to development);
- social and cultural anthropology; and
- psychology.

195. No change of substance was made in the Secretariat's proposals for the programme for cultural activities. In general delegates expressed approval of the increased emphasis on aid for developing countries. The major project on the mutual appreciation of Eastern/Western cultural values was extended to Africa. One major item will be the start of work on the general history of Africa, to which UNESCO's contribution over the next ten years will be in the region of \$500,000.

196. The proposed programme on mass communication and budget was approved with very little discussion of substance. The developing countries expressed their satisfaction at the greater emphasis given to their needs, particularly in the training of technicians for the press, radio, etc., and there was general appreciation of the value of mass media in helping to solve educational problems.

Conclusion

197. In general, the Conference worked harmoniously and there was less heated political discussion than in previous years despite attempts on the part of some delegates to distort the balance of UNESCO's programmes

for purposes of political propaganda. There was, however, a widespread feeling of frustration and dissatisfaction among the participants in the programme commission. This feeling arose because the circumstances in which the commission was obliged to work—the amount of time available compared with the quantity of business to be done—precluded the development of genuine dialogue and discussion.

h. ARCHITECTURE AND BUILDING

198. Architects and Building Branch again received many visitors from abroad, including the seventh international course on building organised by the Bouwcentrum, Rotterdam, for the United Nations.

199. The joint heads of the branch attended a conference organised by the Dutch government to discuss ways in which the countries of Western Europe might exchange information on school building. Three other members of the branch visited Bremen to address educationists, architects, and administrators from the States of West Germany on the industrialised systems used for school building in England and Wales. An architect was included in the mission promoted by the Westminster Chamber of Commerce to study winter methods of building in Sweden and another architect took part in a conference on buildings for indoor sports organised by the Council of Europe in Switzerland.

200. The branch continue to give assistance to the Organisation of Economic Co-operation and Development in its project "Development and Economy in Educational Building". Two of Her Majesty's Inspectors of Schools attached to the branch visited Spain, Portugal and Yugoslavia; and several other members contributed papers to the working meeting arranged in London during September for the participants from Spain, Portugal, Yugoslavia, Greece and Turkey. Members of the branch again addressed the educational building course organised by the department of tropical studies of the Architectural Association for architects from overseas.

201. The Department contributed material for the government stand at the Industrialised Building Systems and Components Exhibition, held in June at the Crystal Palace, which was attended by many visitors from abroad. Photographs and models were shown of recent schools designed by local education authorities in the systems of construction developed by the Consortium of Local Authorities Special Programme (C.L.A.S.P.), the Second Consortium of Local Authorities (S.C.O.L.A.) and the South Eastern Architects Collaborations (S.E.A.C.).

APPENDIX A

Grants offered in 1964-65 to National Voluntary Youth Organisations under the Social and Physical Training Grant Regulations, 1939

Organisation	£
Army Cadet Force Association	2,000
Association for Jewish Youth	2,750
Baptist Union of Great Britain and Northern Ireland (Young Peoples Department)	1,000
Boys' Brigade	6,250
Boy Scouts Association	15,000
British Council of Churches (Youth Department)	1,000
British Red Cross Society	1,500
Church Lads' Brigade	2,500
Church of England Youth Council	7,000
Concordia (Youth Service Volunteers) Ltd.	500
Congregational Union of England and Wales (Youth and Children's Department)	2,000
Co-operative Union Ltd. (Education Department)	1,100
Council for Nature	1,000
Duke of Edinburgh's Award Scheme	12,000
Free Church Federal Council (Youth Department)	300
Girls' Friendly Society	3,250
Girl Guides Association	12,500
Girl Guides Training Centre, "Broneiron", Llandinum	1,500
Girls' Guildry (England)	1,750
Girls' Life Brigade	5,500
International Voluntary Service	1,500
Methodist Association of Youth Clubs	7,500
National Association of Boys' Clubs	45,000
National Association of Training Corps for Girls	7,000
National Association of Youth Clubs	45,000
National Council for Catholic Youth Clubs	1,500
National Federation of Young Farmers' Clubs	12,000
National Youth Theatre	4,500
Presbyterian Church of England (Committee on Youth)	1,000
Provincial Youth Council of the Church in Wales	1,750
St. John Ambulance Brigade Cadets	2,000
Sea Cadet Corps and Girls' Nautical Training Corps	4,250
Training Ship "Foudroyant"	1,400
Welsh League of Youth	9,000
Welsh Association of Youth Clubs	6,000
Council of Social Service for Wales and Monmouthshire (Welsh Standing Conference for National Voluntary Youth Organisations)	800
Young Christian Workers	4,250
Young Men's Christian Association	25,000
Young Women's Christian Association	15,000
Youth Hostels Association	5,000
	279,850

APPENDIX A—continued

SPECIAL GRANTS, 1964-65

Organisation	£
Drake's Island Project, Plymouth	800
Grand Union Clubs Association	415
London Council of Social Service (London Compass Society Project)	1,264
London Union of Youth Clubs and Y.W.C.A.	306
London Standing Conference of Housing Estates Community Groups	1,500
National Association of Youth Clubs	2,500
Notting Hill Social Council	350
Royal Association in Aid of the Deaf and Dumb	1,500
University College Swansea Department of Education	300
Welwyn Garden City Workshop	417
1964 Task Force Ltd.	3,000
	12,352

APPENDIX B

Grants to National Voluntary Sports Organisations under the Physical Training and Recreation Act, 1937

Organisation	£
Central Council of Physical Recreation	283,000
Council of Social Service for Wales and Monmouthshire	1,500
English Folk Dance and Song Society	13,000
National Playing Fields Association	11,000
Physical Education Association of Great Britain and Northern Ireland	1,000
Sports Turf Research Institute	3,500
All England Netball Association	1,325
All England Women's Hockey Association	2,100
Amateur Athletic Association	14,000
Amateur Basket Ball Association... ..	750
Amateur Fencing Association	3,250
Amateur Judo Association of Great Britain	500
Amateur Rowing Association	900
Amateur Swimming Association	4,500
Amateur Volleyball Association	600
Badminton Association of England	800
British Amateur Gymnastic Association	2,750
British Amateur Weight-Lifters Association	1,000
British Canoe Union	2,687
British Cycling Federation	1,000
British Gliding Association	3,000
British Horse Society	2,000
British Judo Association	1,700
British Mountaineering Council	450
British Sub-Aqua Club	1,500
British Water Ski Federation	250
Cyclists Touring Club	1,500
English Table Tennis Association	2,375
Hockey Association	3,000
Keep Fit Association of England and Wales	500
Lawn Tennis Association	4,000
Medau Society of Great Britain and Northern Ireland	500
National Ski Federation of Great Britain	1,500
Road Time Trials Council... ..	1,000
Squash Rackets Association	1,200
Surf Life Saving Association of Great Britain	1,500
Table Tennis Association of Wales	100
Universities Athletic Union	500
Welsh Amateur Basket Ball Association... ..	150
Welsh Badminton Union	100
Women's Cricket Association	600
Women's Inter-University Athletic Board	250
Women's League of Health and Beauty	500

Further annual grants have been offered to the following organisations from the dates of appointment of additional coaching or administrative staff:—

Organisation	£
Amateur Athletic Association	1,500
Amateur Basket Ball Association... ..	3,000
Amateur Fencing Association	700
Badminton Association of England	900
Football Association	5,000

APPENDIX C

Grants to National Associations under the Further Education (Grant) Regulations, 1959

Organisation	£
British Drama League	4,000
Educational Centres Association	2,100
National Council of Young Men's Christian Associations	3,250
National Federation of Women's Institutes	5,000
National Union of Townswomen's Guilds	4,500
National Institute of Adult Education	2,750
Rural Music Schools	4,500
Workers' Educational Association	2,300
	28,400

APPENDIX D

(i) Overseas Assistants serving in England and Wales

	1962	1963	1964
Austrian	12	4	15
Belgian	3	1	1
French	933	1,000	936
German	265	257	292
Italian	7	4	9
Spanish	56	62	65
Swiss... ..	13	8	13
Tunisian	—	—	—
	1,289	1,336	1,331

(ii) Assistants from England and Wales serving in Europe and Tunisia

	1962	1963	1964
Austria	19	28	24
Belgium	2	4	2
France	553	630	737
Germany	105	172	188
Italy	6	6	7
Spain	4	12	9
Switzerland	6	6	5
Tunisia	4	4	8
	699	862	980

Note: The figures for 1962 and 1963 show the position at 1st September in each case, but those for 1964 are for 16th October. A number of Assistants withdrew their acceptance of appointments in the period 1st September to 16th October, 1964 and did not take up posts in schools.

APPENDIX E

Grants to Voluntary Bodies for Educational Services (under the Educational Services and Research Regulations, 1946, Grant Regulations No. 4)

Organisation	Grant made in 1963-64	Grant made or approved in 1964-65
	£	£
British Association for the Advancement of Science	12,500	12,500
British Film Institute	—	19,000
British Interchange Committee of the English-Speaking Union	4,250	4,350
Central Bureau for Educational Visits and Exchanges	17,278	21,663
Council for Education in World Citizenship	500	950
Council for National Academic Awards	—	4,140
League of British Commonwealth and Empire	3,551	3,200
National Council for Technological Awards	6,643	6,063
National Foundation for Educational Research	7,000	20,000
National Foundation for Educational Research (C.S.E. Comparability Unit)... ..	—	13,100
Nursery School Association of Great Britain and Northern Ireland	250	250
National Council for Diplomas in Art and Design	14,781	20,915

APPENDIX F

(i) Orders under the Education Acts, etc.

The following table shows the number and description of the Orders made under the Education Acts 1944 to 1964, together with certain other enactments, during the year 1964:—

Description*	England	Wales
Orders under the Education Acts 1944 to 1964		
Classification of Voluntary Schools (Section 15)		
Controlled Schools (Primary Schools)	1	—
(Secondary Schools)	1	—
Aided Schools (Primary Schools)	48	1
(Secondary Schools)	26	3
Special Agreement Schools (Secondary Schools)	1	—
Revocation of Aided Status (9 Primary Schools)	8	1
" " (2 Secondary Schools)	2	—
Transfer of School to new site (Section 16(1))	82	2
Substitution of School (Section 16(2))	14	1
Management and Government of Schools (Section 17)		
Instruments of Management (Primary Schools)	104	3
Instruments of Government (Secondary Schools)	42	3
Articles of Government (Secondary Schools)	57	3
Exemption from Building Bye-Laws (Section 63(2))	2	—
School struck off Register or Teacher disqualified (Section 72(3))	6	—
Removal of disqualification (Section 74 (1))	1	—
Prevention of Reverter (School Sites Act 1841) (Section 86(2))	2	—
Acquisition of Land: Compulsory Purchase Orders confirmed† (Section 90)	79	—
Certificates of Expenses attributable to displaced pupils (Section 104)	15	1
Revocation or Varying Orders (Section 111)	7	1
Schemes of Divisional Administration Approved (First Schedule Part III)	7	1
Special Agreements approved (Third Schedule)	3	—
Expenses of enlargement, controlled Schools (Section 1, Education Act 1946)	2	—
Division of Schools (Section 2, Education Act 1946)... ..	11	1
Costs of establishing controlled schools (Section 2, Education Act 1953)	2	—
Under other Acts:—		
Public Libraries Acts: Bye-Laws confirmed... ..	15	1
TOTAL	538	22

* The Sections referred to are Sections of the Education Act, 1944, except where otherwise stated.

† There were 15 Public Inquiries held in England in connection with Compulsory Purchase Orders, and none in Wales.

(ii) Orders under the Charities Act, etc.

The following table shows the number and description of the Schemes and Orders under the Charities Act, or otherwise relating to Charitable Trusts, made during the year 1964:—

Description	England	Wales
Orders establishing Schemes	150	4
Other Orders:—		
for the appointment or removal of trustees	120	5
giving authority to sell, exchange or otherwise dispose of land...	612	61
for the commutation of rent charges or like payments to Foundations	13	—
giving authority to grant building, mining or other leases or to execute agreements for leases or directions thereon, or to surrender or accept the surrender of leases	78	13
approving the purchase of land or the erection or improvement of buildings, or otherwise relating to loans or capital expenditure for the benefit of Foundations	179	9
authorising the payment of pensions or gratuities	1	—
appointing members of committees of management	10	—
varying Orders	22	—
authorising legal proceedings	1	—
authorising additions to Investment Pool	6	—
under Section 1 of Diocesan Education Committees Measure 1955	1	—
requisitioning the production of accounts	1	—
discharging orders	1	—
conferring right to call for the transfer of stock	2	—
Certificates under Land Registration Rule 62	1	—
Rules for payment	1	—
	1,199	92

(iii) Schemes under the Endowed Schools Acts

During the year 1964 the number of schemes dealt with under the Endowed Schools Acts was as follows*:

Issued for publication in draft	0
Finally settled by the Secretary of State and issued for final publication	1
Approved by Her Majesty in Council	10

Nine of the approved schemes were made under Section 86 of the Education Act 1944, as amended by the Education Act, 1946 directing that the Endowed Schools Acts, subject to certain modifications, should apply to the foundations contained in the Schedules thereto. The areas covered by eight of these schemes are the Dioceses of Blackburn, Chelmsford, Chichester, Ely, Lichfield, Southwark, Southwell, and Wakefield. The other such scheme was one which was made in respect of the foundation of St. Mark's Church of England School, Peterborough.

The object of these "Section 86 Schemes" is to enable the endowments of closed Church schools, including the proceeds of sales and leases of the school premises, to be used for the erection, improvement or enlargement of other schools of the same denomination. Schools which are scheduled to be closed in the development plans of local education authorities concerned are included in the schemes as well as those schools which are already closed, but when a school which is still open is included it is provided that the scheme shall have no effect on it, other than to transfer the trusteeship, until it is closed.

* The figures relate in each instance to the stage of the proceedings which had been reached by the end of the year.

APPENDIX F—continued

The remaining scheme was made in the following circumstances:

Sunderland, Foundations of the Boys' Orphanage and James Thompson Fund

The scheme was made jointly under the Endowed Schools Acts and Section 18 of the Charities Act 1960. A Scheme was necessary because the former orphanage of the Foundation had closed and been sold, and the Endowed Schools Acts had to be invoked because the Foundation was regulated by a private Act of Parliament. The Scheme amalgamated the Boys' Orphanage Foundation, its subsidiary endowments, and a Foundation called the James Thompson Fund so as to form one Foundation, now called "the Sunderland Orphanage and Educational Foundation". It reconstituted the Body Corporate administering the Foundation and provided for the future application of the considerable yearly income arising from the various endowments.

APPENDIX G

Statutory Instruments made by the Secretary of State during the year

The Direct Grant Schools Amending Regulations 1964	...	...	(S.I. 1964/1312)
The Further Education (Grant) Amending Regulations 1964	...	...	(S.I. 1964/1310)
The Further Education (Grant) Second Amending Regulations 1964	...	...	(S.I. 1964/1514)
The Further Education (Local Education Authorities) Amending Regulations 1964	...	...	(S.I. 1964/1309)
The Further Education (Local Education Authorities) Second Amending Regulations 1964...	...	...	(S.I. 1964/1515)
The London Government (Education) (Interim Action) Order 1964	...	...	(S.I. 1964/1293)
The Scholarships and Other Benefits Amending Regulations 1964	...	...	(S.I. 1964/1294)
The Schools Amending Regulations 1964	...	...	(S.I. 1964/1311)
The Special Schools and Establishments (Grant) Amending Regulations 1964	...	...	(S.I. 1964/1083)
The Teachers Superannuation Amending Rules 1964	...	...	(S.I. 1964/934)
The Teachers Superannuation (National Service) Amending Rules 1964	...	...	(S.I. 1964/935)
The Training of Teachers (Grant) Amending Regulations 1964	...	...	(S.I. 1964/1353)
The Training of Teachers (Local Education Authorities) Amending Regulations 1964	...	...	(S.I. 1964/1308)
The Training of Teachers (Local Education Authorities) Second Amending Regulations 1964...	...	...	(S.I. 1964/1516)
The University and Other Awards Amending Regulations 1964	...	...	(S.I. 1964/1128)
The University and Other Awards Amending Regulations No. 2 1964	...	...	(S.I. 1964/1980)

In addition to the above-named Instruments the following Order in Council was made on 26th March, 1964:—

The Secretary of State for Education and Science Order 1964	...	(S.I. 1964/490)
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APPENDIX H

Publications

(i) Command Papers

			£	s.	d.
<i>Command 2154-II</i>	...	Higher Education: Appendix Two (A)	...	1	0 0
<i>Command 2154-II-I</i>	...	Higher Education: Appendix Two (B)	...	1	7 6
<i>Command 2154-V</i>	...	Higher Education: Appendix Five	...	18	0
<i>Command 2154-VI</i>	...	Higher Education: Evidence, Part One, Volume A	...	1	1 0
<i>Command 2154-VII</i>	...	Higher Education: Evidence, Part One, Volume B	...	1	1 0
<i>Command 2154-VIII</i>	...	Higher Education: Evidence, Part One, Volume C	...	1	1 0
<i>Command 2154-IX</i>	...	Higher Education: Evidence, Part One, Volume D	...	19	0
<i>Command 2154-X</i>	...	Higher Education: Evidence, Part One, Volume E	...	19	0
<i>Command 2154-XI</i>	...	Higher Education: Evidence, Part One, Volume F	...	1	1 0
<i>Command 2154-XII</i>	...	Higher Education: Evidence, Part Two	...	11	6
<i>Command 2267</i>	...	University Development 1957-1962	...	15	0
<i>Command 2316</i>	...	Education in 1963, being the Report of the Ministry of Education for England and Wales	...	8	6
<i>Command 2456</i>	...	Returns from Universities and University Colleges in Receipt of Exchequer Grant: Academic Year 1962-63...	...	5	6
<i>Command 2545</i>	...	Report of the Third Commonwealth Education Conference	...	7	6

(ii) Non-Parliamentary Publications

<i>Reports</i>	...	A Higher Award in Business Studies	...	5	0
	...	Examining of English Languages. 8th Report of Secondary School Examinations Council 1964	...	5	0
	...	Day Release	...	3	0
	...	The Public Relations of Further Education	...	Unpriced	
	...	University Appointments Boards: A Report by the Rt. Hon. The Lord Heyworth	...	12	6
	...	Report of the Committee on University Teaching Methods	...	10	0
<i>Miscellaneous</i>	...	Statistics of Education 1963 Part I	...	15	0
	...	Statistics of Education 1963 Part II	...	1	7 6
	...	Statistics of Education 1963 Part III	...	15	0
	...	General Certificate of Education	...	2	0
	...	Examinations in Art. Question Papers 1964. Bound Volume. The Intermediate Examination in Art and Crafts. Examination for National Diploma in Design	...	7	0
	...	Health of the School Child 1962 and 1963 Report of the Chief Medical Officer	...	12	6
	...	Post Diploma Studies in Art and Design. Third Report of the National Advisory Council on Art Education	...	1	9
	...	A Year for Education	...	Unpriced	
	...	The Educational System of England and Wales	...	Unpriced	

Educational Pamphlets

No. 44	...	The Sea in Education	...	4	6
No. 45	...	Use of Books	...	2	0
No. 46	...	Slow Learners at School	...	7	6

Examinations Bulletins

No. 2	...	Certificate of Secondary Education. Experimental Examination—Mathematics	...	3	6
No. 3	...	Certificate of Secondary Education. An introduction to some techniques of examining	...	6	0
No. 4	...	Certificate of Secondary Education. An introduction to objective type examinations	...	2	3

Building Bulletins

No. 23	...	Primary School Plans. A Second Selection	...	7	0
	...	Controlling Dimensions for Educational Building	...	4	0

Rules

Rules 123 (Amendment)	...	Arrangements and conditions for the award of Ordinary National Certificates in Mining and Higher National Certificates in Mining Surveying	...	3	
Rules 126	...	Arrangements and conditions for the award of Ordinary National Certificates in Engineering	...	1	0

Lists

List 10 (1964)	Index to Ministry of Education Circulars and Administrative Memoranda current on 1st January, 1964	3	6
List 69 (1963)	...	...	Secondary Education in each Local Education Authority Area	...	...	1	9
List 71 (1963)	...	...	Selected Statistics Relating to Local Education Authorities in England and Wales	...	...	4	0
List 73 (1964)	...	...	List of Direct Grant Grammar Schools in England and Wales	...	...	2	0
List 172	...	...	Recognised Establishments for the Training of Teachers in England and Wales: Academic Year 1965-66	...	...	3	6

Reports on Education
(Unpriced)

No. 7	...	...	Training the Teachers	...	...	January
No. 8	...	...	Teachers on Quota	...	...	February
No. 9	...	...	Provision for Research	...	...	March
No. 10	...	...	Progress of the C.A.T.'s	...	...	April
No. 11	...	...	Programmed Learning	...	...	May
No. 12	...	...	The School Population	...	...	June
No. 13	...	...	How the Money is Spent	...	...	July
No. 14	...	...	Examinations and Qualifications	...	...	September
No. 15	...	...	Education for Commerce	...	...	October
No. 16	...	...	Health at School	...	...	November
No. 17	...	...	Education under Social Handicap	...	...	December

(iii) **Circulars and Administrative Memoranda** issued to local education authorities and, as appropriate, others concerned with the provision and administration of educational facilities.

Circulars

275	...	...	Local Education Authorities and the National	...	...	...
(Addendum No. 2)	6/59	...	Agriculture Advisory Service	...	...	18th February
(Addendum No. 4)	11/59	...	Qualified Teachers and Temporary Teachers	...	...	24th November
(Revised Appendix)	8/60	...	The Schools and International Affairs	...	...	8th October
(Addendum No. 1)	10/60	...	Nursery Education	...	...	7th July
(Addendum No. 1)	11/63	...	Teaching Service in the Commonwealth and Other Countries Overseas	...	...	28th January
(Addendum No. 1)	1/64	...	Grants for Students attending post-graduate courses in the teaching of English as a second language and in Education in tropical areas	...	...	8th July
	2/64	...	Industrialised Building and Educational Building Consortia	...	...	28th February
	3/64	...	Provision of Language and Export Courses for Business Firms	...	...	2nd March
	4/64	...	The Education Service and Nuclear Attack	...	...	20th March
	5/64	...	A Higher Award in Business Studies	...	...	18th March
	6/64	...	Awards for Postgraduate Study	...	...	31st March
	7/64	...	The Secretary of State for Education and Science Order, 1964	...	...	26th March
	8/64	...	Courses of Further Training for Teachers	...	...	25th May
	9/64	...	Further Education for Blind School Leavers	...	...	6th July
	10/64	...	Remission of the School Dinner Charge	...	...	23rd July
	11/64	...	Council for National Academic Awards	...	...	16th July
		...	Provision of Facilities for Sports	...	...	27th August
(Ministry of Housing and Local Government 49/64)	12/64	...	Education Act 1964	...	...	27th August
	13/64	...	The Schools Council for the Curriculum and Examinations. Secondary School Examinations	...	...	29th September

APPENDIX H—continued

14/64	The Henniker-Heaton Report on Day Release ...	6th October
15/64	Teacher Training Grants ...	12th October
16/64	Awards for First Degree and Comparable Courses The University and Other Awards Regulations 1962	23rd October
	The University and Other Awards Amending Reg- ulations 1963	
	The University and Other Awards Amending Reg- ulations 1964	
17/64	The Public Relations of Further Education ...	16th December
18/64	The University and Other Awards Amending Reg- ulations No. 2. 1964 ...	21st December
<i>Welsh Department Circular</i>		
1/64	St. David's Day, 1964 ...	24th February
<i>Administrative Memoranda</i>		
8/63 (Addendum No. 1)	Interchange of Teachers and Assistants with Over- seas Countries ...	23rd March
1/64	Records of Teachers ...	3rd March
2/64	Children and Young Persons Act, 1963 ...	23rd March
3/64	Ordinary National Certificates and Diplomas in Sciences ...	20th March
4/64	The Industrial Training Act, 1964 ...	23rd April
5/64	Offices, Shops and Railway Premises Act, 1963 ...	8th May
6/64	Teachers (Superannuation) Acts 1925-56. Charg- ing of Interest on Arrears of Employers Contri- bution ...	30th June
7/64	The Florence Treolar School, Holybourne, near Alton, Hants ...	1st September
8/64	Interchange of Teachers and Assistants with Over- seas Countries ...	24th September
9/64	Council for National Academic Awards ...	22nd September
11/64	Local Education Authorities' Committee on Inter- Authority Payments under Section 6(1) of the Education (Miscellaneous Provisions) Act, 1948	15th October
12/64	One Year and One Term Courses of Further Train- ing for Qualified Teachers 1965-66 ...	3rd November
13/64	Building Work for Aided and Special Agreement Schools ...	16th December
14/64	The 700th Anniversary of Parliament ...	29th December

APPENDIX I

Research projects accepted for grant by the Department between 1st April, 1962 and 31st December, 1964

Schools—Organisation

National Foundation for Educational Research	A comparative study of the effects of streaming in primary schools.
Swansea Department of Education ...	Analyses of data previously collected on co-education.
Leicester Department of Education ...	Research into the effects of streaming in secondary schools.
Newcastle Computing Laboratory ...	Contribution to Incorporated Association of Head Masters project on the use of computers for constructing school time-tables.
King's College, Cambridge ...	Aspects of boarding education: a comparative study.
Swansea Department of Education ...	A study of the social and emotional adjustment of pupils in co-educational and single sex schools.
Incorporated Association of Head Masters	A study of the organisation and administrative structure of secondary schools.

APPENDIX I—continued

Schools—Curriculum

Manchester Department of Education	...	A study of sixth form curricula.
Oxford Department of Education	...	An enquiry into aspects of science teaching in primary schools.
National Foundation for Educational Research		Follow-up on earlier investigations into reading ability, mathematical attainment and selection procedure.
Durham Department of English	...	A study of the causes of under-achievement in English in grammar schools.
University College of Wales, Aberystwyth		Research into and production of basic programmes for learners of Welsh as a second language.
Hull Institute of Education	...	Research into the development of mathematical thinking in children.
National Foundation for Educational Research		Evaluation of Nuffield Foundation Department of Education and Science project in the teaching of French in Primary schools.
General Studies Association	...	A survey of non-specialist sixth form studies.
University College London	...	A study of contemporary English by means of the theories and methods of modern linguistics and phonetics.

Schools—Examinations

Birmingham Department of Education (in association with Leeds Department of English)		The formulation of oral English tests with particular reference to the Certificate of Secondary Education.
London Institute of Education	...	Research into the application of "multiple marking" techniques to G.C.E. English papers.
Southampton Department of Education	...	A study of the interaction of the curriculum and examinations with special reference to C.S.E.
Northern Universities Joint Matriculation Board		An assessment of G.C.E. "O" level English examinations.
Leicester School of Education	...	A study of methods of examining other than by written papers.
Institute of Physics and the Physical Society		Research into the formulation of multiple-choice tests in G.C.E. "A" level physics.

Schools—Projects commissioned by the Central Advisory Council for Education (Plowden)

Government Social Survey	...	An investigation into parental attitudes towards primary education.
National Foundation for Educational Research		A preliminary survey of research on primary education.
Manchester Institute of Education	...	A study of primary school children in Manchester to study the relationship between environment and educational performance.
Institute of Child Health	...	Child study: completion of work on the relationship between I.Q. type tests and age.
Institute of Child Health	...	Peri-natal study: a follow-up survey of 17,000 children born in 1958 to study the relationship between peri-natal and social factors and subsequent educational development.
National Bureau for Co-operation in Child Care		Child development: a follow-up study of children, now approaching the end of their school careers, previously surveyed at junior school age.
National Foundation for Educational Research		A study of class organisation in small primary schools.
H. W. Pitt	...	A study of "high flyers" transferred early to secondary grammar schools in the Plymouth area.
London School of Economics	...	A study in a small number of areas of how the social services impinge on the primary school child.
Dr. Douglas	...	Collection of information on I.Q. and height; puberty and economic class; and G.C.E. results related to height, I.Q., and puberty ratings.

APPENDIX I—continued

Special Services

Nottingham Institute of Education	...	...	A study of methods of educating deaf children.
Swansea Department of Education	...	...	Research into the teaching of educationally sub-normal children.
Manchester Youth Studies Course and Department of Audiology	...	...	A study of factors affecting the social adjustment of deaf children.
Moor House Special School	...	...	Analysis of material on speech defects obtained from school records.
Birmingham Department of Education	...	...	A study of the development of language and thinking in E.S.N. children.
London Institute of Education	...	...	Survey of E.S.N. children.

Further Education

National Foundation for Educational Research	...	...	A comparative study of the merits of block and day release in further education.
National Foundation for Educational Research	...	...	A study of factors leading to the discontinuation of engineering apprentice courses (follow-up of earlier investigation into student allocation).
National Foundation for Educational Research	...	...	Bringing up to date of technical education abstracts.
Birmingham College of Advanced Technology, The Polytechnic, Regent Street	...	...	Contribution towards the cost of developing management studies (in association with the Platt Foundation).
College of Aeronautics	...	...	Development of management case studies in U.K.
Nottingham Department of Adult Education	...	...	An assessment of adult educational television programmes in economics.
Seafarer's Education Service	...	...	A survey of the pattern of vocational and non-vocational education in the Merchant Navy.

Teacher Training and Supply

Manchester School of Education	...	...	A longitudinal study of training college students to assess the effectiveness of selection, training and examining in the light of subsequent teaching performance.
Exeter Institute of Education	...	...	A pilot scheme in the use of open circuit television for the in-service training of teachers.
Keele Institute of Education	...	...	A comparative study of the three-year concurrent and one-year post-graduate courses in education at Keele.
Keele Institute of Education	...	...	A study of the factors influencing the output of teachers.

Universities

University of Essex	...	...	A survey of the careers of post-graduate students.
University of Sheffield	...	...	A survey of the careers of graduates.

General

Brunel College	...	...	A study of the fundamental processes involved in the learning of intellectually complex material.
University College London (Department of English)	...	...	Contribution to the cost of a survey of English Usage.
Battersea College of Advanced Technology	...	...	A study of the factors involved in the removal of a C.A.T. from London and of the problems of student accommodation.
National Foundation for Educational Research	...	...	Preparation of a survey of educational research
National Central Library	...	...	A survey and analysis of applications from non-university libraries.
University College London/British Psychological Society.	...	...	Formulation of new intelligence tests.

APPENDIX I—*continued*

London School of Economics	...	...	The preparation of a computable model of the educational system (in association with the Department's Statistical Branch).
Birmingham Institute of Education	...	...	A comparative study of school and university performance in economics.
University of York and London School of Economics	...	...	A study of the methods of financing education.
Institute of Municipal Treasurers and Accountants	...	...	A study of the costing and other financial techniques in technical colleges.

Sociology in Education

Institute of Christian Education	...	...	A survey of religious attitudes among sixth form pupils.
Manchester Department of Sociology	...	...	A sociological study of schools in the Manchester area.
Manchester College of Science and Technology	...	...	The recording and analysis of classroom behaviour.
Liverpool Institute of Education	...	...	A study of the effects of environmental factors on educational progress.
London Institute of Education	...	...	A study of the relationship between social class and learning ability.
Durham Department of Psychology	...	...	A study of the factors influencing the moral development of children.
Cambridge Department of Education	...	...	Contribution towards the cost of a study in child development.
Manchester College of Science and Technology	...	...	A study of the attitudes of children to authority.
National Foundation for Educational Research	...	...	Constructive education: a study of factors affecting the attitudes, behaviour and attainment of pupils in primary and secondary schools (sponsored and financed jointly with the Home Office).

Teaching Aids

Educational Foundation for Visual Aids...	...	...	Contribution towards the cost of the Foundation's experimental development unit.
Sheffield Department of Education	...	...	The construction and validation of programmed texts in mathematics.
Leicester Department of Education	...	...	Research into the use of programmed learning in primary schools.
Sheffield Department of Chemistry	...	...	Evaluation of programmed texts in advanced physical chemistry.
London Institute of Education	...	...	Contribution towards the cost of research into the use of the Initial Teaching Alphabet.
Birmingham Department of Education	...	...	Research into varying types of programmed texts.
Leeds Department of Education	...	...	Assessment of educational television.
London Institute of Education	...	...	Co-ordination of research into the use of closed circuit television in teacher training colleges (southern area).
Leeds Institute of Education	...	...	Co-ordination of research into the use of closed circuit television in teacher training colleges (northern area).
London Institute of Education	...	...	Research in London schools into the practical application of programmed learning.
London Institute of Education	...	...	A study of the use of "phonetic colour" as an aid to teaching children to read.
London Institute of Education	...	...	Research into the remedial use of the initial teaching alphabet.
Joyce Morris (Honorary)	...	...	Report of study visit to U.S.A. to examine methods of teaching children to read.

