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EDUCATION AND SCIENCE IN 1967

BEING A 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 1968*

LONDON
HER MAJESTY'S STATIONERY OFFICE

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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 of the Department of Education and Science for 1967. During the first eight months of the year the Rt. Hon. Anthony Crosland, M.P., was Secretary of State.

Patrick Gordon Walker

Secretary of State.

Herbert Andrew

Permanent Under-Secretary of State.

28th March 1968.



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Science for 1967. During the first eight months of the year the Rt. Hon.
Anthony Crosland, M.P., was Secretary of State.

Patrick Cavanagh

Secretary of State

Herbert A. Anderson

Permanent Under-Secretary of State

27th March 1968



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PART ONE

A GENERAL SURVEY

This review of developments touches briefly on some of the main events of the year under the following headings: the primary schools, secondary reorganisation, the reform of the curriculum, independent schools, staffing and salaries, school meals, building programmes, school examinations, youth service, further education, teacher training, the universities, science policy, computer education and finance.

The Primary Schools

On 10th January the Plowden report on the primary schools of England was published and received an immediate and general welcome for its general tenor and philosophy. The Central Advisory Council gave priority in its recommendations to a national policy of positive discrimination in favour of areas where children are most deprived socially. This approach gained wide support in the country. The Government gave practical expression to its acceptance of this approach later in the year by making an increased allocation of £16 million for school building in what the Council called educational priority areas (E.P.A.'s). Spread over the two years 1968-70 this additional building programme will be administered by the Department on a basis of applications by individual local education authorities.

Of special interest to parents were the proposals in the Plowden report for involving them more fully in the life of the primary schools, the support given to current trends towards individual learning and against streaming, and the proposals for further enquiry into religious teaching for young children and for the abolition of corporal punishment. Also recommended was high priority for the recruitment of teachers' aides as an immediate source of help to teachers, the extension of nursery education as soon as staff and buildings were available, and moves towards a new structure for primary education involving a single date of entry, a three-year infant and a four-year junior course.

In reactions to the report there was little tendency to dispute the principle that home-school relationships were important and should be improved. Some teachers thought that the Council might have under-estimated the practical difficulties, but organisations reflecting parental opinion welcomed this aspect of the report and set up a new School and Home Council to stimulate further development. The Department focussed attention on the subject in a number of reports, commissioned a special popular account of the primary schools for the benefit of parents, and announced that it would implement the Council's recommendation to gather and publish accounts of good practices in parent-teacher relations.

Among the proposals directed particularly to the Government were a number which would involve substantial expenditure and some legislation. While taking immediate action to secure the views of the local authorities and

the teachers associations, the Government made clear that they would need to have regard both to these and to the economic resources available. In a statement in November the Secretary of State (Mr. Gordon Walker) listed some of the ways in which Plowden recommendations were being carried forward. Among these were the improvement of primary teacher supply, school building programmes (which by 1970 would provide at least a quarter of a million new primary places, over and above those needed for the extra numbers and the special E.P.A. provision), environmental questions (including the reception and teaching of immigrants), and the organisation and curriculum of schools (including the possibility of part-time education for infant school entrants, the development of middle schools, and further research by the Schools Council and the Churches).

Many of the proposals were directed to the local authorities and their teachers. A large number of authorities set up working parties of teachers and administrators to study the report and make local recommendations; others called teachers' conferences, arranged open meetings and planned short courses; where teachers' centres existed they provided the natural focal point.

The reading survey made for the Council showed that children of eleven had advanced by an average of 17 months between 1948 and 1964. The Council welcomed the revolution in attitudes to and methods of teaching writing—a revolution so profound that any comparisons between the writings of the 'thirties and today was considered to be almost impossible. The Council, while it doubted whether this flowering of children's writing had been accompanied by a decline in formal excellence, did find some room for improvement in the appearance of children's work. Attention was drawn to changing attitudes to modern language teaching, mathematics, science and the visual arts. It was argued that children should be taught to use television profitably and to associate it with learning as well as with entertainment. Programmed learning could relieve teachers of some routine work and free them to exercise their influence more constructively, but "few programmes have been devised for or tested with primary school children and their use is not yet sufficiently widespread either here or in the U.S.A. for firm judgments to be made". Detailed inquiries were proposed into the provision made for handicapped children, the achievements of gifted children, and the needs of both.

The Gittins report on primary education in Wales was received during the year and published in January 1968. Its recommendations were in many aspects similar to those of the Plowden report, though with some different emphases. Among the matters of particular concern in Wales the Council proposed that primary education should be bilingual throughout the principality. Another chapter dealt with the strengthening and reorganisation of rural primary schools, with a view to regrouping the provision in area schools. The report also included recommendations to encourage more extensive in-service training for teachers.

Re-organisation of Schools

Meanwhile plans were going ahead all over the country to re-organise the secondary schools on comprehensive lines. Throughout the year it was possible to report steady progress in approving schemes consistent both with

the principles of Circular 10/65 and with local circumstances and local wishes. An immense amount of goodwill and careful planning which lay behind the approved schemes tended to go largely unnoticed while attention focussed from time to time on areas of limited dispute. By the end of the year a hundred authorities had had schemes approved for the whole or part of their area and schemes from a further 22 authorities were under consideration in the Department.

The orthodox all-through comprehensive school is the form of provision most favoured by local authorities. This pattern commands wide support from both county and county borough authorities, including the majority of the main centres of population. However, a system of middle schools, straddling the primary/secondary age ranges, has grown considerably in popularity during the last year or so in both rural and urban areas. Two-tier arrangements of one sort or another were fairly widespread but for the most part as an interim step towards ultimate schemes of a more fully comprehensive character. Comprehensive schools with an age range of 11 to 16 years, combined with sixth form colleges for pupils over 16, were the basis of a significant minority of approved schemes. Particularly in large counties, there was a tendency to diversity of provision, taking account of the varying needs of different areas and providing the opportunity for an assessment of the relative merits of different forms of organisation.

In November the House of Commons gave a second reading to an Education Bill which made three main proposals: first to validate beyond doubt the existence of some hundreds of schools whose establishment since 1945 had not complied with the requirements of the law as interpreted during the year by the Court of Appeal; secondly, to define and extend the grounds on which local inhabitants have a right to register objections to substantial changes in the functions or the size of a school; and thirdly, to clarify the circumstances in which school buildings are required to conform to the prescribed standards governing new schools. It was intended that these changes, taken together, would provide appropriate opportunity for local public opinion to express itself about proposed school changes while assisting local education authorities in carrying out their work.

Reforming the Curriculum

Preparations to raise the school leaving age (since deferred from 1970-71 to 1972-73) gave further stimulus to a growing movement towards curricular reform in the schools. In this work the Schools Council has been playing a leading part, increasingly supported as the year went on by teachers' study centres in various parts of the country. Over this whole field of curricular development and research the Government and the local education authorities are spending almost a million pounds.

The several projects sponsored by the Nuffield Foundation to modernise science teaching in the schools were making a stronger impact during the year. The primary science project ended in December 1966 and in the following August revised materials became available in a much modified and greatly extended form. But there were still problems to be solved and from September the Schools Council had a continuation project in the field. At the centre of this further work lies the question how to make the

development from the essentially unstructured approach of the primary school to the more formal intellectual discipline of the secondary school. Revised Nuffield "O" level materials became available at the beginning of the 1966-67 academic year, accompanied by a Schools Council series of evaluation studies. At the same time there began the first extensive field trials in new "A" level courses. There was also a Schools Council pilot project in applied science and technology, aiming to answer such questions as: how does a school set about giving its sixth-form science specialists more experience of real life scientific situations. All this added up to a determined attempt to combat at school level the seeming inability of science subjects to hold their own. It was reported by the Council for Scientific Policy that the Dainton working group was preparing a final report on the flow of candidates into science and technology places in universities.

There was an increasing concentration of thought during the year on the character of sixth-form studies as a whole and their relationship to university entrance. This led among other things to a letter to *The Times* from a number of vice-chancellors, a joint paper from the Schools Council and the Standing Conference on University Entrance, and a conference of educationists at Gonville and Caius College Cambridge sponsored by *Nature*.

In arguing that "a general transition to a comprehensive pattern of education would weaken the work of sixth forms", the signatories of the letter to *The Times* appeared to some to be defending a system of early specialisation. Addressing the annual conference of the Association of Education Committees the Secretary of State (Mr. Crosland) emphasised that the need today was to cater both for academically inclined young people and for the increasing numbers staying on into the sixth form with no intention of going on to university.

The Cambridge conference saw a broadening of the sixth-form curriculum as an urgent need and argued that one practical benefit might be a bigger supply of teachers able to teach science in the lower forms. In general the conference thought students in sixth forms should be able to keep open the options between the sciences; and there was also wide support for "the necessarily more distant objective" of keeping options open between the arts and the sciences. Mathematics, it was thought, needed special treatment: there was a case for developing a common core curriculum that would emphasise its applications.

In October the Schools Council and the S.C.U.E. issued a working paper with proposals for sixth-form courses for a wide ability range over one, two and three years. It was suggested that the curriculum of every candidate for university entrance should be restricted to two "A" level subjects in any one year; that each school should also place on offer a range of elective courses, and that there should be an unexamined area of study for all sixth-form pupils. The paper was commended for study by all educational associations, schools, colleges, examining boards and universities.

In the development of secondary, as of primary, curricula the new teachers' groups and centres were playing a growing role during the year; and the concept was the subject of elaboration in a Schools Council working paper. While the first essential was that teachers should themselves feel the need to meet together in groups to discuss curricular problems, it was

hoped that local education authorities would do all they could to encourage such groups. Equally, it was hoped that universities and colleges of education would give their own appropriate forms of support.

In March the Secretary of State (Mr. Crosland) announced the setting up of a National Council for Educational Technology with Dr. Brynmor Jones as chairman, to advise bodies concerned with education, and with training in industry and the services, on audio-visual aids and media and the most appropriate and economical ways of using them. Later in the year the Council announced that it would be giving priority to the scope for standardisation and comparability of equipment and to the implications of a greater capital investment in both equipment and programme materials. A survey of the "electronic invasion of the classroom", published in *Trends in Education*, suggested that what was at stake was "not only our theories and methods of teaching but also our theories and methods of learning and our theories and methods of organising schools—and above all perhaps the teaching profession itself."

Independent and Direct Grant Schools

In November the Secretary of State (Mr. Patrick Gordon Walker) told the House of Commons that he was taking action to promote higher standards in independent schools. He would concentrate first on independent boarding schools, where the need for high standards was greatest, both because the children's education and welfare depended during term time entirely on the school and because their parents were often away. There were 314 registered boarding schools not recognised as efficient. The standards required for recognition would be applied to them over the next five years. Many were thought to be capable of the necessary improvements. Action under the 1944 Education Act would be taken against those which failed to meet the requirements, which covered not only the premises and the quality of the education provided but also the arrangements for the general welfare of the pupils. When the new standard had been secured for boarding schools there would be a further drive to raise minimum standards in independent day schools. A change recommended in the Plowden report which the Government accepted in principle was that from a given date no one not a qualified teacher should become the head of any independent school. The Secretary of State could not forecast early legislation on this point but hoped that in the meantime it would progressively become the practice in all independent schools to appoint qualified heads.

The Public Schools Commission was informed that, when it had completed its first report on independent boarding schools, it would be asked to advise on the most effective methods by which direct grant grammar schools in England and Wales and the grant-aided schools in Scotland could participate in the movement towards comprehensive reorganisation, and to review the principle of central government grant to these schools.

Staffing and Salaries

In the year to January 1967 school rolls rose by 145,000 to more than 7.3 million, the increase being heaviest among juniors. These increases were however more than matched by improvements in the supply of teachers, by 8,000 during the year, with a consequent further slight improvement in

the teacher/pupil ratio. The allocation of teachers under quota arrangements for January 1968 was announced as usual in the early days of the year. Substantial further increases were expected in the numbers of both pupils and teachers, but in order to bring more help to the shortage areas the Secretary of State asked authorities to accept a small reduction compared with the previous year's allocation. Returns in October suggested that there had been a distinct improvement in distribution and that the position in some of the worst staffed areas was markedly better. A quota conference, attended by representatives of the teachers and local authority associations, approved the existing arrangements subject to bringing forward from January to October the date on which the quota takes effect. It was thought that this might offset the tendency for some authorities to over-recruit in anticipation of wastage during the first term of the school year.

There was also agreement between teachers' organisations and the local authority associations on the employment of ancillary helpers for non-teaching duties in the schools. A joint memorandum, rejecting the possibility of a national scheme or formula, offered guidance in general terms. The object of employing ancillaries was to conserve the time and energy of the professional teaching staff, and the basic principle was that any duties undertaken by general assistants should be determined by the qualified teachers to whom they were responsible.

Agreement did not however extend to salary questions, on which the two panels of the Burnham primary and secondary committee met in February. The management panel explained that they had considered the claim submitted by the teachers' panel the previous November, which was estimated to involve an increase of just under 30 per cent, or £120 million per annum. The management panel were unable to accept the claim as a basis for negotiations; the teachers expressed profound disappointment. Following publication of the White Paper on incomes policy negotiations were resumed in April. The management panel offered an increase of 6½ per cent operative from 1st July until 31st March 1969, and involving an annual increase of £24½ million. The committee adjourned to allow the teachers' panel to consult their constituents; when it resumed in May the two panels were unable to reach agreement by negotiation. The management panel proposed that the matter be referred to arbitration; the teachers' panel did not agree that the possibilities of negotiations were exhausted. The matter had therefore to be resolved by the independent chairman, who decided that full opportunity for discussion and negotiation had been afforded and therefore ruled a reference to arbitration. On 26th July the Secretary of State announced the award and indicated that it would add about £29 million to the annual cost, an increase of about 7 per cent. The necessary arrangements were made to put the award into effect.

Meanwhile the National Union of Teachers had carried out a referendum of its members on the application of sanctions "failing a satisfactory settlement of the Union's salary claim". Out of 654 local associations 599 had replied in favour of sanctions. In September members in selected areas withdrew from school meals duties and refused to work with newly appointed unqualified persons. On 22nd September the officers of the Union met the Secretary of State at his invitation and discussed teachers' salaries, the

compulsory element in the supervision of school meals, and the use of unqualified teachers. Further talks followed, with the NUT, with the local authority associations, and between the union and the authorities. At the end of November agreement was reached on proposals for examining the principles underlying the structure of the basic scale, the arrangements relating to the unit total system, the regulation empowering authorities to compel teachers to assist in the supervision of meals, and the question of unqualified teachers.

The Burnham further education committee met on 18th September to continue discussions on proposals submitted by the teachers' panel for salary increases. The management committee submitted proposals estimated to provide an increase overall of 7 per cent for full-time F.E. teachers. At a resumed meeting in October agreement was recorded on proposals relating to the staffing structure of colleges of further education, the result of reports by a working party which has been examining these problems over the last two years. The main feature was an objective measurement of the load of work in a college, based on student-hours and weighted according to the level of work being undertaken. This objective assessment will govern the determination of the grading of heads of departments and salary scales for full-time vice-principals of colleges. The committee were, however, unable to agree on most of the figures for the salary scales and decided to refer these to arbitration. The award was announced early in January 1968. It added about £5½ million to the annual cost, then about £72 million; an increase of 7¼ per cent for the period from 1st July 1967 to 31st March 1969.

School Meals

In a Government statement on the problem of family poverty in July it was announced that as from April 1968 the provision of free school meals would be extended to the fourth and subsequent children in a family. There was evidence that those entitled to free school meals often did not take up their entitlement, and later in the year a leaflet for distribution to parents was made available to the local education authorities. Fear of embarrassment, at least in some areas, was thought to play a considerable part in limiting the take-up of free school meals. To assess the importance of this and other causes the Secretary of State commissioned research from the London School of Economics; but as this would take some time, local education authorities were asked to review their arrangements to safeguard children taking free meals and to report by 31st January 1968 what was being done. Meanwhile authorities were asked to inform the Secretary of State of methods particularly successful in safeguarding identification of these children.

The July statement also pointed out that the existing charges for school meals were fixed in 1957 and the cost had since greatly increased. Continuation of the present level of charge involved a claim on resources that could no longer be justified. It was intended therefore from April 1968 to increase the charge by 6d. There would still be a substantial element of subsidy in the running costs of providing each meal.

Building Programmes

During the year local authorities were notified of school building projects to be started in 1968-69 and 1969-70, designed mainly to meet basic needs arising from the increased school population and new housing developments. Proposals for major projects for 1970-71 were invited in June. The chief architects of the educational building consortia issued a statement urging the further development of consortia methods in the interests of achieving the programmes, and undertaking to seek agreement among the consortia on the performance specifications for components, so that those developed by individual consortia could be used by others.

In October the Secretary of State (Mr. Gordon Walker) told the House of progress in the further education building programme during the current financial year. The £30.5 million programme authorised to start during the current financial year exceeded that in any previous year. Excellent progress had been made in dealing with the backlog of projects from past programmes, thanks to the efforts of local education authorities and to improvements in the Department's procedures. Progress had recently been so rapid that it would be necessary to space out starts for the present to ensure that the substantial amounts authorised were not exceeded.

A number of building bulletins issued from the Department in 1967. There have been rapid changes in teaching methods, stemming from a deeper understanding of the ways in which children learn and grow. The distinction between teaching and non-teaching areas is disappearing and there is a blurring of some of the sub-divisions traditionally found in primary schools. The design of the Eveline Lowe school reflects and encourages these trends: this is a primary school, designed by the D.E.S. Development Group in collaboration with the Inner London Education Authority and built at Southwark in South-east London, to accommodate 320 children in the age-range 3½-9 years (Bulletin No. 36).

Another bulletin (No. 33) examined the principles of good lighting design and their application to natural, artificial and combined lighting in the various parts of school buildings. Though concerned with the problems of lighting design in schools much of it should be relevant to buildings for further and higher education. Design requirements for art and crafts were discussed in the fifth in a series on secondary school design (No. 34). The arrangement of accommodation in schools of different sizes was illustrated and wider relationships with other aspects of the curriculum considered. Another bulletin (No. 38) gave designers of school furniture some useful facts about the performance limits of school children engaged in typical activities involving standing and reaching at desk or table. The study was carried out by the Furniture Industry Research Association in selected Hertfordshire schools. Two further bulletins described development projects: science accommodation for a school in Oxford (No. 39) and a sixth form centre for a girls secondary school in Epsom (No. 41).

School Examinations

During the year the results of the first examinations for the Certificate of Secondary Education, held in 1965, were published. Nine of the fourteen regional boards held examinations, and a total of 65,000 candidates made

231,000 entries. (The C.S.E. was designed for pupils who complete a five-year course of secondary education at 16.) The most popular subjects were English with 41,000 entries, mathematics with 39,000, geography with 21,000, history with 17,000 and technical drawing with 15,000. As was to be expected, the practical and vocational subjects were better supported in C.S.E. examinations than in G.C.E. Ordinary level. (For example, 9.7 per cent of the C.S.E. entries by boys were for metalwork or woodwork, compared with 2.9 per cent in G.C.E. "O" level, and 11.1 per cent of C.S.E. entries by girls were for domestic subjects, compared with 5.8 per cent in G.C.E. "O" level.) A second experiment designed to help in achieving national comparability of standards in C.S.E. and G.C.E. "O" level examination awards was described in a Schools Council working paper (No. 9).

It was reported that 20 per cent of all school leavers in 1964-65 had obtained five or more G.C.E. Ordinary level passes. This was more than twice as many as ten years before, a result partly of the larger number of pupils in the age-group but even more of the higher proportion successfully attempting papers. The number of successful "A" level leavers (two or more passes) nearly trebled over the decade and again more than half the improvement was a result of the growing proportion attempting papers.

Youth Service

A scheme to help the development of voluntary service to the community by young people was announced in the House of Commons by the Parliamentary Under-Secretary of State (Mr. Denis Howell) who said that the Government had been greatly impressed by the desire of young people to give help to the less fortunate members of the community. In order to give the stimulation of a professional approach, backed by the necessary funds and expert knowledge, the Government established a unit, under a charitable trust, to employ and direct a team of experienced workers available upon invitation to assist local and hospital authorities and voluntary bodies to develop voluntary service to the community. The essential characteristics of the unit would be to help establish local opportunities for community service in co-operation with local authorities and social service organisations and to provide a consultative service. It was hoped that it would attract financial support from voluntary sources, but to enable it to be started the Government was making a sum of up to £100,000 available over the first three years of operation towards the cost of the central service, which would, however, be independent of the Government.

A comprehensive and planned approach to the problems of social integration of young immigrants was recommended as a matter of urgency by a committee of the Youth Service Development Council (under the chairmanship of Lord Hunt) whose report was published in July. The committee saw this as part of a general social problem, calling for a change in attitudes at large. Examining the situation of young immigrants from this point of view the committee suggested ways in which the youth service in particular might help them to find their feet in the community. The Government accepted the recommendations directly affecting them and asked local education authorities, voluntary youth organisations and other bodies concerned to review their arrangements and to take positive action along the lines recommended.

Further Education

In a statement to the House of Commons in April the Secretary of State (Mr. Crosland) announced proposals to establish thirty polytechnics under the Government's plan (announced in the 1966 White Paper) for the development of higher education within the further education system, and said he had invited the selected local education authorities to submit detailed schemes. He was unable to agree to a number of proposals for additions to the provisional list: the arguments in support had to be weighed against the general need to concentrate the future development of full-time higher education within the further education system in a limited number of major institutions and specialist centres. The polytechnics will be required to have suitably constituted governing bodies, including members drawn from the academic staff, with the maximum autonomy consistent with their legal and financial responsibilities of the local education authority.

For the second year running some two hundred local advisory officers were provided by local education authorities to give information and advice to school leavers about full-time courses of higher education, particularly in the technical colleges. The service was aimed especially at the critical months of August and September when there is a need for up-to-date information about vacancies. Throughout this period every L.A.O. was supplied by the Department with weekly 'vacancy lists' showing the places remaining available in full-time degree and higher national diploma courses offered by some 120 technical colleges up and down the country. It was not the purpose to route school leavers into the technical colleges, come what may: the advice given in some cases was to apply for a place in a college of education, or to apply again for a university place, or to take a job and study part-time, or perhaps to return to school for another year.

Procedure for the joint planning of education courses, to complement programmes of practical training produced by the industrial training boards, was agreed by the City and Guilds of London Institute and the six Regional Examining Bodies in England and Wales. When making recommendations about the training required for an occupation in their industry, the training boards (set up under the Industrial Training Act) have a duty to recommend also the further education courses to be associated with the training. The content of the further education course remains a matter for the educational service. The system of close liaison established between the boards and their various partners in the education service helps to ensure that the new training programmes and the associated further education courses are co-ordinated.

So far the numbers of young people getting day release has changed little, partly because the early training boards were in industries where the practice was already established, partly because of a drop in the size of the relevant age-group and the increasing tendency to stay on at school. The activities of the boards will also increase the demand for places, on courses of varying duration, for older employees who wish to refresh or broaden their competence in their own fields. Probably the most marked effect on the colleges to date has been the rise in demand for one-year full-time integrated courses of education and training.

Between 1955 and 1965 the number of students attending grant-aided establishments of further education rose by over a half to nearly three million. This growth is partly a result of population increase but also indicates a greater demand for post-school education. Full-time students increased threefold to 170,000 and sandwich course students from 2,300 to over 17,000. Higher national diploma and certificate courses accounted for over 60,000 of the advanced students, and research has shown not only that good O.N.C. results can qualify students for entry to degree courses but also that they can do better on them than G.C.E. entrants.

It was announced in September that the Government was going ahead with arrangements to set up an Open University, to provide courses leading to degrees and other qualifications, by a combination of television, radio, correspondence, tutorials, short residential courses and local audio-visual centres. A planning committee, under the chairmanship of Sir Peter Venables, Vice-Chancellor of the University of Aston, Birmingham, was appointed to work out a comprehensive plan. The University will be grant-aided directly by the Department of Education and Science and will not be within the University Grants Committee system. It is expected that the new institution will be fully launched by 1970 and that over the first three years the running costs will build up to £3-4 million a year. At its first meeting the planning committee decided to set up three working groups through which the main part of its work would be conducted: a "ways and means" group to consider the resources that the university would need, and the extent to which its needs might best be provided by existing agencies; a "students and curriculum" group to examine matters relating to potential students and to formulate recommendations on the shape, structure and subject matter of the degree courses; and a "constitution and organisation" group to be concerned with the possible constitutional and administrative structure, the machinery of government, and the relationship with existing universities.

Teacher Training

In the academic year 1966-67 the colleges of education had some 84,000 students training to teach and at the beginning of the following year the student body was about 95,000, compared with 27,000 a decade before. When full account is taken of the opening of new day colleges and college outposts, the establishment of departments of education in five technical colleges, and the growth of student numbers in the four colleges of education (technical), the total student population in training courses outside the universities can be expected to exceed 100,000 in 1968. The expansion of student numbers towards the 1973-74 target of 111,000, is therefore proceeding well up to schedule.

While the number of training places will continue to grow over the next few years, there may be some levelling off in the supply of qualified school leavers of suitable quality, partly because of the fall in the birth-rate in the years following the immediate postwar bulge, and partly because of an accompanying expansion in other sectors of higher education. In particular the supply of men candidates is a continuing source of concern.

It is the more significant therefore that during the last five years there has been a remarkable increase in the number of older students entering the colleges. In 1962-63 there were barely 2,000 entrants aged 25 or over, in

1966-67 nearly 6,000, and there was an increase from 11 to 18 per cent in the proportion of older students in the total college entry. Evidence from pilot advertising and local inquiries suggested the existence of a considerable pool of older men and women on which colleges might draw, to the advantage both of the colleges themselves, where older students are valued members of the college community, and of the schools, where they may be expected to give long periods of uninterrupted service and to form a stable and experienced element in the staffroom and the classroom. The Secretary of State (Mr. Crosland) asked authorities and colleges to give special attention to filling more college places from this source: in particular by means of college outposts where mature students could train near their homes.

Provisional figures were collected from institutes of education of students in the second year of their course in colleges of education who had been registered, provisionally selected, or earmarked as potential candidates for a course leading to a B.Ed. degree in 1969. The figures bore out the expectation that under 10 per cent of the college intake would be likely to proceed to the fourth year, but the proportion may prove different for later intakes. To avoid an uneconomic use of resources there is scope for co-operation between colleges and perhaps some rationalisation of provision of main courses of study.

The authorities and the voluntary bodies responsible for the colleges were also asked by the Secretary of State to implement the recommendations of the Weaver study group on college government. A Bill was announced (and later introduced in the House of Lords), the effect of which would be to put the governing bodies of the maintained colleges outside the local authority committee structure and to secure that they were conducted in accordance with articles of government acceptable to the Secretary of State. The authorities and the voluntary bodies were asked to take action before the end of June to give effect to the liberal attitudes recommended by the study group, thus allowing the colleges increased responsibility for, and freedom in which to perform, their academic task. Provision was to be made in particular for the academic staff to be represented on the governing bodies and for academic boards to be established.

The Universities

There were 184,000 full-time students in the universities of Great Britain in 1966-67, following expansion at an increasing rate during the previous decade. In announcing in October the size of the sums to be available towards recurrent expenditure for the ensuing five-year period, the Government assumed that the student population in the universities would rise to between 220,000 and 225,000 by 1971-72 (compared with the 204,000 places suggested for that year in the Robbins report). Compared with a grant of £134 million in 1966-67 the planning figures given to the U.G.C. for the five following years were £150.8 million, £153.6 million, £159.5 million, £166 million and £172.5 million. From 1968-69 the figures contained no allowance for equipment in existing buildings: for these there are new arrangements under which each university will receive an annual sum, related in the main to student numbers, from which to purchase equipment at its own discretion for new or existing buildings. The amounts to be allocated were announced to be £16.5 million in 1968-69, £19 million in 1969-70, and £18.25 million in 1970-71 and again in 1971-72.

In announcing to universities the allocation of the quinquennial grant the U.G.C. drew attention to various factors which had been before them in coming to their decisions about development over the next five years. Relative costs were one of the factors to which the Committee had regard in making allocations, and they had made some adjustments where there seemed to them to be under—or over—financing of individual universities in relation to their responsibilities. The universities would wish to show, even at the cost of some self-sacrifice in individual cases, that they were conscious of the need to demonstrate that “corporately, co-operatively and of their own initiative they are deploying economically the substantial resources which are put at their disposal”.

In the light of “A” level trends the major increase was expected by the U.G.C. to be in the number of arts-based, rather than science-based, students. The number of postgraduate students would be smaller than the universities had wished. But the proportion of first degree graduates embarking on postgraduate work was well above the Robbins estimate and there was uneasiness that the number of those who did so, rather than moving into teaching or the outside world, was greater than the country could afford.

The Committee suggested that the universities should make a further deliberate and determined effort to gear a larger part of their “output” to the economic and industrial needs of the nation, for “few things could be more vital to the national economy at the present time than the proper deployment of highly qualified scientific manpower and the application of research to the solution of current technological and economic problems”. Special attention should be given in the relevant fields of study, including the physical, biological and social sciences no less than technology: to a shift of postgraduate effort from the more traditional types of course to something avowedly more “vocational” and often shorter in duration; training methods designed to ease the transition from the academic to the industrial world; a greater emphasis on applied research than has hitherto been customary; and the provision of more short “post-experience” courses.

Over the last decade the universities have secured a rising share of the growing educational budget, receiving 12 per cent in 1966–67 compared with 6 per cent ten years earlier. In addition to these funds, which were channelled through the U.G.C., the expenditure of the Research Councils (financed on Science Votes) has been growing fast and a growing proportion of this has found its way to the universities. Despite the doubling of student numbers in the last ten years, there has been little change in the ratio of staff to students; and there has been an improvement in the proportion of residential accommodation. The system of student support in this country, not only for the universities, but also for all other institutions of higher education, is generous by international comparisons. During the year both the U.G.C. and the Vice-Chancellors’ Committee continued careful studies of such questions as unit costs, the productivity of academic staff, the utilisation of buildings and equipment, and the rationalisation of activities as between universities.

In July the Secretary of State (Mr. Crosland) announced the Government’s acceptance of the recommendation by the Public Accounts Committee that the Comptroller and Auditor General should be given access to the books

and records of the U.G.C. and the universities. So large an item of Government expenditure could no longer be the sole major exception to the normal requirements of Parliament regarding scrutiny and report. The Government did not however propose to alter the arrangement for financing the universities through the U.G.C., and it would be no part of the Comptroller and Auditor General's duty to question policy decisions or those reached on academic grounds.

Higher Education

Since the Robbins committee reported in 1963 the university population has closely followed its predictions, the colleges of education have been expanded faster than recommended because of the continuing teacher shortage, and advanced further education has also gone ahead more rapidly in response to demand and the need for courses closely aligned to vocational requirements. In the result there has been a massive expansion in the scale of student support from public funds in Great Britain: from £29.1 million for example at the end of the fifties to £93.3 million in the mid-sixties.

In the early months of the year public attention was focused on reactions to a Government decision to increase higher education fees for overseas students in this country. Tuition fees do not in fact represent anything like the full cost of providing the courses (for universities they cover only about 8 per cent of the recurrent cost) and both the Robbins committee and the Select Committee on Estimates thought the proportion should be raised to at least 20 per cent. So far as U.K. students are concerned such an increase would have little effect apart from transferring expenditure (in the first instance at least) from central to local taxation, since the great majority of fees are met by local authority awards. There was no similar reason for rejecting an increase in the fees for overseas students; and the Government accordingly announced that it would assume, in determining the amount of grants from public funds, that new overseas students would pay fees of £250 a year in higher education and £150 a year in non-advanced further education and that existing overseas students would pay fees £50 a year higher than those of home students.

The balance of academic opinion was clearly against the decision, which was construed as discriminatory and likely to cause hardship; and the Secretary of State received deputations both from vice-chancellors and from student bodies. The Government, remaining of the opinion that the amount of public subsidy for overseas students must be brought under control, decided in the light of representations to set up a fund of up to £500,000 in the academic year 1967-68 to help relieve hardship arising from the higher fees. A few universities decided not to increase their fees to overseas students but to bear the cost on their own funds.

A joint study of non-specialised teaching accommodation was made by the U.G.C., the Department and the Scottish Education Department, from which emerged common area standards and a common cost limit for comparable accommodation in the three sectors of higher and further education. Some of the considerations which in recent years affected the design and development of residential accommodation for students were discussed in a joint publication issued by the U.G.C. and the Department. Based on a study of accommodation provided at universities and colleges the bulletin discussed space requirements for student rooms based on analyses

of the areas needed for different functions, including studying, sleeping and storage. Other types of accommodation, for example communal and recreational areas—the provision of which strongly influences the cost per student—were also considered, together with the external works and technical requirements such as the special needs of students as compared with domestic households.

Science Policy

Recommendations to extend and improve collaboration in scientific research between universities and Government research establishments were made by a working party of the Council for Scientific Policy (the Sutherland report). In both Government laboratories and the universities there are scientists whose work is of relevance and interest to those in the other sector. There are already many informal ways in which the two sets of scientists meet, and some formal associations, which have been growing. The main function of the report was to examine how desirable such formal associations were and to see how they could be improved.

The second report of the Council for Scientific Policy was published during the year. It explained the function of the Council in the increasingly complex organisation for science and the resources and conditions needed for scientific vitality. It discussed the forward programmes of four research councils: the Science Research Council, the Medical Research Council, the Agricultural Research Council, and the Natural Environment Research Council.

Computer Education

A crucial shortage of analysts trained to work with computers and the need to increase co-operation between industry and education in computer education, were among points emphasized in the report of an inter-departmental group. The need for analysts and designers was expected to increase from the 3,600 in post in 1964 to about 15,000 by 1970, and at least 500 of the new appointments were thought likely to be in the higher level systems designer posts. The working group considered that to provide the additional systems analysts there should be a progressive development of an integrated programme of education and training of the sandwich type. For systems designers the major need was for the re-orientation of some existing courses and for the increased provision of postgraduate and post-experience courses at both universities and leading colleges of further education.

The report underlined the importance to computer education of the nexus between educational institutions and industry, commerce and administration. Every effort should be made to encourage their full participation in drawing up syllabuses, supplying part-time lecturers, publicising courses, releasing key staff to attend them, offering financial support to the students and providing facilities for practical training of college-based students. The working group also pointed to the need for opportunities for an introduction to computer concepts at school level; for a concerted effort to increase the supply of specialist teachers; and for the wider dissemination of information and careers guidance in the computer field.

Shortly afterwards it was announced that courses for industry-based student systems analysts would be offered by some technical colleges in

England and Wales in the coming academic year as part of an urgent national programme of education and training for systems analysts. It was hoped to expand the programme so that by 1968-69 about 35 technical colleges would be staffed to provide systems analysts courses, some providing for a double entry. It was estimated that, given the support of industry in releasing students in sufficient numbers and of the right calibre to benefit from the courses, these colleges could provide some 5,000 systems analysts by 1970, with the balance of the 11,000 overall requirement identified by the working group being trained by the computer manufacturers and others.

Finance

At the end of the year the Department was engaged in the major review of public expenditure announced by the Prime Minister on 18th December. The results of this review were announced on 16th January. The main reduction in public expenditure on education was the postponement of the raising of the school leaving age by two years, with a consequential withdrawal of building projects of £36 million in each of 1968-69 and 1969-70. At the same time, however, there was an increase in the basic school building programmes of £7 million in each year, to facilitate secondary re-organisation and to make further improvements in educational priority areas. There was also a reduction of about one-sixth of the university capital building programme, and in the further education building programme, and the capital programmes for the youth service and for public libraries were also reduced.

Other changes announced were the withdrawal of milk from secondary schools, a reduction in the capitation grant for direct grant schools by £20 per annum, and a limit in the increase in student grants (to half the sum required to reflect fully the increase in the cost of living since rates were fixed in 1965).

It was estimated that after these economies public expenditure on education in Great Britain would reach £2,000 million in 1968-69 and £2,075 million in 1969-70, compared with £1,940 million in 1967-68. This slowing up in the planned rate of growth of the service was arranged as far as possible so as not to do lasting harm to its structure. The continued growth in the service would at least keep in step with the expected growth in the gross national product.

It was emphasised that the change in the date for raising the school leaving age was a postponement and not a cancellation and that, while building work would be held up, the educational preparations would go ahead unabated. The target for the training of teachers was to be fully maintained. The quinquennial settlement of recurrent and equipment grants to the universities announced in October, was also not affected.

PART TWO

THE YEAR'S EVENTS

SECTION 1

THE SCHOOLS (ENGLAND AND WALES)

Introduction

1. This first section of the report deals with matters relating to the schools of England and Wales. Growth in the numbers in maintained schools is followed by a review of school building and building policy, the supply of teachers, progress in secondary reorganisation and the education of immigrants. There follow sections covering direct grant grammar schools and the independent sector, the activities of the Schools Council for the curriculum and examinations, handicapped pupils and special educational treatment, the report of the Central Advisory Council for Education (England) on *Children and their Primary Schools*, school health, meals and milk.

1. Maintained Schools

a. POPULATION

Numbers

2. The total maintained school population has continued to increase. In January 1967 there were 7,328,110 full-time pupils on the registers of maintained primary and secondary schools (other than nursery and special schools) in England and Wales, 144,945 more than in January 1966.

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
1965	1,783·2	2,473·8	2,835·2	7,092·2
1966	1,830·1	2,528·2	2,824·9	7,183·2
1967	1,887·9	2,602·0	2,838·2	7,328·1

3. The proportions of 15-, 16- and 17-year-old pupils in maintained schools were as follows:—

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
1962 ...	259.8	34.0	104.6	16.2	60.0	8.5
1963 ...	300.4	36.2	143.0	18.6	57.1	8.8
1964 ...	377.4	50.4	159.2	19.2	75.6	9.8
1965 ...	371.7	52.8	153.0	20.4	85.9	10.3
1966 ...	368.3	54.7	155.8	22.0	83.0	11.0
1967 ...	372.2	56.8	159.9	23.6	86.6	12.2

4. The total number of pupils in sixth forms increased by 8,750 to 181,751.

5. The number of pupils in senior classes of all-age schools was 5,305 (9,376 in 1966). The total number of such schools fell from 133 to 72 and the proportion of pupils aged 13 attending them from 0.5 to 0.2 per cent.

Size of Classes

6. In January 1967 there were 240,883 junior and senior classes, of which 22.3 per cent, containing 26.8 per cent of pupils, were oversize (23.1 and 27.8 in January 1966).

b. SUPPLY OF SCHOOLS

School Building

7. During the year 614 primary and 115 secondary schools were completed. With the extra places made available by alteration or extension of existing schools these provided places for 216,000 primary and 116,000 secondary pupils. School building projects were under construction at the end of the year to provide a further 221,180 primary and 199,375 secondary school places.

8. The numbers of school places to be provided in major and minor school building projects started in recent years were as follows:—

TABLE 3.—Places started in major and minor school building projects

Calendar year	Primary places	Secondary places	Total
1963	117,500	142,500	260,000
1964	104,000	105,000	209,000
1965	148,500	92,500	241,000
1966	209,500	96,500	306,000
1967	253,500	125,500	379,000

Establishment and Discontinuance of Schools

9. The number of proposals for the establishment of new schools and the discontinuance of existing schools approved by the Secretary of State during the year under Section 13 of the Education Act 1944, as amended, was as follows:—

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

	Primary	Secondary	Total
County	524	252	776
Voluntary:			
Church of England ...	29	5	34
Roman Catholic	80	23	103
Church in Wales	—	—	—
Methodist	—	—	—
Undenominational ...	—	—	—
Total Voluntary	109	28	137
Total all schools	633	280	913

TABLE 5.—*Proposals for the discontinuance of schools approved under Section 13 of the Education Act 1944, as amended*

	Primary	Secondary	Total
County	151	298	449
Voluntary:			
Church of England ...	159	7	166
Roman Catholic	8	8	16
Church in Wales	9	—	9
Methodist	5	—	5
Undenominational ...	1	—	1
Total Voluntary	182	15	197
Total all schools	333	313	646

10. These schools included 93 schools in rural areas, of which four were secondary schools. Of the remaining 89 schools (12 of which were replaced by new schools in the same area), 31 were county, 46 Church of England, five Roman Catholic, one Methodist and six Church in Wales.

11. Eight voluntary schools closed on the initiative of the managers under Section 14 of the Education Act 1944.

The Education Act 1967

12. The Education Act 1967 received the Royal Assent on 16th February. Section 1 increased the rate of grant in respect of building work at aided and special agreement schools from 75 per cent to 80 per cent and extended the scope of grant to cover all new places at such schools. The Act also contained provisions relating to the enlargement of controlled primary and secondary schools and the establishment of new controlled middle schools. Circular 3/67, issued on 22nd March, explained the operation of the Act.

Voluntary Schools

13. In January 1967 there were 9,679 voluntary schools and departments in England and Wales, of which 5,278 were aided, 157 special agreement, and 4,244 controlled.

14. Table 6 shows voluntary school projects included in the 1967-68 building programme and the accommodation brought into use during 1967. In addition, it is estimated that more than 13,115 places were provided at voluntary schools by minor works.

TABLE 6.—*Voluntary school building*

	Projects included in the 1967-68 building programme						Accommodation brought into use during 1967					
	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	56	14,380	110	34,350	6	1,590	52	16,360	67	19,981	2	560
Special Agreement	—	—	1	240	—	—	—	—	1	450	—	—
Controlled	44	10,630	—	—	4	970	46	11,170	—	—	4	780
TOTALS	100	25,010	111	34,590	10	2,560	98	27,530	68	20,431	6	1,340

15. Payments of grants during 1967 amounted to £13,846,286 and brought the total since 1945 to £91,269,752, of which £70,824,554 had been paid at the rate of 75 per cent authorised by the Education Act 1959 and £2,123,1299 at the rate of 80 per cent authorised by the Education Act 1967. These grants represent the amount claimed and paid up to the end of 1967 on major and minor building projects, together with grants on minor alterations and repairs.

16. 177 new loan agreements were concluded during the year for loans amounting to £2,273,615. Loan advances of £2,285,480 during the year brought the total advances to £19,862,869.

TABLE 7.—*Grants and loan advances during 1967*

	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 ...	2,551,034	211,302	1,839,875	195,300	372,373	27,050
Transferred and substituted schools ...	2,651,688	237,460	1,255,729	262,900	54,788	—
Schools for displaced pupils	49,900	11,800	1,167,720	272,415	736	—
Secondary schools to match primary schools (1959 Act, Section 1(2))	515,432	144,800	2,998,229	896,028	9,628	—
Special Agreement Schools	—	—	—	—	—	—
New places under the Education Act 1967	99,754	26,425	279,400	—	—	—
TOTALS	5,867,808	631,787	7,540,953	1,626,643	437,525	27,050

17. Most of the major building programmes for 1968-69 and 1969-70 were announced by the end of July, but had subsequently to be reviewed following the decision to postpone the raising of the school leaving age, as explained in paragraph 19 below. The programmes were drawn up in accordance with the policy defined in Circulars 10/66 and 13/66.* A special feature was the close link between authorities' secondary building proposals and their plans for secondary reorganisation under Circular 10/65.† Decisions on secondary projects for a few authorities were deferred pending consideration of their reorganisation plans or until their intentions regarding reorganisation were known. The value of each annual programme was £81.5 million. About four-fifths of the total allocated was attributable to the growing number of pupils expected in the schools and to the movement of families into areas of new housing. The remainder was for the improvement or replacement of unsatisfactory old school premises, including some £10 million for primary schools in socially deprived areas.

18. Circular 5/67, issued in June, invited authorities' bids by October for ordinary schools for the 1970-71 programme, based on the same criteria as for 1967-70. The intention was to announce the approved programme about two years before the beginning of the programme year, and to help speed up consideration of proposals authorities were encouraged to model their submissions on *pro-formas* circulated by the Department.

19. In January authorities were notified of their lump sum allocations for 1968-69 and 1969-70 for buildings required for raising the school leaving age in 1971. However the announcement in January 1968 of reductions in public expenditure which, inter alia, involved the postponement to 1973 of raising the school leaving age, resulted in the withdrawal of these allocations, which had totalled £36 for each year. Normal school building programmes in 1968-69 and 1969-70 were increased in both these years by an additional £7 million of allocations to facilitate secondary reorganisation and to give further help to the socially deprived areas referred to in the following paragraph. The changes were described in Circular 6/68.

20. An additional £16 million for school building in 1968-70 in what the Plowden Report‡ called "educational priority areas" was announced in Circular 11/67 issued in August. Authorities were invited to submit proposals for both major and minor works in urban and industrial districts where the children suffered from a combination of disadvantages in their social and physical environment. The kinds of project envisaged were the replacement of unsatisfactory old schools where a new one would contribute specifically to urban renewal; the improvement of existing schools, including better staff amenities; additions specially related to planned educational development; and improvements which would help to associate the school more directly with the life of the community.

* See *Education in 1966*, Part Two, Section I, paragraph 16.

† Circular 10/65: *The Organisation of Secondary Education*, H.M.S.O. 1s. 3d.

‡ *Children and their Primary Schools: A report of the Central Advisory Council for Education*, H.M.S.O. £1 5s. 0d. Chapter 5, Educational Priority Areas.

21. The policy of giving longer notice of approved programmes was extended by notifications during the year of authorities' shares of the minor works programmes for both 1967-68 and 1968-69. The resources available for the two years for county and voluntary schools totalled originally £25 million and £27½ million respectively. But under special arrangements designed to benefit the development areas and other areas of high unemployment, additional minor works amounting to over £3½ million for 1967-68 were authorised in the autumn.

c. SUPPLY OF TEACHERS*

Qualified Teachers

22. The teaching force continued to grow at an increasing rate as more teachers reached the schools from the expanding outputs of the colleges of education. The total of qualified teachers in service (including the full-time equivalent of part-timers) which rose by 7,988 to 306,402 in February 1967 rose by a further 10,513 to 316,915 in February 1968. This compared with 258,000 in February 1958 and represented an increase of 23 per cent in the ten years.

TABLE 8.—*Qualified teachers*(i)

1st February	1964	1965	1966	1967	1968(ii)
<i>Full-timers</i>					
Men	116,840	119,696	121,804	124,405	127,570
Women	159,853	160,496	162,338	165,791	170,487
Total	276,693	280,192	284,142	290,196	298,057
<i>Part-timers</i> (full-time equivalent) ...					
Total	9,900	11,900	14,272	16,206	18,858
Total	286,593	292,092	298,414	306,402	316,915
Increase during previous year		5,499	6,322	7,988	10,513
Pupil/teacher ratio ...	24.5	24.3	24.1	23.9	not available

(i) including former uncertificated and supplementary teachers whose service is protected
(ii) provisional.

23. The 1966 Report† mentioned that the number of newly qualified teachers recruited by the schools was smaller than had been hoped. However, an enquiry subsequently undertaken indicated that the shortfall was largely accounted for by the numbers teaching in further education or in independent schools, or in Scotland or Northern Ireland or abroad. In all, 96 per cent or more of those leaving the general and specialist colleges of education in the summer of 1967, after successfully completing their courses, had taken up teaching. Of the remainder some were on voluntary service overseas or engaged on further studies and some were women unable to teach because of marriage or family responsibilities. Few appear to have left the teaching profession at this stage of their career for other types of employment.

* All figures relate to teachers in maintained primary and secondary schools (other than nursery and special schools).

† *Education in 1966*, Section I, paragraph 20.

Graduate Teachers

24. The number of full-time graduate teachers in 1965 and 1966, which are included in the figures of qualified teachers in Table 8, showed a disappointing tendency to level off, though the increased numbers of part-time teachers may well include an increase in graduates.

TABLE 9.—*Full-time qualified graduate teachers*

31st March	1963(i)	1964(i)	1965	1966(ii)
Men	36,288	37,077	37,470	37,319
Women	21,068	21,245	21,337	21,337
TOTAL	57,356	58,322	58,807	58,656

(i) the figures for 1963 and 1964 supersede those previously published.
(ii) provisional.

25. The Department continued its campaign of press advertising directed at graduates. It also continued, with the help of university appointments boards, to distribute widely copies of its booklet *Careers in Education for Graduates** and published a new introductory booklet *Teaching—A Guide for Graduates.**

Unqualified Teachers

26. One of the issues involved in the N.U.T.'s "sanctions" campaign referred to in Part I was the employment of unqualified teachers. A working party composed of representatives of the teacher and local authority associations was set up in December with broad terms of reference and under instructions to prepare a report within six months of its first meeting. Table 10 shows the number of temporary and occasional teachers as these terms are used in Regulations 17 and 18 of the Schools Regulations 1959. The former category includes those who were teaching while awaiting admission to training.

TABLE 10.—*Unqualified teachers*

1st February	1964	1965	1966	1967	1968(i)
<i>Full-time temporary teachers</i>					
Men	1,571	1,549	1,658	1,681	1,192
Women	2,667	2,947	3,650	3,824	3,073
Total	4,238	4,496	5,308	5,505	4,265
<i>Full-time occasional teachers</i>					
Men	181	168	184	188	151
Women	1,803	2,098	2,305	2,328	2,056
Total	1,984	2,266	2,489	2,516	2,207
<i>Full-time equivalent of part-time unqualified teachers</i>					
	2,672	2,878	3,153	3,586	3,388
TOTAL	8,894	9,640	10,950	11,607	9,860

(i) provisional.

* Free on request to Department of Education and Science, Room 102, Curzon Street, London, W.1.

Distribution of Teachers

27. Along with the improvement in staffing standards mentioned in paragraph 22 above went an improvement in distribution. The arrangements recorded in the 1966 Report* had the intended effect of lessening the contrasts between the worst-staffed and the best-staffed areas, though a better result still would have been achieved if all local education authorities had kept within their quota.

28. When the quotas for 1968 were being fixed this policy of keeping the quota "tight" was continued, and allowance was also made for a possible subsequent allocation to local education authorities with educational priority areas. Nevertheless it was possible to make an improvement in the ratio of pupils to quota teachers represented by the allocations made to many local education authorities.

29. A conference on the distribution of teachers was called by the Secretary of State in September. It reaffirmed support for the quota system and provided advice on the detailed arrangements. The main change accepted was to move the date to which quotas relate from January to the previous October. Trends in wastage and recruitment will now have to be forecasts for only a year ahead and this should lead to greater accuracy in these calculations.

Recruitment of Part-timers

30. The number of part-time teachers has continued to increase. Their contribution made by this factor to the total supply in terms of full-time teachers is shown in Table 8 above. The actual number of part-time qualified teachers in service rose from 33,344 in February 1967 to 38,415† in February 1968. At the latter date 115 authorities employed part-time teachers to an extent equivalent to at least five per cent of their total teaching strength. For 19 of these authorities the figure was over ten per cent. The new Burnham Report‡ provided that from 1st May 1968 all teachers in regular part-time service should be paid in proportion to the annual salary that would be appropriate if they were employed full-time and to the fraction of the school week in which they worked. The introduction of superannuation arrangements for part-time teachers is described in Section VII paragraph 23.

The Return of Married Women

31. The number of married women returning to service, which in the previous year had appeared to be levelling off, resumed a high rate of growth. The increase in the number returning full-time was particularly welcome. Nearly three-quarters of the returning teachers found employment in primary schools.

* *Education in 1966*, Section I, paragraph 25.

† Provisional.

‡ See Section VI, paragraph 16.

TABLE 11.—*Married, qualified women teachers returning after a break of at least one year*

Year ended 1st February	1964	1965	1966	1967	1968 (i)
Full-time	3,273	3,435	3,441	3,403	3,812
Part-time	2,234	2,996	3,784	3,966	4,551
Total	5,507	6,431	7,225	7,369	8,363
Graduates	767	888	986	1,129	1,178
Non-graduates	4,740	5,543	6,239	6,240	7,185
To primary schools	3,983	4,666	5,250	5,310	6,057
To secondary schools	1,524	1,765	1,975	2,059	2,305

(i) Provisional

32. By January 1967, 50 authorities had started, under the provision of the Addenda to Circular 8/60, a total of 93 nursery classes designed to help married women with children of nursery age to return to teaching.

33. The Department continued to support by newspaper advertisements the efforts of individual authorities and schools to attract married women teachers back to service. Some 470 women wrote to the Department for information following a series of advertisements in national newspapers in April. The Department again provided authorities with posters and leaflets; 29 authorities incorporated in their local campaigns press advertisements specially designed by the Department.

d. THE ORGANISATION OF SECONDARY EDUCATION

34. Further progress was made during the year with the reorganisation of secondary education along comprehensive lines. By the end of the year the great majority of authorities had completed the preparation of their schemes and the following 73 authorities had schemes implemented or approved for the whole or greater part of their areas:

Anglesey	Eastbourne	Merthyr Tydfil
Barrow-in-Furness	Enfield	Merton
Berkshire	Flintshire	Middlesbrough
Bexley	Gateshead	Montgomeryshire
Blackburn	Grimsby	Newcastle upon Tyne
Blackpool	Haringey	Newham
Bradford	Havering	Newport (Mon.)
Brent	Herefordshire	Norwich
Bristol	Hertfordshire	Nottinghamshire
Burnley	Hounslow	Oldham
Cardiff	Huddersfield	Oxfordshire
Cardiganshire	Isles of Scilly	Preston
Carlisle	Isle of Wight	Rochdale
Cornwall	Kingston-upon-Hull	Rotherham
Coventry	Leicestershire	St. Helens
Darlington	Lincolnshire, Holland	Solihull
Denbighshire	Lincolnshire, Lindsey	Southampton
Devon	Luton	Southend-on-Sea
Dewsbury	Manchester	South Shields
Doncaster	Merioneth	Stoke-on-Trent

Suffolk, East	Tynemouth	York
Suffolk, West	Wakefield	Yorkshire, E. Riding
Sunderland	Wallasey	Yorkshire, W. Riding
Sussex, East	Waltham Forest	
Sussex, West	Warwickshire	

35. A further 27 authorities had schemes covering parts of their areas implemented or approved.

Barnsley	Essex	Northamptonshire
Breconshire	Glamorgan	Pembrokeshire
Caernarvonshire	Gloucestershire	Radnorshire
Cambridgeshire	Hampshire	Sheffield
Carmarthenshire	Kent	Shropshire
Cheshire	Lancashire	Somerset
Cumberland	Liverpool	Staffordshire
Derbyshire	London (Inner)	Swansea
Ealing	Monmouthshire	Wiltshire

36. The following 22 authorities had submitted schemes which were being considered in the Department:

Bedfordshire	Exeter	Nottingham
Birkenhead	Great Yarmouth	Oxford
Brighton	Halifax	Reading
Bromley	Huntingdonshire &	Redbridge
Derby	Peterborough	West Hartlepool
Dorset	Ipswich	Wigan
Dudley	Northumberland	Worcestershire
Durham	Northampton	

37. Twelve authorities had been requested by the Secretary of State to reconsider their submitted schemes. Of the remaining 28 authorities, most were preparing schemes, but five authorities—Bournemouth, Bury, Rutland, Westmorland and Worcester—had formally declined to do so.

38. The most popular form of organisation continued to be the orthodox all-through comprehensive school, taking pupils from 11 to 18 years of age. Middle school schemes straddling the primary and secondary stages, and schemes of five-year comprehensive schools with separate sixth form or junior colleges, were also well represented. Two-tier systems were fairly widespread and included some of a permanent character, with automatic transfer of pupils, and others which formed interim steps towards schemes of a more fully comprehensive character.

39. All the schemes covered county schools and in some cases included voluntary schools. Where this was not so, discussions about the future of the voluntary schools were proceeding. The question of the participation of direct grant schools in the movement towards comprehensive reorganisation was referred to the Public Schools Commission in October (see paragraph 47 below).

40. In terms of the actual numbers of comprehensive schools in operation, the progress which took place between January 1966 and January 1967 is shown in the table below :—

TABLE 12.—*Selective and comprehensive schools in the maintained sector*

	January 1966	January 1967
Number of maintained secondary schools ...	5,806	5,729
Number of comprehensive schools (included above)	342 (6%)	509 (9%)
Number of pupils in maintained secondary schools	2,816,793	2,832,914
Number of pupils in comprehensive schools (included above)	287,444 (10·2%)	406,686 (14·4%)

Education Bill

41. On 29th November a Bill was presented to Parliament designed to remove some uncertainties about the law affecting the establishment and discontinuance of schools maintained or proposed to be maintained by local education authorities ; these had been occasioned by the terms of the interim injunction granted by the Court of Appeal in the case of *Bradbury v. Enfield Borough Council*.* The Bill was given a third reading in the House of Commons on 28th February 1968 and went to the House of Lords.

e. EDUCATION OF IMMIGRANTS

42. The second annual return of immigrant pupils in maintained schools showed that the number of such pupils in schools with ten or more immigrants on roll had risen from 131,000 (1·8 per cent of the total school population) to 165,000 (2·2 per cent of the total school population) since January 1966 ; 13,000 of the immigrant pupils were from India, 12,000 from Pakistan and 4,000 from the West Indies (24,000, 8,000 and 57,000 in 1966). In addition, there were 19,000 immigrants in schools with fewer than ten immigrant pupils on roll, bringing the total to 184,000 (2·5 per cent of the total school population).

43. Reports from several areas during the year commented particularly on the increase in the number of non-English speaking senior boys coming into the schools. Partly because of this, more local education authorities found it necessary to make arrangements to deal with such pupils in special classes or centres and to employ additional teachers and make extra money available for equipment and materials. In several areas the employment of welfare assistants, some of them immigrants themselves, helped teachers to overcome the barrier in communication between the schools and the parents of their immigrant pupils. The Department increased the teacher quotas of twenty-one authorities to allow the staffing arrangements in schools containing large numbers of immigrant pupils to be improved, and took account of the special needs of areas with a high proportion of immigrants in allocating capital resources for minor building projects.

44. These and other matters were discussed by the Parliamentary Under-secretary of State responsible for the education of immigrants, Mr. Denis Howell, in the course of a series of visits to many of the areas with large

* [1967] 1 W.L.R. p. 1311.

numbers of immigrants. Arrangements were made to follow up these visits by regional conferences between officers of the Department, H.M. Inspectors and officials of the local education authorities. Two such conferences took place before the end of the year.

45. Another conference held at Leicester in October and sponsored jointly by the Department, the National Committee for Commonwealth Immigrants and the Association of Teachers in Colleges and Departments of Education considered what changes were desirable in the initial and in-service training of teachers, to prepare them better for teaching in a multi-racial society. The conference was attended by representatives of a number of institutes and colleges of education and local education authorities, in addition to members of the sponsoring organisations. Arrangements were also made to increase from 65 to 130 the intake of students to the four existing courses for immigrant teachers; preparations for a fifth course of this type were completed during the year.

46. The Schools Council published in July a working paper on *English for the children of immigrants*.* The related development project sponsored by the Council at the University of Leeds Institute of Education reached a significant stage in September with the start of classroom trials in about 90 primary and 40 secondary schools of experimental materials and aids for teaching English to children of Asian and southern European immigrants. Work also started in September on a similar project sponsored by the Schools Council at the University of Birmingham, to investigate the special needs of West Indian children.

* See paragraph 65.

2. Schools not maintained by local authorities

a. DIRECT GRANT SCHOOLS

47. In October the Secretary of State informed the House of Commons that he had decided, in consultation with the Secretary of State for Scotland, to include the direct grant schools within the terms of reference of the Public Schools Commission. Details of the additional terms of reference are given in paragraph 50 below. The Secretary of State added that he hoped that, pending any action the Government might decide to take in the light of the Commission's second report, arrangements already operating between the schools and local education authorities under Circular 10/65, and any discussions which might be in progress, would continue.

48. The Direct Grant Schools Joint Committee approached the Department in September for an increase in the capitation grant to offset part of the combined effect of teachers' salary and other pay and price increases. After carefully considering the Committee's representations the Secretary of State decided to make no change in the rates of grant. As part of the programme of economies in public expenditure announced by the Prime Minister in January 1968 the capitation grants made to these schools were reduced from £52 to £32.

b. INDEPENDENT SCHOOLS

Public Schools Commission

49. The Public Schools Commission (chairman Sir John Newson) decided to confine its first report—due in the first half of 1968—to independent boarding schools. The Commission held eleven full meetings during the year as well as a number of meetings with witnesses. Evidence was received from over 180 bodies and individuals and visits were paid to 34 public and other schools.

50. In October the Secretary of State, in consultation with the Secretary of State for Scotland, gave the Commission the following additional terms of reference :

“To advise on the most effective method or methods by which direct grant grammar schools in England and Wales and the grant-aided schools in Scotland can participate in the movement towards comprehensive reorganisation, and to review the principle of central government grant to these schools.”

51. These terms of reference were to take effect, and additional members were to be appointed to the Commission, when it turned its attention to day schools as the subject of a second report.

Standards in Independent Schools

52. In May 1967, following the trial and conviction on charges of cruelty and assault of a joint principal of an independent school, the Secretary of State invited the Minister of State, Mrs. Shirley Williams, to conduct an inquiry into the circumstances of the particular case and the adequacy of existing statutory provision relating to proper standards of education and welfare in independent schools. Publication of the report was withheld because the matters which gave rise to the inquiry were the subject of an appeal to the Court of Criminal Appeal, but the Secretary of State announced in November his decision to apply the standards required for recognition as efficient to all registered boarding schools over the next five years. Those which failed to meet the requirements, which covered not only premises, accommodation and instruction, but also arrangements for the general welfare of the pupils, would be the subject of a notice of complaint under Part III of the Education Act 1944.

Recognised Efficient Schools

53. Twenty additional schools were recognised as efficient under Rule 16. Recognition was withdrawn from six schools. In all 1,498 schools were recognised at the end of the year.

Registration of Independent Schools

54. At the end of 1967 the register of independent schools contained 1,620 finally registered schools besides those recognised as efficient. Twenty-nine schools were provisionally registered, eight of them new schools opened since January 1967. During the year 30 new schools were added to the register and the particulars of 180 schools were removed on closure or change of status.

Notices of Complaint and Appeals

55. During 1967 the Secretary of State served 22 notices of complaint making a total of 151 since the introduction of Part III of the Act ten years earlier. The complaints related to deficiencies in premises (two schools); inefficient or unsuitable instruction combined with deficiencies in premises and accommodation (thirteen schools); an unsuitable proprietor or teachers (six schools); and one relating to instruction only.

56. Two cases in which notices of complaint were issued in 1967, one in 1966 concerning inefficient or unsuitable instruction and deficiencies in premises and accommodation and made an order requiring the matters complained of to be remedied to the satisfaction of the Secretary of State by September 1967.

57. Two cases in which notices of complaint were issued in 1967, one concerned with deficiencies in premises and the other with deficiencies in premises and unsuitable instruction, led to appeals to Independent Schools Tribunals. In the first case the tribunal made an order instructing the school to meet certain requirements by 20th January 1968; in the second case the tribunal ordered that the complaint be annulled, but recommended that, having regard to the cogency of many of the criticisms made in support of the complaint, the whole position should be reappraised in two years' time.

Paragraph 26, line 1
should read "A tribunal met in January to hear an appeal
against a notice served"

Paragraph 56, line 1
should read " A tribunal met in January to hear and
against a notice served "

58. Three appeals resulted from the five notices of complaint involving persons issued during the year. One appeal from a proprietor, considered by the Secretary of State not to be a proper person to be a proprietor, led to an order by a tribunal disqualifying him from being a proprietor of an independent school after the end of the year. The other two appeals were from the joint proprietors of a school. The first was heard in November; the second was deferred because the appellant had also appealed to the Court of Criminal Appeal against his conviction and sentence on charges of cruelty and assault which were the reason for the Secretary of State's notice of complaint. The tribunal which sat in November made an order that the first appellant be disqualified from being the proprietor of an independent school and that the school be struck off the register unless the joint proprietors ceased to be proprietors and unless the second appellant ceased to be a teacher employed in the school by 1st February 1968. The first appellant later appealed to the High Court against the tribunal's findings.

59. A teacher appealed to an Independent Schools Tribunal under Section 74(2) of the Education Act 1944 against the refusal by the Secretary of State to remove a disqualification imposed in 1963; his appeal was dismissed.

60. The 1966 Report* referred to an appeal by a teacher to the High Court under Section 9 of the Tribunals and Inquiries Act 1958 against an order made by a tribunal held in November 1966. The teacher abandoned his appeal but the Lord Chancellor subsequently declared the tribunal null, on a technicality, and the teacher's appeal against the Secretary of State's complaint was heard in September 1967 by a fresh tribunal; this made an order disqualifying him from being a teacher in any school.

61. During 1967 the Secretary of State dealt with nine schools where the time limit had expired for satisfying the requirements of a notice of complaint against which there had been no appeal. The results were as follows:—

<i>Grounds of complaint</i>	<i>Action taken by School</i>	<i>Action taken by Secretary of State</i>
Inefficient or unsuitable instruction combined with deficiencies in premises and accommodation (four schools)	Closed voluntarily (two schools)	Orders disqualifying premises and striking schools off register (two schools)
Deficiencies in premises (two schools)	Failed to comply with requirements until Secretary of State made an order disqualifying premises. Requirements then met.	Orders disqualifying premises revoked
Deficiencies in premises (two schools)	Requirements met	
Deficiencies in premises (one school)	Failed to comply with requirements. School closed after prosecution and fine for non-compliance with disqualification order.	Order disqualifying premises. Prosecution of proprietor for failure to comply with order.

* *Education in 1966*, Section I, paragraph 56.

62. Two persons who had been the subject of notices of complaint in 1966 had not appealed when the time limit expired early in 1967. The Secretary of State disqualified one from being a teacher in any school and the other from being a proprietor of an independent school. The Secretary of State also considered the cases of two persons who were the subject of notices of complaint in 1967 and who did not appeal to an Independent Schools Tribunal; as they were no longer serving in independent schools he excluded them from teaching under the Schools Regulations 1959.

3. The Curriculum and Examinations

a. THE SCHOOLS COUNCIL FOR THE CURRICULUM AND EXAMINATIONS

63. During 1967 the School Council completed its third full year of operations, a year in which, for the first time, it was financed for the greater part by the local education authorities instead of exclusively from central government sources. The Council's response to the publication of the Report by the Central Advisory Council for Education (England) *Children and their Primary Schools** was to set in motion immediately a major programme of work based on the Report's recommendations and concerned especially with the role of the teacher, curriculum development and the influence of environment on pupils. The Council also arranged a conference at Warwick in September at which teachers and educational administrators discussed the curricular and organisational implications of the middle years of schooling.

64. Within the Council's existing programme, notable progress with designing new curricula for the early leaver, with special regard to the raising of the school leaving age to 16 (now deferred to 1972-73), was described in the Department's Report on Education No. 40 *Rethinking the Curriculum* published in October†. Enquiries and surveys were undertaken to provide for teachers essential information about the attitudes and reactions of young people to various educational and social influences and to clarify the relationship between school and the world of work. Progress was also made with curriculum development projects dealing with the humanities and social studies, mathematics, science, the expressive arts, visual/plastic arts, handicrafts, and home economics. Development projects in technology and modern languages, though of broader scope, were also designed to apply to the special needs of early leavers.

65. The Council programme on English teaching was concerned with various investigations into the ways in which language is used at different phases of children's development. During the year, the Council published a working paper‡ describing the project now under way for developing classroom materials and aids for teaching English to children of immigrants (see also paragraph 46).

66. The Council's sixth form programme took a new step forward with the production, in discussion with the Standing Conference on University Entrance, of further proposals for modifying curricula and examinations to meet changing sixth form requirements and to reduce excessive subject specialisation. At the end of the year these proposals were being considered by all interested parties.

67. An encouraging feature of the year was the increasing number of local teachers' groups and centres organised by local education authorities in response to local demand and concerned with a wide range of interests, from single subjects to preparations for the raising of the leaving age.

* See paragraph 95 *et seq.*

† Free on request to the Department, Room 102.

‡ Working Paper No. 13 *English for the children of immigrants* H.M.S.O., 1967, 3s. 6d.

68. During September the Council organised at St. Catherine's College Oxford, the Third International Curriculum Conference, of which it was co-sponsor with the Ontario Institute of Studies in Education in co-operation with the Washington, D.C., National Education Association's Center for the Study of Instruction.

b. EXAMINATIONS

69. Early in the year the Council, as co-ordinating body for secondary school examinations, called a conference of representatives of all G.C.E. and C.S.E. boards to consider comparability of standards between the examining boards. The conference was concerned particularly with the experimental comparability procedures being operated on the Council's behalf and with other techniques, including cross-marking and inter-board moderation, intended to achieve the widest possible acceptance of comparability measures.

70. The number of C.S.E. examination candidates was 176,000 (141,000 in 1966) and there was welcome evidence that the certificate was accepted to an increasing extent by universities, professional bodies and employers. The machinery for consultation between the Council and the G.C.E. and C.S.E. examining boards was improved. At the close of the year the possibility of a common time-table for both examinations was under consideration.

4. Handicapped Pupils, Special Educational Treatment, and Special Schools

71. In January 1967 there were 919 special schools with 6,873 full-time teachers and 78,192 pupils (902, 6,527, 76,466 in 1966).

Special School Building

72. During 1967, 46 major special school building projects, including clinics, were started at a total value of £4,507,000 and projects valued at £4,899,000 were completed. At the end of the year 53 projects valued at £6,498,000 were under construction.

73. There were 13,223 children reported to be awaiting admission to special schools in January 1967 (13,069 in 1966); of these, 9,977 were educationally sub-normal and 1,209 were maladjusted (9,798 and 1,199 in 1966). When proposals for special school building for 1970-71 were invited from local education authorities, the authorities were told that priority would be given to the needs of the educationally sub-normal and maladjusted. It was expected that the resulting programme would be announced in April, 1968.

Blind Pupils

74. The number of pupils in special schools for the blind fell again. In January 1967 there were 1,006 pupils in special schools and 181 at the further education establishments for blind pupils (1,095 and 180 in 1966). Discussions took place with individual schools about the problems presented by this situation.

75. There is evidence of an increase in the number of young blind children who have other handicaps and an enquiry was made of principal school medical officers about the number of children under the age of five who had both visual and hearing defects in order that further consideration could be given to the services needed by these very severely handicapped young children.

76. During the year various alterations, including a new block where groups of children can be cared for in flats by a house parent, were agreed on at Conover Hall, the school maintained by the Royal National Institute for the Blind, which caters for senior blind pupils who suffer also from other handicaps. An extension was officially opened at Chorley Wood, the institute's school for senior girls, comprising bed sitting rooms and a kitchenette apart from the main school block, to enable older pupils to lead more independent lives.

Deaf and Partially Hearing Pupils

77. The year saw a further increase in the total number of specially qualified teachers in service, but local education authorities still have difficulties in staffing adequately all the services they aim to provide. During the year efforts were continued to increase the supply of these teachers of children with impaired hearing, and further discussions to this end were held with the Universities of Manchester and London.

78. In the autumn the first intake of students began a four-year course at Manchester University leading to the degree of bachelor of education in audiology and education of the deaf. This degree has been recognised as a special qualification for teaching deaf and partially hearing children.

79. In 1967 H.M. Inspectors and medical officers of the Department submitted the report of a survey they had carried out of partially hearing units attached to ordinary schools; this has now been published.* A similar survey of peripatetic teaching services has also been carried out and the report on this is to be published in 1968.

80. In March the Minister of Health announced in the House of Commons a decision to make ear-worn hearing aids available to school children under the National Health Service. Arrangements for the issue of these aids were being co-ordinated with the Ministry of Health at the end of the year.

Physically Handicapped and Delicate Pupils

81. The proportion of pupils in special schools for the physically handicapped who suffer from spina bifida is increasing and authorities were asked when preparing their proposals for inclusion in the school building programme to consider, in consultation with neighbouring authorities, the need for new schools to provide for this increase.

Educationally Sub-Normal Pupils

82. The number of educationally sub-normal children placed in special schools increased from 44,857 in January 1960 to 46,698 in January 1966 though there remained a long waiting list (see paragraph 73).

Maladjusted Children

83. In recent years the Department has given high priority in allocating capital resources for building to proposals which provide more day and boarding school places for maladjusted children. (Building programmes for the period 1967-1970 include projects to provide over 1,900 additional special school places). Local education authorities are encouraged to place provision for maladjusted children—especially residential schools—on a regional basis and regional needs are taken into account when allocating resources.

84. In January 1967 there were 3,865 maladjusted children in special schools; of these 2,414 were in residential schools (3,471 and 2,202 respectively in 1966). In addition there were over 2,000 children placed by local education authorities in independent schools catering for the maladjusted.

85. Not all maladjusted children need to be educated in special schools; in appropriate cases they are taught in special classes attached to ordinary schools. In January 1967 there were known to be 127 such special classes with 525 children attending full time and a further 915 part time, compared with 108 classes with 423 full time and 909 part time pupils a year earlier.

86. Two new projects of particular interest were completed during the year. One is the special school for senior maladjusted boys at Hailey Hall, Hertfordshire, designed by the Department's development group. The school, which accommodates 50 boys on a weekly boarding basis and five day boys, was designed to integrate the facilities for living and learning in

* *Units for Partially Hearing Children.* Education Survey No. 1 H.M.S.O., 5s. 0d.

a single organic whole and to provide a variety of teaching spaces within a building of domestic rather than institutional character. The other is a hostel in Suffolk for 22 maladjusted boys, some of whom will attend ordinary schools in the neighbourhood whilst others will receive tuition in the hostel itself; the planning on the residential side, which provides each boy with his own study-bedroom, has much in common with the Hailey Hall School.

87. At the beginning of 1967 there were 359 child guidance clinics run by local education authorities (344 in 1966) of which 152 were in full-time use. The full-time equivalent of educational psychologists employed by local education authorities either in child guidance clinics or in the school psychological service increased during the year from 314 to 355. The full-time equivalent of 123 psychiatrists and 176 psychiatric social workers employed in January 1967 represented small increases over the previous year. 56,977 children were known to have been treated at child guidance clinics during the year which ended on 31st December 1966 (44,418 in the previous twelve months).

Psychotic Children

88. Local education authorities are increasingly concerned with the problem of providing for psychotic children with autistic symptoms. Provision at present ranges from placing children individually in existing special schools to setting up units attached to schools catering mainly for other handicaps—or, in a few cases, to ordinary primary schools. In addition many local authorities provide teaching services at hospital psychiatric units to which psychotic children may be admitted; there are at present 18 hospital schools where these facilities are provided.

The Advisory Committee on Handicapped Children

89. The Advisory Committee met on three occasions during the year. The major part of its meetings was devoted to considering the views of the Central Advisory Council for Education (England) on the education of handicapped children in ordinary schools*. The Committee also considered, among other topics, a survey of special units provided under the auspices of education authorities for the assessment and diagnosis of young handicapped children, and the report of the Williams Committee set up by the National Council of Social Service to inquire into the staffing of residential homes.†

Use of Independent Schools for Handicapped Pupils

90. In spite of the increase in the number of places occupied in special schools (see paragraph 83), there were in January 1967 rather more than 3,700 handicapped pupils maintained by local education authorities in independent schools (3,500 in January 1966). About 650 (670 in 1966) of them were in unrecognised schools including 500 in 24 schools providing wholly or mainly for handicapped pupils. Exceptions under Circular 4/61 continued to be approved only where it was concluded that proper provision would be made at a particular school for the particular child.

* *Children and their Primary Schools*: A report by the Central Advisory Council for Education (England) (Chapter 21 *Handicapped Children in Ordinary Schools*) H.M.S.O. £1 5s. 0d.

† *Caring for People: Staffing Residential Homes* No. 11 in the National Institute for Social Work Training Series. George Allen & Unwin Ltd.

91. During the year two schools catering wholly or mainly for handicapped pupils were provisionally recognised as efficient. Approval for exceptions under Circular 4/61 for local education authority pupils at three schools was withdrawn.

Training of Teachers in Special Education Treatment

92. The number of one-year courses for teachers of children requiring special educational treatment was 38 in 1967-68, providing 540 students (38 and 522 in 1966-67).

Residential Child Care Staff in Boarding Special Schools

93. Authorities were informed in Circular 7/67 of a new national in-service study course for residential child care staff, which had been approved by the Central Training Council in Child Care. The arrangements for these courses broke new ground in proposing that children's departments and local education authorities should join in reviewing the need for in-service training

5. Central Advisory Council for Education (England)

94. The Council's Report *Children and their Primary Schools** was published on 10th January 1967. The Council, under the chairmanship of Lady Plowden, had been appointed in 1963 "to consider primary education in all its aspects and the transition to secondary education". Their Report surveyed primary education in England in the sixties and concluded that "English primary education at its best . . . is very good indeed. Only rarely is it very bad. The average is good". The Report contained 197 recommendations, addressed variously to the Department, local education authorities, schools and other bodies concerned.

95. The principal recommendation in the Report was that, as a matter of national policy, "positive discrimination" should favour schools in neighbourhoods ("educational priority areas") where children are most severely handicapped by home conditions. As constituents of this policy, the Report recommended special measures to improve or replace old school buildings and to provide incentives and assistance for teachers working in educational priority areas. Also prominent among the recommendations made in the Report were the extension of part-time nursery education as soon as there are staff and buildings available, the beginning of a new structure for primary education involving a single date of entry (with optional part-time attendance when a child first starts school, a three-year infant and a four-year junior, or "middle school", course), and efforts to ensure that the raising of the school leaving age will not hold up improvements in the staffing of primary schools.

96. The Report also attached special importance to measures designed to improve the quality of contact between teacher and pupil and between the pupil's school and home, to strengthen social and welfare services affecting school children, to improve and increase advisory services and in-service training for teachers and to increase the supply of part-time teachers and assistance given by ancillary staff in schools. Other recommendations of special interest concerned religious education—greater flexibility and positive action to make parents aware of their right to withdraw children from religious education and worship—and the abolition of corporal punishment in all primary schools.

97. In a debate on the Report in the House of Commons in March, the Secretary of State drew attention to the fact that in the three building programmes for 1967 to 1970 at least a quarter of a million new primary school places, over and above those needed to accommodate extra numbers, would be provided to replace substandard places. This represented a definite shift of priorities in favour of primary education, for the comparable figure for secondary school places was 60,000. In August it was announced that £16m. was to be added to the school building programme over the two years 1968-70 for school building in educational priority areas,† to be

* Report of the Central Advisory Council for Education (England) *Children and their Primary Schools* H.M.S.O. £1 5s. 0d.

† See paragraphs 19-20.

devoted both to further major replacements and to minor works of improvement. In a later statement on other aspects of the Report, the Secretary of State referred to the large and rapid expansion of student numbers in the colleges of education which would have a direct bearing on the size of primary school classes, the forthcoming consideration in the Burnham Committee of additional payments to certain teachers in educational priority areas, the work to be done by the Schools Council on the primary school curriculum and the Department's interest in the encouragement of good parent-teacher relations.

Nursery Education

98. The Plowden Report also made far-reaching recommendations for the expansion of nursery education, on the assumption that most children would attend on a part-time basis; it suggested that the expansion should begin in the educational priority areas as soon as possible and that the additional nursery classes should be staffed by nursery assistants under the supervision of a qualified teacher. The Report also made suggestions for the grouping of services for young children in special children's centres and for power to be given to local education authorities to assist voluntary nursery groups financially and in other ways.

6. General

a. LICENCES FOR CHILDREN IN ENTERTAINMENT

99. Ten licences were issued in 1967 under Section 22 of the Children and Young Persons Act 1933. Seven of them varied or extended licences already issued, and three were issued after appeals against decisions of local education authorities not to issue licences.

b. THE SCHOOL HEALTH SERVICE

100. Reports on the School Health Service (including the school dental service) which have hitherto appeared in this section of the Department's report will in future be included in the annual report of the Chief Medical Officer of the Ministry of Health* the next issue of which will be published during 1968.

c. THE SCHOOL MEALS SERVICE

101. The autumn annual return showed that some 4,846,500 day pupils were taking school dinners at maintained schools, or 69.50 per cent of the number present (68.35 per cent in 1966 and 65.36 per cent in 1965). There were 16,369 self-contained kitchens (15,481 in 1966) and 11,864 dining rooms and centres received container meals (12,403 in 1966). There were no school meals facilities in 173 schools or departments (220 in 1966).

102. Information supplied by authorities for a day in the autumn showed that 404,036 children were taking free meals (330,271 in 1966), 8.34 per cent of those taking meals and 5.79 per cent of the total number of children present (7.1 per cent and 4.85 per cent respectively in 1966).

103. Starting in March, local education authorities were asked to provide once-a-year returns of menus and foods for a four-week period for sample kitchens for consideration by the Department's catering advisers. These returns were spread over the three terms. In the course of the year each authority submitted returns covering in all a total of approximately 600 school kitchens. It will thus be possible, for the first time, to compare the actual nutritional performance with the standards recommended in Circular 3/66. It is hoped to increase the number of returns in future with the eventual aim of 1,000 per cycle. In this way it should be possible to formulate some idea of the standard of school meal being served throughout the country.

104. From 1st April, as a result of the provisions of the Local Government Act of 1966, expenditure on school meals and milk ceased to rank for specific milk and meals grant and authorities received funds for these services through the new Rate Support Grants. The Secretary of State set up a joint working group with the local authority associations to review the school meals service as recommended by the Estimates Committee of the House of Commons in the light of the increasing cost, and to consider developments in the service as a result of the passing of the Local Government Act, 1966.

* *On the State of the Public Health* H.M.S.O.

105. A report by the Ministry of Social Security* published in early July showed that only about half the school children entitled to free school meals were taking up their entitlement. Later that month, in a parliamentary statement the Government promised publicity campaigns to make families aware of benefits available and how to claim them; and in the autumn term a leaflet was distributed through the schools to all parents explaining in general terms the national scales which give entitlement for remission of the charge for the school meal, with a reply-paid form attached on which parents could ask their local education departments for further information and help. In the same announcement the Government stated their intention to increase the charge for the school meal from 1s. to 1s. 6d. in April 1968 and to arrange that from that date the fourth and subsequent children in each family would be entitled to free school meals without a test of parental income. The charge has remained at its present level since 1957, and even with an increase to 1s. 6d. there will still be a subsidy of about 1s. 1d. on the running costs of providing each meal.

106. The reasons why free school meals are not fully taken up naturally vary from family to family and area to area. The Secretary of State therefore commissioned research through the London School of Economics to assess the importance of the various causes. The results are expected to be available in 1968. There is evidence that, in some areas at least, fear of embarrassment plays a part in discouraging children from taking free meals. In Circular 12/67, issued in November, authorities were asked to review their existing arrangements so as to ensure that everything possible was done to safeguard children from identification, and were invited to inform the Secretary of State of methods which they had found successful.

107. The school meals service in eighteen areas was affected during the autumn term when members of the National Union of Teachers withdrew from supervising the meal as part of the union's campaign for salary improvements. In November agreement was reached to set up a working party representing the various interests, which would consider the possibility of withdrawing any element of compulsion on teachers to supervise school meals.

d. MILK IN SCHOOLS SCHEME

108. The autumn return showed 5,969,671 pupils taking milk at school (5,911,877 in 1966) or 79.31 per cent of those present at maintained schools and 78.1 per cent of those present at non-maintained schools (80.2 per cent and 78.5 per cent respectively in 1966). The economy measures announced by the Government in January 1968 included the withdrawal of milk for secondary school pupils after September 1968.

* *Circumstances of Families* H.M.S.O. 17s. 6d.

SECTION II

FURTHER EDUCATION (ENGLAND AND WALES)

Introduction

1. This section of the report, like the preceding one, is confined to England and Wales. It deals with developments in providing education and recreation for those over school age, other than in the universities, which are dealt with in Section III. In three main parts, the section deals firstly, with developments affecting the technical colleges and other establishments of further education; secondly, with teacher training in the colleges of education; and finally with adult education, public libraries, the youth service and sport.

1. Technical Education

a. MAJOR DEVELOPMENTS

A Plan for Polytechnics

2. The Department's Report for 1966 referred to the Secretary of State's proposals, announced in the White Paper *A Plan for Polytechnics and Other Colleges*,* to designate as Polytechnics a limited number of major centres of higher education to be developed as comprehensive academic communities catering for full-time, sandwich and part-time students.

3. In April the Secretary of State informed Parliament that he had completed his review of the provisional list of 28 polytechnics contained in the Appendix to the White Paper, in the light of the views expressed by the regional advisory councils for further education, local education authorities and other bodies. He said that he proposed to make one addition to the provisional list (to be established in North Staffordshire), and that he accepted the need for a further polytechnic in the north-west but was deferring a decision on its exact location for the time being.

4. The Secretary of State explained that he had had to weigh the merits of proposals he had received for additional polytechnics against the need to use available resources to the best advantage, by concentrating the future development of full-time higher education within the further education system in a limited number of major institutions and specialist centres. He was satisfied that his proposals would meet foreseeable needs while providing a reasonable geographical balance.

5. Invitations were sent to the selected local education authorities inviting them to submit schemes for the establishment of polytechnics in their areas, if possible by 30th September. They were given guidance on the points about which the Secretary of State would need to be satisfied before designating a polytechnic, including guidance on the government and academic organisation he regarded as appropriate for them as major institutions of higher education.

* Cmnd. 3006 H.M.S.O. 1s. 6d.

6. A number of schemes had been received by the end of the year.

Accreditation Scheme for Correspondence Colleges

7. In 1966 the Secretary of State agreed in principle that he would cooperate in the establishment of a national accrediting body for correspondence colleges by nominating the chairman and the independent members of the Council, who together would form a majority, but that before reaching a final decision he wished to see the scheme in the precise form in which it would be carried into effect after the necessary legal instruments had been drafted. These were prepared for his consideration by the Association of British Correspondence Colleges and the Cleaver-Hume Group, representing the main correspondence college interests, who had sponsored the scheme.

Government of Colleges

8. The Education Bill introduced in October (see para. 97) provided for the making by local education authorities of Instruments of Government for the constitution of the governing bodies of maintained establishments of further education which provide full-time education. It made provision also for those establishments to be conducted in accordance with articles of government made by the maintaining authority and approved by the Secretary of State.

Computer Education

9. The report of an Inter-Departmental Working Group on computer education* was published and sent to local education authorities and colleges with Administrative Memorandum No. 3/67 dated 1st February. The report outlined the steps which the education service needed to take to improve the supply of trained computer personnel to make it match the estimated threefold increase between 1965 and 1970 in the numbers of computers in use. It concluded that advanced programmers, systems designers, programmers and operators could be trained in sufficient numbers either by the education service or, in the case of programmers and operators by the computer manufacturing companies.

10. In the field of systems analysis, however, the report found that the present provision for instruction was inadequate to meet the urgent and growing need, and it recommended the rapid development of courses for trainee systems analysts. In consequence, the Department invited colleges in different parts of the country to provide short intensive courses in systems analysis lasting six weeks and open to people in industry with relevant experience, for example in organisation and methods. Courses started in 13 colleges in the autumn and 10 more colleges were expected to provide them in the early part of 1968.

11. Four intensive courses for teachers, each of four weeks' duration were organised by the Department in the summer to prepare teachers to run systems analysis courses in the colleges. They proved to be successful and through them some 60 teachers were added to the pool of those able to conduct such courses.

* *Computer Education* H.M.S.O. 4s. 6d.

b. THE INDUSTRIAL TRAINING ACT 1964

Industrial Training Boards

12. During the year industrial training boards were set up for the following industries : civil air transport ; petroleum ; rubber and plastics processing ; and chemical and allied products. The numbers of employer, employee and education members on these boards were as follows :—

	<i>Employer</i>	<i>Employee</i>	<i>Education</i>
Civil Air Transport	8	8	5
Petroleum	6	6	4
Rubber and Plastics Processing ...	6	6	4
Chemical and Allied Products ...	8	8	5

This brought the total number of training boards established to 21, with a total of some 12 million employees within their scope.

13. New training recommendations published by boards during the year again laid stress on the value of further education as part of the overall training programme, and grant schemes continued to make special financial provision to encourage employers to send trainees on appropriate courses. Young trainees were again given special consideration in this respect. It remained a condition for the payment of grant that young trainees receiving substantial training should get day release or the equivalent to take a course of further education.

14. In general, the training recommendations of boards continued to relate to occupations for which recognised courses of further education already existed, but 1967 saw some important developments into new fields. For example, the Shipbuilding Industry Training Board's recommendations for occupations in the metal-using side of the industry covered some trades for which no scheme of training or further education had ever previously existed. The Engineering Industry Training Board's recommendations for a modular system of training gave rise to the need for reconsideration of the form, length and content of some existing engineering craft courses. The Engineering Board also announced that from September 1968 it would be a condition of grant in the case of operatives up to the age of 18 that they receive day or half-day release from work to attend a course of further education, which would not necessarily be wholly or even mainly vocational in character.

Joint Planning of Training and Further Education

15. The need for new and revised schemes of further education arising from board training recommendations led to an agreement between the City and Guilds of London Institute and the six regional examining bodies in England and Wales to set up joint advisory committees to devise the matching schemes of further education in the operative and craft fields. The industrial training boards agreed to take part in the work of the committees, and to assist in other ways open to them in giving effect to the new arrangements. The main aim of the arrangements, which were described in Administrative Memorandum No. 25/67 dated 25th October, was to ensure that the schemes of training and further education were worked out as a co-ordinated whole, and devised in the minimum time commensurate

with the need to consult the relevant educational and industrial interests. It was also foreseen that they would avoid duplication of effort on the part of the examining bodies and training boards, and ensure that colleges were not expected to produce a variety of educational courses for trainees in occupations common to more than one industry.

The Central Training Council

16. The Central Training Council presented its second report to the Minister of Labour in March.* The report included an account of various developments in further education arising from the work of the boards, and expressed the Council's belief that the measures being taken by them through the publication of training recommendations and grant schemes would before long encourage a very much wider use of college facilities. In October the Council's Committee on Management Education and Training published its first report, *An Approach to the Training and Development of Managers*,† which among other things drew attention to the range of management courses available in universities and technical colleges. The report was sent by the Department to local education authorities, colleges and regional advisory councils. It was followed in December by the second report of the Committee on Training Officers entitled *Training of Training Officers—a Pattern for the Future*.‡ (See paragraph 19.)

17. The Commercial and Clerical Training Committee continued its work on the training and educational needs of office workers and supervisors and gave special attention to the training needs of export staff. In accordance with the recommendations of the Committee's first report,§ short experimental integrated courses of training and education for young office workers were provided at selected colleges in various parts of the country.

The Training of Training Officers and Instructors

18. The Department, in collaboration with the Ministry of Labour, continued to encourage the provision in the technical colleges of introductory courses for training officers, based on the first report of the Committee on Training Officers.|| The number of establishments providing these courses rose to 30 compared with 19 in the previous year, while the number of trainees completing courses was over 800 as against 367. Attendance at the courses continued to attract specific grants from the training boards and the Ministry of Labour.

19. The second report of the Committee, published in December, dealt with the long-term pattern of training for training officers. It recommended that, while the introductory courses should continue to be provided for certain kinds of entrant to the training officer field, a number of special postgraduate certificate and diploma courses for graduates and others, with equivalent qualifications or suitable experience, should be established at universities, polytechnics and other leading colleges. The report stressed that these should be of the highest standard, be devised in close consultation with training boards and industrial firms, and lead to

* *Second Report to the Minister* H.M.S.O. 3s. 0d.

† H.M.S.O. 1s. 6d.

‡ H.M.S.O. 3s. 9d.

§ *Training for Commerce and the Office*. H.M.S.O. 7s. 6d.

|| *The Training of Training Officers—Introductory Courses* H.M.S.O. 1s. 6d.

nationally recognised qualifications. A further recommendation was that the range of short courses in many specialised aspects and techniques of training should be widened. The Department began to consider, in consultation with the Ministry of Labour, the implications of the report for the further education service and the specific part which the service could play in giving effect to its recommendations.

20. A number of colleges continued to provide special courses for the training staffs of particular training boards. Other colleges provided special courses for instructors, in some cases for industry at large, in others for particular industries.

Industrial Training in Technical Colleges

21. A number of industrial training boards continued to look to the technical colleges for assistance with training, as distinct from further education, and by the end of the 1966-67 session some 200 colleges were providing one-year full-time integrated courses of combined education and training for first-year trainees from industry. By far the largest proportion of these trainees came from the engineering industry. The Engineering Industry Training Board estimated that in 1966-67 some 8,500 first-year trainees from the industry received off-the-job training in technical colleges, compared with some 15,000 in the whole of the industry itself. The shipbuilding, construction and electricity supply industries also took advantage of integrated courses for a proportion of their first-year craft and technician trainees, and the Foundry Training Committee sought the co-operation of a number of colleges in providing integrated courses for first, second and third year pattern-making trainees. In its new grant scheme published in September the Shipbuilding Industry Training Board made provision for special annual grants to technical colleges towards the running costs of new off-the-job places provided for trainees from industry, a step which had been taken the previous year by the Engineering Industry Training Board.

22. An increasing proportion of the technical colleges providing training as well as education did so on the basis of integrated courses lasting up to 48 weeks in the year. The associations representing local education authorities and technical college teachers reached agreement during the year on the arrangements under which these extended courses should be arranged.

c. GENERAL

23. All branches of the further education service continued to expand. Provisional figures for student numbers were 197,000 full-time, 24,000 sandwich, 748,000 part-time day and 804,000 evening, a total of 1,774,000 students. The number of students taking full-time, sandwich and part-time advanced courses rose to 162,384 in 1966.

24. There was a further expansion of the full-time teaching force. The number of full-time teachers serving in technical colleges, colleges of art and farm institutes in March 1967 was 41,500 (provisional), an increase of 4,000 over the previous year's figure.

25. Details of the 1968-69 major building programme for further education establishments were announced in August but it became necessary to limit the number of projects to be started in that year as part of the

economy measures announced in January 1968. The progress of the building since the White Paper of 1956* is given in Table 13: the value of projects started in the year increased substantially over that for 1966.

TABLE 13.—*Progress of building work since 1956*

Value of projects started £m.			Value of projects completed £m.			Value of projects under construction at 31.12.67 £m.
1.4.56 to 31.12.66	1.1.67 to 31.12.67	1.4.56 to 31.12.67	1.4.56 to 31.12.66	1.1.67 to 31.12.67	1.4.56 to 31.12.67	
141.7	33.6	175.3	109.7	18.6	128.3	47.1

The National Advisory Council on Education for Industry and Commerce

26. The Council, which in January was reconstituted under the chairmanship of Sir Joseph Hunt, for a three-year term ending on 31st December, 1969, met twice during the year. The Council approved and recommended to the Secretary of State two reports of its Committee on the More Effective Use of Technical College Resources, one dealing with the use of buildings and equipment and the other commending for consideration by the appropriate authorities a research report on the application of costing and similar financial techniques to further education establishments. It also endorsed a recommendation from the Committee that the attention of the Secretary of State be drawn to the desirability of giving early guidance on the functions and grading of administrative staff in technical colleges and that he be invited to make arrangements, in consultation with the national representative bodies, for these questions to be examined. The Committee's study of the organisation of the college year continued to make progress.

27. Work also began on a review of the provision for courses and examinations for technicians by a Committee set up by the Council (see paragraph 39).

The Council for National Academic Awards

28. The Council's work continued to develop and at the beginning of the academic year 1967-68 there were 167 C.N.A.A. degree courses in progress compared with 136 in 1966-67. A total of 10,634 students were enrolled compared with 7,089 in 1966-67.

29. During the year the first part-time degree course (a B.Sc.) was approved and began. Five additional postgraduate courses were approved two of which were also part-time.

30. The Council was reconstituted when its first term of office ended in September. The Secretary of State and the Secretary of State for Scotland reappointed Lord Kings Norton as Chairman of the Council for a further term of three years.

Further Education Information Service

31. The Department's report for 1966† referred to the launching of the Further Education Information Service to give advice to boys and girls

* *Technical Education* Cmnd. 9703 H.M.S.O. 2s. 6d.

† *Education in 1966* Section II, paragraphs 13-16.

wishing to pursue full-time courses of higher education who had not found places by the late summer. The local education authorities assumed responsibility for providing an advisory service through officers who give young people personal advice in accordance with their individual needs, and the Department undertook responsibility for national publicity and for providing advisory officers with weekly lists of vacancies in degree and higher national diploma courses during August and September when the demand for places is at its height.

32. In January the Department met representatives of the national bodies whose members had been closely involved in the first year's operation of the scheme and in the light of their views and the first year's experience made certain modifications to the original arrangements.

33. When this year's scheme was announced, the Department asked those local advisory officers who felt able to do so to provide details of the applications they received and how they were dealt with. From the information many of them later supplied the service is estimated to have dealt with some 9,000 individual requests for advice. There can be no doubt that it is meeting a very real need and is becoming firmly established.

National Colleges

34. The National Foundry College closed at the end of August upon the completion of arrangements for its work to be continued at the Wednesbury County Technical College. Discussions continued about arrangements for the assimilation into the local education authority system of the National College of Heating, Ventilating, Refrigeration and Fan Engineering.

d. ORGANISATION OF COURSES

General Courses

35. No new general courses were launched during 1967 but examinations for the general course in printing were held for the first time. General courses are now available in construction, engineering, mining, printing, the sciences, shipbuilding and textiles.

Courses for Operatives

36. The City and Guilds of London Institute added two new schemes, in dairying and in extractive industries, to the range of examinations for operatives, and revised two existing schemes. There are now 38 different schemes for operatives.

Craft Courses

37. The 17 schemes revised during the year by the City and Guilds of London Institute included building, agriculture, textiles, instrumentation and electrical engineering. A scheme for pipework engineering craft practice was among the five new schemes introduced, bringing the total number of craft schemes in operation to 129.

Technician Courses

38. Nine new technician schemes were introduced by the City and Guilds of London Institute and five were revised. The new schemes included printing, clothing and fabrication and welding engineering. A scheme for data processing for computer users was also among those introduced. This

was designed for persons already qualified in an occupation or profession who require knowledge of the uses of computers. There are now 120 technician schemes in operation.

Committee on Technician Courses and Examinations

39. At the request of the Secretary of State, the National Advisory Council on Education for Industry and Commerce set up a Committee under the chairmanship of Dr. H. L. Haslegrave, until recently the Vice-Chancellor of the Loughborough University of Technology, to review the provision of courses suitable for technicians at all levels (including corresponding grades in non-technical occupations) and to consider what changes are desirable in the present structure of courses and examinations. The Committee began its work towards the end of the year.

National Certificates and Diplomas

40. The review of higher national certificate and diploma schemes following reorganisation at the lower level was taken a stage further by the revision of the higher national certificate in building and the higher national certificates and diploma in metallurgy. This enabled a complete revision of the rules governing the award of all national certificates and diplomas in building to be undertaken: revised rules were also issued for higher national certificates and diplomas in metallurgy. The first courses under the new conditions in both schemes were provided in the colleges in September.

41. Revised ordinary national certificate and diploma schemes in engineering were issued to take effect in September 1968. The schemes for national awards in business studies and for higher national certificates and diplomas in applied biology were also reviewed in the light of present day needs, and revised rules to take effect in 1967 and 1968 respectively were issued. Similar reviews began of the schemes for higher national certificates and diplomas in electrical and electronic engineering and in foundry technology.

42. A higher national certificate in medical laboratory subjects was introduced as a complement to the variant of the ordinary national certificate in sciences organised last year to serve the needs of technicians in medical laboratories. A few courses leading to the higher national certificate started in the colleges in September, but it is not expected that the scheme will be introduced generally before September, 1968.

43. The introduction of two new higher national diploma schemes, in food technology and in agriculture (see next paragraph), was agreed upon and the necessary joint committees set up.

Agricultural Education

44. After extensive consultation between the Department and numerous interested organisations a Joint Committee for National Awards in Agriculture was established in the autumn to award qualifications to students in England, Wales and Northern Ireland. It will be responsible for the award of ordinary national diplomas and higher national diplomas for agriculture which were recommended in the 1966 report of the Advisory Committee on Agricultural Education.* In agreement with the National Poultry Diploma

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

Board Limited the Committee also undertook responsibility for the national certificates in poultry practice. The national certificates in agriculture and horticulture will be reviewed later.

Foremanship and Supervision

45. During the academic year 1966-67 further progress was made by the National Examinations Board in Supervisory Studies on which the Department is represented. By September there were over 150 colleges or industrial organisations associated with the schemes operated by the Board and not far short of 2,000 candidates were enrolled.

Management and Business Studies

46. Enrolments in courses leading to the diploma in management studies for the 1967-68 academic year stood at 4,247 in October, compared with 3,734 in 1966. There were 2,506 first-year students (2,203 in 1966).

47. In November the Committee for the Diploma in Management Studies in England, Wales and Northern Ireland organised in London a second one-day conference for external examiners and college lecturers associated with the diploma scheme.

48. Work continued on a number of recommendations made in the second and final report of the United Kingdom Advisory Council on Education for Management,* and preparations were made for pilot courses in certain functional areas of management.

49. In September short courses for teachers in the personnel and production functions of management were mounted at the Universities of Bath and Birmingham under a new scheme financed jointly by the education service and by the Foundation for Management Education. Preparations were made for a similar course for teachers of marketing to be held at the University of Bradford in 1968.

50. The research project, financed by the Department, into accountancy teaching in courses other than those for students seeking to qualify as professional accountants, was completed during the year and the Department made copies of the final report available to colleges and other bodies.

51. The pilot scheme, mentioned in last year's report, for full-time pilot courses in accountancy for articled clerks was further extended during the year and the number of colleges taking part in the scheme rose from four to twelve.

52. Numbers on courses leading to the certificate in office studies rose from under 7,500 in 1965-66 to 8,326 in 1966-67. The certificate was awarded to 2,057 students in 1967, compared with 1,450 in 1966. The National Committee approved limited pilot schemes for block release courses leading to the award and for follow-on courses for holders of the certificate. The Committee also continued its review of syllabuses and explored the possibility of adding new subjects to the range of options.

53. In the academic year 1966-67 there were 13,164 students in courses leading to the ordinary national certificate in business studies and 5,987 in courses for the ordinary national diploma (compared with 12,885 and 5,585 the year before). In courses leading to the higher national certificate and

* *Management Studies in Technical Colleges* January 1966 H.M.S.O. 3s. 0d.

diploma the numbers were 4,481 and 3,275 respectively (3,495 and 2,377 in 1965-66). The number of colleges offering C.N.A.A. courses for honours degrees in business studies showed an increase and there were in 1966-67 716 in these courses (129 in 1965-66).

Nautical Education

54. Towards the end of the year the report was published* of the research project, financed by the Department and conducted by the Seafarers' Education Service and College of the Sea, into education at sea, with special reference to teaching aids and other materials for use by the seafarer. The working party set up by the White Fish Authority to consider possible developments in education for the fishing industry submitted a report containing a number of recommendations for consideration in due course by an industrial training board for the industry.

The Further Education of the General Student

55. A report with the above title on courses conducted in colleges of further education for young people who need no vocational qualification, was published in August.† The report gave an account of a project begun in 1962 when the Department invited a number of local education authorities to develop courses at selected colleges and in co-operation with local industry for young people whose occupation offered little scope for specifically vocational education.

e. ART EDUCATION

National Advisory Council on Art Education

56. The National Advisory Council on Art Education met three times during the year and continued discussion on the future pattern of vocational courses in the light of the recommendations put forward by a small working party of members. The Council is also considering the development of non-vocational courses in arts and crafts.

Diploma Courses

57. In 1966 eight schools and colleges applied jointly to the Department and the National Council for Diplomas in Art and Design for approval to offer additional courses leading to the diploma in art and design (Dip. A.D.) to commence in September. Consideration of these resulted in approval being given for one new course and two additional chief studies in courses already approved. These brought the total number of courses to 97 at 40 schools and colleges, providing over 2,350 places.

58. Competition for Dip. A.D. places was much the same as in the previous year with a few places remaining unfilled at the beginning of 1967-68 session.

59. The number of applications during the year to offer new courses to start in September was affected by the Department's decision that such applications should generally be limited to those colleges which needed to develop studies in fine art. Consideration of the five applications received from schools and colleges will not be completed until early in 1968.

* *Modern Teaching Methods and the Merchant Navy* published by Seafarers' Education Service and College of the Sea. 7s. 6d.

† H.M.S.O. 3s. 0d.

60. Of the 1,971 students who began courses in 1964 1,573 sat for the final examination in 1967 and 90.7 per cent were successful (86 per cent in 1966). The result was as follows:—

(i) First Class Honours	...	...	...	...	...	101
(ii) Second Class Honours, upper division	...	...	...	...	...	334
(iii) Second Class Honours, lower division	...	...	...	...	...	466
(iv) Pass	...	...	...	...	...	526

In addition 55 students retrieved their failure in the previous year bringing the total granted diplomas in 1967 to 1,482.

Post-Diploma Studies

61. The National Council designated the Central School of Art and Design and the Chelsea School of Art as a joint centre for post-diploma studies in the London area from September 1967, which with the approval of further studies at the centres previously designated at Birmingham, Leicester and Manchester, brought the number of places for post-diploma studies under the Council's scheme to 138. With the exception of applications for studies in fine art the number of students applying to undertake post-diploma work during the year was unexpectedly small and a number of places remained unfilled.

Art Examinations

62. The last full examination for the national diploma in design was held in 1965. As in the previous year the entry in 1967 consisted mainly of candidates retaking the examination after a previous failure. There were 42 (655 in 1966) candidates of whom 34 (580 in 1966) were successful. The system of art examination conducted by the Department is now closed.

f. NATIONAL FILM SCHOOL

63. The committee appointed in October 1965 under the chairmanship of Lord Lloyd of Hampstead to consider the need for a national film school submitted its report to the Secretary of State in April. The report was published on 18th July.*

* *National Film School* H.M.S.O. 4s. 6d.

2. Teacher Training

a. COLLEGES AND STUDENTS

Expansion

64. During 1967 the colleges of education were actively engaged in planning the building projects necessary to support their schemes for raising intakes by means of a more productive use of college teaching facilities.** By the end of the year final plans in respect of 68 building projects had been approved and the planning of projects at most other colleges was well advanced. In September the Department issued a survey of the schemes which were being adopted by colleges in response to the Secretary of State's request of July 1965 for a 20 per cent increase in the national intake to initial training courses through a more productive use of facilities. Forty-eight colleges were planning to raise their output of trained teachers by means of organisational changes in the training course (mostly of a "box and cox" pattern under which some part of the student body would be out of college on teaching practice at any given time); most of the rest were planning still greater intensive use of teaching facilities along the lines on which they had already been working—by extending the college working day or working week, by more intensive time-tabling of teaching spaces and by ensuring that teaching groups were of economic size. It was evident that the target of an increase of 20 per cent in the national intake under previous plans would be reached, but possibly surpassed, and in a letter to local education authorities and colleges the Secretary of State expressed his great satisfaction at the achievements which the survey described.

65. It was estimated that colleges' plans for raising their intakes would take student numbers beyond 100,000 by the end of the decade. In a circular letter in July, the Secretary of State announced his wish to begin the planning of the further expansion which would be necessary to carry student numbers to the Government's target for 1973-74 of 111,000 teacher training places outside the universities, and he invited the submission of proposals to this end. By the end of the year 81 proposals had been received and were under consideration.

Recruitment

66. There was an increase of some 3,000 in the number of non-graduate students admitted to full-time initial training courses. Thus although there was a further substantial rise in the number of applicants, the analysis prepared at the end of the year by the Central Register and Clearing House showed that there were only small increases in the numbers of candidates classified "acceptable" and "near acceptable" who could not find places; the numbers were 239 and 877 respectively, compared with 140 and 602 in 1966.

* See *Education in 1966*, Section II, paragraphs 75 and 76.

TABLE 14.—*Admissions to full-time courses of initial teacher training*

	1966	1967 (provisional)
Non-graduate entrants to colleges and departments of education:—		
Men	9,463 (i)	10,073 (i)
Women	23,894 (i)	26,304 (i)
	33,357 (i)	36,377 (i) (ii)
Colleges of education (technical):—		
Pre-service courses	1,044 (i)	1,152 (i)
In-service courses	260	306
	1,304 (i)	1,458 (i)
Art training centres	538	505
Graduates taking one-year courses of professional training at:—		
University departments of education	3,842	4,225
Colleges of education	671	933
	4,513	5,158

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

(ii) Includes 177 men and 396 women admitted to the five new departments of education in technical colleges which took in their first students in September 1967 (see *Education in 1966*, Section II, paragraphs 87–89).

67. The non-graduate entrants to colleges and departments of education in September 1967 and January 1968 included about 3,300 men and 4,200 women taking courses designed to prepare them for work in secondary schools; about 4,900 men and 5,800 women following courses of junior/secondary training; and about 1,800 men and 16,300 women training to teach the primary age-ranges.

68. 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 over 95,000 students compared with about 84,000 at the end of 1966 and about 73,000 in 1965.

Day Students and Students in Lodgings

69. At the end of the year the general, housecraft and physical education colleges had some 23,200 day students, and about 30,200 students in lodgings, compared with 18,700 and 25,400 respectively in 1966. About 6,200 of the day students were in the day colleges, compared with 5,000 in the previous year. In all some 56 per cent of the colleges' student population were living at home or in lodgings, and 44 per cent in college or college hostels.

Mature Students

70. The analysis by age of students who entered training in 1966 showed further increases in the number and proportion of entrants aged 25 and over. There were 5,900 (18 per cent of the total entry) in 1966, compared with 4,200 (14 per cent) in 1965.

71. In a letter issued in July, local education authorities and colleges were asked to give special attention in the years immediately ahead to building up still further the recruitment of older students and in particular to consider the possibility of increasing the special provision for such students in college annexes or outposts. Following the special regional advertising campaign in the West Midlands in 1966*, the Department and the Central Office of Information arranged a similar campaign in the autumn of 1967 designed to attract mature students in the Greater London area. Over 4,300 enquiries had been received in response to the advertisements by the end of the year.

72. In order to help colleges pool their growing experience of the training needs of older people, the Department held during the year a series of four two-day conferences on the recruitment and training of mature students which were attended by members of staff from nearly every college in the country. A combined record of these conferences summarising the views and differing experiences of those participating was circulated to all colleges for their information.

b. COURSES OF INITIAL TRAINING

Bachelor of Education Courses

73. During the year arrangements were completed by all the universities that maintain an institute or school of education, in consultation with the colleges in their areas, for the four-year B.Ed. degree courses. In a few areas (Keele, Leeds, Reading, Sheffield and Sussex) the first awards of the degree will be made in 1968 but elsewhere this will happen in 1969. In the Cambridge area, discussions continued within the university on the introduction of the degree, but students from the constituent colleges of the institute have been enabled, under a temporary arrangement, to prepare for the University of London's B.Ed. degree in 1969 and 1970. It is too early to forecast the proportion of the student year group that will proceed to fourth year when the arrangements become generally operative, but provisional information indicates that in 1968-69 the proportion may be rather less than 10 per cent over the country as a whole.

74. The conditions for registration for the degree and the processes for selection of students have varied from university to university, as have the structure of courses and degree classifications. In most but not all institute areas candidates are expected to meet the general requirements (in terms of G.C.E. passes or equivalent qualifications) of the universities concerned, but there may be provision for exceptions. Usually students have to be recommended or selected by their college for registration and in most cases entry to a fourth year of study will be dependent on attainment of a satisfactory standard in the third year examination leading to the certificate. Some universities are proposing to award a B.Ed. degree with honours, whilst others are not doing so. It remains to be seen whether experience of the working of the arrangements will lead to the adoption of greater uniformity of pattern.

* See *Education in 1966*, Section II, paragraph 83.

75. One aspect which has been the subject of discussion between the Department and the directors of institutes of education has been the need to avoid the development of quite uneconomic courses for very small numbers of students. Students will in almost all areas remain college-based throughout their four years but there is obvious scope for the sharing of teaching resources, wherever practicable. To this end, planning is going on in a number of areas for inter-collegiate teaching and for participation by college students in university lectures and, in some cases, for the transfer of students from one college to another.

76. The universities have seen it as their first task to ensure that the arrangements for the four-year concurrent B.Ed. courses in the colleges get off to a satisfactory start. These developments have naturally led many serving teachers to hope for opportunities to be provided to enable them to obtain the degree. Preliminary discussions are taking place in some universities on arrangements for both full-time and part-time degree courses for serving teachers and there has been some informal consultation with the Department.

Art Teacher Training Centre

77. With the examinations for the diploma in art and design (Dip. A.D.) replacing those for the national diploma in design (N.D.D.), the basis of recruitment to the one-year courses provided by art teacher training centres has been increasingly concentrated on holders of the Dip. A.D. Of 506 students accepting places at the centres this year, 385 were holders of Dip. A.D. and 111 holders of N.D.D. and other qualifications. The 541 students entering the centres in 1966 included 199 with the Dip. A.D. and 326 with the N.D.D.

78. In the light of the general principles for future policy outlined by the Secretary of State in July 1966, local education authorities maintaining centres have been considering how best to achieve a closer integration of art teacher training with the training of other teachers while preserving close contact with an appropriate college of art. Proposals towards this end have been made in respect of a number of centres and are at present being examined by the Department. During the year, it was agreed that the three centres at Swansea, Bournemouth and Sheffield should close, in line with the Secretary of State's intention that the work should be concentrated in units comprising a reasonable number of students.

Courses in France and Student Exchanges

79. Courses lasting several months were again arranged at three university centres in France for students taking French as a main subject. Because of the rise in the number of eligible students, the number of university places was increased from 180 to 230. Ninety students went to Tours (60 in July and 30 in October), 20 to Caen in September and 40 to Paris in October. Two further courses for 40 students each were planned to start in Caen and Paris in February 1968.

80. The very successful exchanges of students between colleges of education and French *écoles normales* were continued in 1967. 42 colleges in England and Wales exchanged 244 students with 24 *écoles normales* for periods of

4-6 weeks in the spring and summer terms. Students taking French as main subject who had not been selected for university courses in France were eligible for these exchange visits.

81. An innovation was the arrangement, on an experimental basis, of an exchange with teacher training institutions in Germany. 43 students taking German as a main subject from 5 colleges of education went to 11 German institutions for 6 weeks in the summer term.

c. COURSES OF FURTHER TRAINING

Reviews of Existing Provision

82. The great changes taking place in the organisation and scope of education and in the curricula of schools and colleges have called for a substantial increase in the provision of in-service training courses for teachers. To enable the resources available for this training to be deployed with full effect, information is needed on the extent of existing facilities and on the views of teachers about their own requirements. To meet this need the Department has set in hand two surveys. The one, conducted by the Statistics Division of Planning Branch, is a compilation of information on all the courses in England and Wales for serving teachers that began in the period 1st September 1966-31st August 1967 inclusive. This has been sought by addressing an inquiry to all the local education authorities, university institutes and colleges of education and other bodies providing such courses. The other enquiry, which is being undertaken for the Department by Manchester University School of Education, is a survey of questionnaires addressed to 10,000 teachers in England and Wales and a 10 per cent sample of lecturers in colleges of education to discover what in-service training they have received and their views on its value, their need for further training and the form it should take. The results of the two enquiries, which will be available in the course of 1968, should help those who are concerned with in-service training to plan for further development.

One-Year and One-Term Courses

83. In the academic year 1967-68, 193 one-year courses were provided and attended by 2,069 teachers, in comparison with 189 courses and 1,997 teachers in 1966-67. Of the total, 91 were special advanced courses providing opportunities to 1,051 teachers for advanced study in particular fields of education (leading in most cases to diplomas or a higher degree in education) compared with 76 courses and 869 teachers in the previous year. There were 38 special educational treatment courses attended by 557 teachers compared with 37 courses and 522 teachers in 1966-67. The provision of supplementary courses for those teachers who received a two-year initial training has again been reduced because of the fall in demand. 62 courses attended by 456 teachers compared with 73 courses and 557 teachers the previous year. Because of a fall in demand from teachers for the one-year intensive Russian courses the number of centres offering these courses has been reduced from three to two. The attendance was 24 compared with 29 the previous year.

84. The provision of one-term courses continues to expand. In the calendar year a total of 945 teachers attended 139 courses compared with 755 teachers and 99 courses in 1966. A wide variety of subjects was offered

and a high proportion of the additional courses was devoted to art education, divinity and primary and secondary mathematics. The provision of part-time courses, introduced in 1966 and involving attendance generally of one day per week over the whole academic year, has received a good response and has been repeated.

85. The four full-time courses of 15 months' duration, established in 1966 for immigrant teachers to improve their spoken English and to make them familiar with teaching methods current in this country, will be repeated. It is intended that the second series of courses will cater for twice the number of the first. Plans for any further development of these courses will depend on a careful assessment of the efficacy of the first series.

Short Courses Organised by the Department

86. During the year 7,190 teachers attended 133 courses arranged by the Department in comparison with 5,580 teachers on 109 courses in 1966. In contrast with former practice, there were no courses specifically described as 'high level': that is, for teachers who would be expected to take a lead in developing local courses. This function is now regarded as applying to most of the courses in the programme in the sense that they are normally concerned with teaching techniques, fresh approaches to subjects taught in schools and new materials, and should help those teachers attending them to take part in local courses and development projects. The courses covered such subjects as infant and junior education, mathematics in primary schools, modern applied mathematics and mathematics and geography in relation to the C.S.E., art in the education of the 9-13 year olds and curriculum and organisation in the comprehensive system. In addition to the courses in its printed programme, the Department supported courses arranged by the Schools Council in connection with its curriculum development projects. They included courses on English for immigrant children, applied science and technology, and English, classics and humanities.

87. Some of the courses, especially those for teachers in colleges of further education, catered for highly specialised needs. Subjects included environmental physics in building, the computer in management and business studies and the education of computer personnel. Courses were also held for management teachers in colleges of further education and for teachers of systems analysts, in association with the Foundation for Management Education.

88. Four courses were held abroad: a French course in Paris, a course in Spanish in Madrid, a classics course in Rome and a course on the teaching of building subjects in France.

Grants and Loans to Voluntary Colleges

89. Following the increase in the rate of grant on capital expenditure to 80 per cent in July, 1966*, the Secretary of State took further measures to ease the financial difficulties of the Churches and other bodies providing the voluntary colleges of education. The rate of grant on expenditure on library books for new colleges, and on consumable or non-durable items of furniture and equipment (taken as 20 per cent of the whole expenditure) for new colleges or extensions of existing colleges, was increased to 100 per cent for items receiving final approval on and after 1st March, 1967. In

* See *Education in 1966*, Section II, paragraph 119.

addition the colleges were told that 100 per cent grant would normally be paid on items of teaching equipment costing £1,000 or more for which the Secretary of State's approval is required under the Training of Teachers Regulations 1967 (see paragraph 96).

90. Section 4 of the Education Act 1967 empowered the Secretary of State to make provision by regulation for loan facilities to voluntary colleges in respect of that part of their capital expenditure on which grant is not payable. The necessary provision was made in the Training of Teachers Regulations 1967 (see paragraph 96). The voluntary bodies providing the colleges were consulted about the terms and conditions to be included in the loan agreements.

Working Party on Emoluments

91. A working party under the Department's chairmanship, comprising representatives of the local authority associations, of the voluntary bodies and of the Association of Teachers in Colleges and Departments of Education, had reported in 1962 on the question of emoluments for resident staff in colleges of education. It was re-convened in February 1967 to review the 1962 report and reported in July.

92. The principal recommendation in 1962, which was accepted by the associations and bodies concerned, was that resident staff should be charged for the accommodation and services which they received and that residential duties should be compensated by a cash allowance rather than by the provision of accommodation and services free of charge. The Working Party also drew up scales of charges and allowances. The 1967 report re-affirmed the principle of charging for accommodation and services received and of compensating residential duties by a cash allowance. It also took the view that, although the 1962 report had been intended to apply only to teaching staff, the system of charges and allowances should be extended to non-teaching staff and to persons not on the staff whom colleges considered suitable to undertake residential duties; and it made clear that the charge should be made to any member of staff who was resident in college, whether or not he undertook residential duties, and that an allowance should be paid to anyone who undertook residential duties, whether or not he was resident in college.

93. The Working Party revised the charges in the light of movements in pay and prices over the five-year period from 1961 to 1966; the result was an overall increase of approximately 30 per cent. The Working Party recommended that the allowances should be increased by a similar amount. The 1967 report was issued to maintaining authorities and colleges on 1 December, with the intention that the revised scales of charges and allowances should operate with effect from 1st April 1968.

Closed Circuit Television in Colleges

94. A further course for members of staff of colleges contemplating the use of closed circuit television was held and was attended by representatives of nine colleges*. In August a note of guidance on cost limits was sent to all the colleges represented at this and previous courses. The note indicated that, while it would be desirable for selected colleges to be equipped, for developmental purposes, to provide collectively a wide range

* See *Education in 1966*, Section II, paragraph 92.

of techniques, limitations of finance precluded colleges generally being equipped with systems designed to be fully flexible over the whole range of television. Moderately priced systems could, however, be designed which would provide for direct teaching to large groups and for the production of television programmes as well as for the primary purpose of helping with the observation of children and of teaching. Since colleges would differ in the ways in which they wanted to integrate closed circuit television with their teaching, detailed limits of cost could not be laid down but the cost of equipment, maintenance facilities and the distribution system, together with that of any necessary building work, should be contained within the range £6,000–£12,000.

95. The decision to pay 100 per cent grant on expenditure on costly items of teaching equipment (see paragraph 89) enabled the voluntary colleges in the London area to participate in the use of the mobile video tape recording unit which the Inner London Education Authority's Educational Television Service proposed to provide for voluntary colleges and colleges maintained by other authorities in the London Institute. A unit was already operating for the authority's own colleges. Including the colleges covered by these mobile units, approximately one-third of all colleges had by the end of the year been provided or were in course of being provided with some form of closed circuit television service.

d. ADMINISTRATION

The Training of Teachers Regulations 1967

96. The Training of Teachers Regulations 1967* came into operation on 1st June. They consolidated and combined in one instrument the Training of Teachers (Local Education Authorities) Regulations 1959, the Training of Teachers (Grants) Regulations 1959 and their various Amending Regulations. Although considerable changes in format and wording were made, the new Regulations in the main repeated the provisions of the old. Some changes in provision were, however, made and were indicated in Circular 4/67. The principal changes are:—

- (1) A "recognised student" is to be defined in the arrangements approved by the Secretary of State under section 2(3) of the Education Act 1962 instead of in the Regulations.
- (2) A new term "relevant organisation" covers the functions of existing area training organisations and of universities which assume less than the full responsibilities of area training organisations.
- (3) The relevant organisation may sanction courses of initial training of less than three full academic years where arrangements are made fully to cover the scope of the normal three-year course.
- (4) Courses of initial training for further education teachers need no longer have a minimum duration of one term and the Secretary of State's approval is necessary only for those lasting six weeks or more (or their part-time equivalents).
- (5) Courses of further training are no longer limited to one year nor confined to qualified teachers or to full-time courses and the Secretary of State's approval is necessary only for those lasting six weeks or more (or their part-time equivalents).

* S.I. 792/1967, H.M.S.O. 1s. 6d.

- (6) Articles of government for the conduct of colleges are made subject to the approval of the Secretary of State.
- (7) Installations or articles of teaching equipment costing £1,000 or more may not be provided without the approval of the Secretary of State.
- (8) Provision to make loans to voluntary colleges under section 4 of the Education Act 1967 has been made (see paragraph 90).
- (9) A minimum age of 18 for admission to a course of initial training has been made uniform and candidates are to satisfy the college or department of education, instead of the Secretary of State, of that age.
- (10) The minimum age for admission to a college of education (technical) without the specific approval of the Secretary of State is reduced to 24.

Government of Colleges of Education

97. During the year further steps were taken to carry through the recommendations of the report published last year of the Study Group on Government of Colleges of Education*. In Circular 2/67, the Secretary of State asked local education authorities to let him have before the end of June a report of the action they had taken to reconstitute the governing bodies of their colleges of education in the light of the second recommendation of the Study Group's report and to submit, following the sixth recommendation of the report, draft articles of government for them. Consultation with a number of the authorities about their draft articles subsequently took place. The circular also announced the Secretary of State's intention to introduce legislation following the fourth recommendation of the report. In November a Bill was introduced in Parliament to provide for the making by local education authorities of instruments of government for the constitution of the governing bodies of maintained colleges of education, and to provide that the colleges should be conducted in accordance with articles of government made by an order of the local education authority and approved by the Secretary of State. The Bill also applied the same provisions to certain colleges of further education and special schools maintained by local education authorities.

98. Following the fifth recommendation of the Study Group, the Training of Teachers Regulations were amended so as to make articles of government for voluntary colleges subject to the Secretary of State's approval. In Circular Letter 7/67, voluntary colleges were sent, as general guidance, a model scheme of government drawn up by the Department in consultation with the voluntary bodies and they were asked in appropriate cases to make formal application for a scheme under the Charities Act and, where such procedure was not applicable, to submit revised governing instruments to the Department by the end of July. Schemes under the Charities Act were published for a number of colleges and the Department considered draft instruments submitted in response to the college letter by other voluntary colleges.

99. The committee appointed to review the non-teaching staff of maintained colleges continued its work and produced a first report which was studied by the local education authority associations.

* See *Education in 1966*, Section II, paragraphs 112-115.

3. Adult Education, Public Libraries, the Youth Service and Sport

a. ADULT EDUCATION

Evening Institutes

100. The total number of students enrolled at evening institutes on the 1st of November was 1,419,765 (1,374,112 in 1966) of whom 935,704 were women (904,546 in 1966). There were also many students engaged in day-time and evening non-vocational and recreational classes at further education establishments not classified as evening institutes.

101. The advantage of full-time appointments in adult education was apparent in Yorkshire, West Riding, where there were some 17 area principals (in addition to principals of colleges of further education responsible for adult education in their areas) and 36 full-time heads of centres. It was evident that centre heads had made a considerable impact on the variety, interest and often the quality of the work as well as on its volume.

102. Local education authorities were asked in A.M. 15/67 to review their scales of fees for classes in leisure-time activities in establishments of further education and evening institutes, taking into account increases in costs since the existing fees were fixed.

Responsible Bodies

103. During the session 1966-67 there were 236,330 students attending courses provided by the university extra-mural departments, the districts of the Workers' Educational Association and the Welsh National Council of F.M.C.A.s (223,528 in 1965-66). Figures for the various types of course were as follows (those for the previous session being shown in brackets): tutorial 12,750 (12,315); sessional 50,437 (47,200); terminal 50,180 (48,970); residential 18,374 (17,797); training 721 (564); and other courses 103,868 (96,682).

104. Grants paid by the Department to the responsible bodies for the session 1966-67 amounted to £1,072,711 (£978,690 in 1965-66). The grants took account of the authorised increase in part-time and full-time work mentioned in the 1966 report.

105. For the session 1967-68 the Department was able to provide additional funds for an average increase of about six per cent in the volume of part-time work and for the appointment of 13 additional full-time tutors, six in extra-mural departments and seven in W.E.A. districts.

106. The Department also approved, for grant purposes, the cost of implementing the new salary scales for Workers' Educational Association tutors from August.

Residential Colleges

107. Annual maintenance grants paid to the five long-term residential colleges for the session 1966-67 amounted to £109,771 (£91,312 in 1965-66). The total number of students admitted was 425 (375 in 1965-66). In addition to maintenance grant, capital grants amounting to £84,892 were paid in respect of development work carried out at Ruskin and Fircroft Colleges.

108. The second phase of the Ruskin development work at Walton Street reached practical completion by 30th June when the Secretary of State paid the College an official visit to mark the occasion. The completion of the scheme brought the total number of student places to 160.

109. In the summer vacation, Hillcroft College began the first part of their development work which comprised improvement and adaptation of existing premises including the provision of a larger dining room, new administrative offices and a re-designed kitchen.

110. The total number of courses held at residential colleges or centres providing short courses and maintained or assisted by local education authorities was 1,774 during the session 1966-67 (1,798 in 1965-66) and students numbered 58,956 (59,306 in 1965-66).

National Associations

111. Direct grants amounting to £30,940 were made by the Department to the eight national associations listed in Appendix C.

112. The Department also made a special grant of £1,000 to the National Institute of Adult Education towards the costs incurred in eradicating dirt rot at the Institute's premises.

b. PUBLIC LIBRARIES AND MUSEUMS

Library Advisory Councils

113. The Library Advisory Councils for England and for Wales and Monmouthshire continued their study of the future supply and training of librarians and their report is expected early in 1968. The Councils set up another joint committee to review the recommended standards of public library service, which considered the principles underlying the distribution of service points in urban and rural areas and standards of staffing. The Councils also reviewed statistics on the level of service provided by library authorities since the passing of the Public Libraries and Museums Act 1964 and considered the recommendations of the Parry Committee on University Libraries, so far as these affect the public libraries and the arrangements for co-operation between libraries.

Inter-library Co-operation

114. The Secretary of State decided to defer the establishment in England of statutory regional councils for inter-library co-operation until after the Royal Commission on Local Government in England had reported. Meanwhile library authorities were asked to ensure that the existing arrangements for regional co-operation were maintained.

115. Further consideration was given to the technical problems of inter-lending. In particular, a study of the feasibility of using computer-assisted methods of maintaining local records in the regional systems was undertaken for the Department by the research department of Aslib.

National Central Library

116. The National Central Library, which acts as the centre of the inter-lending system, dealt with an increased number of requests from other libraries for books and periodicals—136,660 in the financial year 1966—compared with 128,567 in 1965-66—and was able to supply the required

tem in 77.5 per cent of the cases. A grant of £161,000 was made to the library for the financial year 1967-68, an increase of £20,000 over the previous year.

Public Library Authorities

(i) Financial Statistics

117. The figures collected by the Institute of Municipal Treasurers and Accountants and the Society of County Treasurers showed that the total net expenditure on public libraries in 1966-67 was £35 millions, an increase of 12 per cent over the figure for 1965-66 (£31.6 millions). Some part of this increase reflected higher prices, particularly of books, and salary and wage increases, but the figures also indicate an improvement in the service as a whole, though its incidence is uneven.

(ii) Capital Investment

118. Loan sanctions to the value of £4.1 millions were issued in the financial year 1966-67 for new library buildings or improvements to existing buildings urgently required. This enabled work on eighty-one central and branch libraries to be undertaken.

(iii) Number of Authorities

119. The number of public library authorities at the 31st December 1967 was 395, ten fewer than a year before. Two of the ten were due to orders made in the previous year. During the year, orders were made authorising the following authorities to relinquish their powers: Buxton, New Mills and Glossop to Derbyshire, Middlewich and Nantwich to Cheshire, and Tyldesley to Lancashire. Under the Hartlepool Order 1966, the borough of Hartlepool was amalgamated with West Hartlepool to become the new county borough of Hartlepool and under the Salop (No. 2) Order 1966 the borough of Oswestry became part of the rural district of Oswestry.

(iv) Inspections of Service

120. Visits were paid by the Department's Library Advisers to five library authorities, and inspections were made of the service provided or of particular aspects of it.

(v) International

121. Officers of the Department attended the fifth triennial Anglo-Scandinavian Public Library Conference, which was organised by the Library Association at Churchill College, Cambridge in September. Among the seventy-five participants were leading public librarians from the United Kingdom and from Denmark, Finland, Norway and Sweden, together with observers from other countries.

Museums and Art Galleries

122. The Secretary of State gave his consent under section 12(1) of the Public Libraries and Museums Act 1964 to the borough of South Molton, Devon, providing a museum.

123. Capital expenditure on large museum projects had to be deferred, but loan sanctions to the value of £400,000 were issued during the financial year 1966-67 for small improvements urgently required.

c. THE YOUTH SERVICE

Youth Service Development Council

124. The Committee on Immigration and the Youth Service, under the chairmanship of Lord Hunt, reported in April. The report was published in July* with an accompanying circular (No. 8/67) which asked local education authorities and voluntary youth organisations for reports of progress before the end of 1968.

125. Two further committees were set up to review the whole scope of the Youth Service. The first, under the chairmanship of Mr. A. N. Fairbairn, was established in December 1966 "to study the relationship between the Youth Service and the Schools and Further Education". It met seventeen times in 1967 and has received oral and written evidence from local authorities, youth service associations, voluntary youth organisations and many other bodies and individuals. A number of visits were made and a seminar was held in the West Riding of Yorkshire in November 1967. The committee is expected to report in the early part of 1968.

126. A second committee was set up in the summer, under the chairmanship of Dr. F. W. Milson, to report "on the relationship of the Youth Service with the adult community". It met six times in 1967 and invited evidence from Youth Service and community organisations, and from other bodies and individual persons concerned in a variety of ways with young people after they leave school. The committee expects to report in the summer of 1968.

127. Both these committees will report to the Youth Service Development Council who will then consider what advice they can offer the Secretary of State on the future role of the youth service. The reports of the two committees are not intended for publication.

Part-time Youth Leaders

128. Reports have been received from local authorities and voluntary organisations about their progress in implementing the recommendations of the *Second Report on the Training of Part-time Youth Leaders and Assistants*†. These reports showed that there had been a generally good response to the call for increased training facilities. A national recruiting campaign for more part-time youth workers, also recommended in the report, was put in hand.

Full-time Youth Leaders

129. The future training of full-time youth leaders was under consideration both within the Department and in the Y.S.D.C., with a view to framing proposals for discussion with the various interested bodies early in 1968. The number of full-time youth leaders in post shown on the Departmental Register on 31st December 1967 was 1,560. 139 students (122 men and 17 women) were admitted to the seventh session of the National College for the Training of Youth Leaders at Leicester. 101 students (77 men and 24 women) were in training at the end of the year at the other four

* *Immigrants and the Youth Service*, H.M.S.O. 8s. 0d.

† H.M.S.O. 1s. 9d. See *Education in 1966*, Section II, paragraph 153.

recognised courses. Seven students (four men and three women) were admitted to the 1967-68 one-year postgraduate course at Manchester University.

Advanced Training for Serving Youth Officers

130. Following the success of the 1966 pilot course for youth officers*, the Department is planning a further course to be held at the National College, Leicester, in May and June 1968, directed by Mr. Walter James of Nottingham University.

Grants to National Voluntary Youth Organisations

131. The Department's grants to national voluntary youth organisations towards their headquarters and training expenses increased to £330,250 (£316,000 for the previous financial year). Forty-six organisations received these grants.

132. A special grant was awarded to Brighton Archway Ventures for a project to test one set of possible solutions to the special problems which confront the youth service in seaside towns. A list of all grants offered is given in Appendix A.

Service by Youth

133. Following discussions with the local authority associations and voluntary bodies arising from the report on coordination of service by youth referred to in the Department's Report for 1966† the Government announced in November a plan to establish a central advisory unit employing up to about thirty young people available to go to areas, upon invitation, to help stimulate and set up schemes to coordinate voluntary community service. The unit will be an independent one, governed by a trust to be known as the Young Volunteer Force Foundation. It will be run largely on voluntary funds, though the Government has agreed to provide up to £100,000 over the initial three-year period.

Youth Service Information Centre

134. Five hundred enquiries were received during 1967 at the centre. A loan service of copies of the centre's 2,500 indexed documents was introduced. Supplements were published to the annotated book list and the list of films of use in training youth workers, the monthly digest became established and the first of ten *Youth Work Project Summaries* was published. A *Survey of Counselling Services for Young People* and a *Guide to Conference and Holiday Centres* were published in collaboration with the Standing Conference of National Voluntary Youth Organisations and the National Association of Youth Service Officers respectively. A compendium of information on youth work training aids was prepared for publication.

Buildings

135. Of £28m. worth of projects programmed in the period April 1960 to March 1968, a total of 2,598 projects worth £22,388,000 had been completed by the end of 1967 and 220 projects worth £3,290,000 were in progress. Final plans for a further 133 projects worth £1,372,000 had been approved. The economy measures announced in January 1968 meant that capital programmes for 1968-69 suffered a reduction of about 20 per cent.

* See *Education in 1966*, Section II, paragraph 157.

† *ibid.* paragraph 152.

136. In October, under special arrangements designed to benefit development areas, 43 projects worth £362,600 were additionally authorised for the period to March 1968.

Local Capital Grants

137. Grants under the Social and Physical Training Grant Regulations 1939, totalling £1,265,458 were offered during the year to assist 367 local capital projects.

d. COMMUNITY PROVISION

138. Grants under the Physical Training and Recreation Act 1937 to assist local voluntary organisations with the capital cost of providing village halls and community centres were offered at a rate similar to that of the previous year although the total expenditure involved showed some increase.

TABLE 15.—*Capital Grants offered to local voluntary bodies*

(1966 figures in brackets)

Type	Number	Value
		£
Village halls	175 (164)	297,582 (244,607)
Community centres	27 (27)	166,472 (135,737)

e. SPORT AND PHYSICAL RECREATION

The Sports Council

139. The Sports Council advised the Government on a wide range of matters relating to the development of amateur sport and physical recreation and co-operation among statutory authorities and voluntary organisations. The Council's recommendations are reflected in the developments outlined in this section.

140. Mr. R. M. Gibb accepted the invitation of Mr. Denis Howell, M.P., Parliamentary Under-Secretary of State, to become chairman of the International Committee on the resignation in July of Baroness Burton of Coventry. Baroness Burton remains a member of the Sports Council.

141. Discussions took place during the year about the development of closer co-operation between the Sports Council and the Central Council for Physical Recreation (C.C.P.R.). As a result of these discussions, it was announced that the C.C.P.R. had accepted the invitation of the Government to provide the Sports Council with such services as might be agreed in the administrative, technical and research fields. As part of this arrangement the General Secretary of the C.C.P.R. will also be the Director of the Sports Council. The status and function of the Sports Council is unchanged; it continues to advise the Government on amateur sport and physical recreation. It was expected that the detailed arrangements for the transfer of responsibility to the C.C.P.R. for servicing the Sports Council would take effect from 1st January 1968.

Regional Sports Councils

142. There were three changes in the chairmanship of Regional Sports Councils during the year. The Earl of Lonsdale was appointed chairman of the Northern Sports Council at the end of March on the resignation of Mr. G. S. V. Petter; Lord Lindgren was appointed chairman of the Eastern Sports Council in November on the resignation of Mr. Brian Harrison, M.P.; and Dr. David Owen, M.P., was appointed chairman of the South-West Sports Council in December on the resignation of the Hon. Charles Morrison, M.P. All these appointments were made on the nomination of the Parliamentary Under-Secretary of State.

143. Reference was made in the 1966 Report* to the heavy programme of work, including detailed surveys, initiated by the regional councils. At the end of the year nine of the ten councils in England and Wales had completed their initial appraisals of existing facilities and major needs; the remaining council was expected to complete its appraisal early in 1968. All councils had completed surveys on the potential value of redundant Territorial Army centres for development as indoor sports centres and on recreational demands in coastal areas. Substantial progress was made on surveys into the recreational potential of canals and river navigations controlled by the British Waterways Board and of reservoirs and gathering grounds. Certain councils undertook studies in a number of specialised fields, such as the provision of golf courses, sports halls and swimming pools. All councils were active in stimulating interest in the possibilities of joint planning between authorities.

Local Sports Advisory Councils

144. Reference was made in the 1965 Report† to the recommendation of the Sports Council that local sports advisory councils should be established. In the two years since this recommendation was made, well over 250 local sports councils were formed throughout the country and many more are planned.

Leisure in the Countryside

145. Two important pieces of legislation concerning leisure in the countryside were introduced by the Government towards the end of the year; the Countryside Bill designed to give effect to the proposals in the White Paper *Leisure in the Countryside*‡, and the new Transport Bill which contains a section on canals and river navigations controlled by the British Waterways Board designed to give effect to the proposals outlined in Chapter VIII of the White Paper on *Transport Policy*§ and the White Paper on the use of British waterways for recreation and amenity.|| The Sports Council and the Regional Sports Councils have a fundamental interest in the provision of opportunities and facilities for recreation in the countryside which is complementary to that of the proposed Countryside Commission and the British Waterways Board. The need for close co-operation with these bodies both regionally and nationally is recognised.

* *Education in 1966*, Section II, paragraphs 169, 170.

† *Education in 1965*, Section II, paragraph 163.

‡ Cmnd. 2928, H.M.S.O. 1s. 6d.

§ Cmnd. 3057, H.M.S.O. 3s. 6d.

|| Cmnd. 3401, *British Waterways: Recreation and Amenity*, H.M.S.O. 1s. 0d.

Current Grants to National Voluntary Organisations

146. The scheme of grant aid under the Physical Training and Recreation Act 1937 to national voluntary organisations towards the cost of administration and national coaching programmes continued to expand. Grants totalling over £620,000 were offered to 85 organisations in 1967-68 (£557,275 to 77 organisations in 1966-67, when two offers of grant were not taken up).

147. The organisations to whom grants were offered for the first time included the National Anglers Council, the Golf Development Council, the Royal Life Saving Society, the British Orienteering Federation, the Ramblers Association, the British Amateur Wrestling Association and the Royal Yachting Association. The full list of the grants offered is given in Appendix E.

148. The series of informal meetings initiated by the Sports Council in 1965 with representatives of national organisations to discuss long-term development was continued. At the end of the year the total number of development plans submitted by governing bodies as a result of these meetings had reached 21. These long-term plans will provide a basis for considering future grant assistance towards approved development.

149. The total grants offered included a current grant of over £427,000 to the C.C.P.R. for its work in England and Wales. The Council's main function is to act as a servicing organisation for sport and physical recreation generally; a detailed account of its work is given in the Council's annual report for 1966-67*. In addition, the Council has since 1966 assumed responsibility for servicing the Regional Sports Councils and as indicated above it will be assuming responsibility for servicing the Sports Council and its Committees from January 1968.

150. Reference was made in the 1966 Report† to the intention of the Amateur Athletic Association to set up an independent committee to enquire into the state of athletics. The Committee was established in March under the chairmanship of Lord Byers jointly by the Amateur Athletic Association and the British Amateur Athletic Board with the following terms of reference:

“To examine the problems of development of athletics under the jurisdiction of the Amateur Athletic Association and the British Amateur Athletic Board, including matters of organisation, administration, finance, coaching services and competition, and to make recommendations thereon”.

The C.C.P.R. agreed to service this enquiry.

Capital Grants under the Physical Training and Recreation Act, 1937

151. The number of applications received from voluntary organisations for grants under the Physical Training and Recreation Act 1937 to assist with the capital cost of providing new and extended facilities for sport was much the same as in the previous year. The total amount offered in grants during the year was £837,254 to assist with 327 projects (offers in 1966 totalled £826,218 to assist with 367 projects).

* *Service to Sport*, C.C.P.R. 4s. 0d.

† *Education in 1966*, Section II, paragraph 179.

152. A number of enquiries were received from local sports organisations about the formation of trusts to provide large multi-purpose sports facilities on a voluntary basis. A start was made on the sports centre at Basingstoke and on the provision of sailing facilities on the Derwent Reservoir in Northumberland. Both these projects involve substantial capital costs and the Department was therefore able to offer grants in excess of the normal limit of £10,000.

National Recreation Centres and National Facilities

153. Work on the C.C.P.R.'s National Sailing Centre at Cowes started in the autumn with the assistance of an Exchequer grant of up to £100,000 (including expenditure already incurred in the purchase of the base). Although economies were necessary, the basic design of the centre remained unaltered.

154. The British Horse Society were offered a grant towards the establishment of a national riding school in the Royal Show Grounds at Stoneleigh where they recently established their new headquarters.

Research

155. *Training of Research Assistants*: under the scheme recommended by the Sports Council for the award of bursaries to university or college lecturers to study research techniques under senior research workers, three bursars started their training early in the year and two more started in September.

156. *Research projects*: on the recommendation of the Sports Council the Department offered grants totalling £32,080 towards the cost of five research projects. These arose from proposals made by a special study group set up by the Sports Council to consider an integrated programme of research to assist planning for sport and recreation. The five projects and the grants offered were:

- (a) a critical examination of techniques of assessment, measurement and projection for use in studies of the supply and demand aspects of sport and recreation, by the Centre for Urban and Regional Studies, University of Birmingham: grant £10,780;
- (b) a study into the use of indoor sports centres, by the Central Council of Physical Recreation: grant £1,050;
- (c) a study of golf course provision, by the Department of Social and Economic Research, University of Glasgow: grant £6,500;
- (d) a survey on outdoor leisure activities directed by the North Regional Planning Committee: grant £4,750;
- (e) a survey into the demand for leisure activities, by the North West Sports Council. This is the second phase in the Region's series of recreation studies. It will have particular relevance both nationally and regionally, since it is to be closely linked to the Region's detailed supply survey already completed: grant £9,000.

157. *Sports Turf Research*: on the recommendation of the Sports Council, a grant of up to £2,500 was offered to the Sports Turf Research Institute towards the cost of providing a new biology laboratory at the Institute's headquarters at Bingley.

International Events and Conferences

158. Grants totalling £46,533 were offered on the recommendation of the Sports Council for a wide variety of events and conferences taking place during the financial year 1967-68 (grants totalling £46,514 were offered for events and conferences in 1966-67).

159. The grants included a substantial contribution (£5,000) to the British Universities Sports Federation towards the cost of participating in the World University Games held in Tokyo. Grants were given in respect of visits to Australia, Canada and the U.S.A. by national teams representing netball, squash, rackets, fencing, golf, and men's and women's lacrosse; numerous smaller grants were given in respect of events taking place nearer home. Grants were also given to schools associations for athletics, rugby union and rugby league for events in France.

160. Grants were offered for competitive events of outstanding importance staged at home; these were the World Junior Modern Pentathlon Championships at Aldershot and the pre-Olympic Hockey Tournament held in London. Grants in respect of international conferences overseas were given towards travel costs, mostly for one delegate in each case from each organisation.

Training for the 1968 Olympics

161. The problems created by the high altitude of Mexico City led several countries to establish high altitude training camps for their own competitors. France established a centre at Font Romeu in the Pyrenees and generously offered the use of its impressive facilities to athletes from Britain and other European countries. On the Sports Council's recommendation, the Government agreed to grant-aid governing bodies of sports sending competitors to Font Romeu for training; grants were based on a percentage of competitors' travel costs. During the summer, parties of athletes, pentathletes and weightlifters took advantage of this offer and spent short periods at Font Romeu. It is expected that more parties will visit Font Romeu during 1968.

162. A grant was made towards the travel costs of a party of six athletes and three researchers led by Dr. Pugh who visited Font Romeu to carry out a series of physiological tests on sportsmen performing at high altitude. A grant was also made towards the costs of a further visit to Mexico by Dr. Pugh. Dr. Pugh's findings were the subject of a report to the Department and the Sports Council.

163. The Government also accepted, as part of the preparation for the 1968 Olympics, the recommendation of the Sports Council that grants should be made available for pre-Olympic training in Britain. At the end of the year the governing bodies concerned were invited to apply for assistance towards the costs of training periods of weekends of two days or more or longer periods of up to a week, totalling not more than 14 days to the time of the Olympic Games. Grants were available towards the costs of administration and competitors' travel and accommodation.

Anglo-U.S.S.R. Exchanges

164. Mr. Denis Howell, M.P., and the director of the Sports Council, Mr. Walter Winterbottom, were invited to Moscow for the 50th Anniversary Celebrations of Spartakiada. Mr. Howell had useful talks with Mr. Mashin, Chairman of the Central Council of the Union of Sport Societies.

and Organisations of the U.S.S.R., on an exchange of coaches and the encouragement of international competition under article XI of the cultural agreement between the two countries.

Council of Europe

165. The Department was represented at meetings of the section of the Council's Out-of-School Education Committee which deals with sport, physical education and outdoor pursuits. One of the questions that continued to be of concern to the Committee was the doping of sports competitors. The Council's resolution containing definitions and proposals for testing was under consideration.

SECTION III

THE UNIVERSITIES (GREAT BRITAIN)

Introduction

1. This section of the report does not traverse in detail the subject matter of the various reports of the University Grants Committee and other bodies concerned with university development during the year. It is confined to matters in which the Department has been directly concerned. Besides the universities on the University Grants Committee grant list, this section included information about certain other institutions receiving direct from the Department grant that is carried on the Vote for Universities and Colleges etc., in Great Britain.

a. UNIVERSITY FINANCE

University Accountability

2. A special report from the Committee on Public Accounts on *Parliament and Control of University Expenditure* was published in January.*

3. The Committee made two recommendations:

- (i) that, with effect from the beginning of the next quinquennium (that is from 1st August, 1967), the Comptroller and Auditor General should be given access to books and records of the University Grants Committee and the universities;
- (ii) that in the meantime steps should be taken (a) to work out suitable conventions as to how his scrutiny will be conducted and how his queries will be handled; and (b) to ensure that the universities are fully informed about the nature and purposes of the C. and A.G.'s scrutiny, and what in practice would be involved.

4. On 26th July the Secretary of State announced in the House of Commons that the Government accepted these recommendations with the modification that the date of implementation should be January 1968 instead of August 1967.

Quinquennial Settlement 1967-68 to 1971-72

5. On 27th October the Secretary of State announced that the Government had considered recommendations made by the University Grants Committee for the sums to be made available to the universities towards recurrent expenditure for the five-year period covering the academic years 1967-68 to 1971-72, and informed the Committee that, subject to the annual approval of estimates by Parliament in the normal way, they should plan on the basis of the following grants for the five years beginning in August each year:

							£ million
1967-68	...	...	...	...	...	...	150.8
1968-69	...	...	...	...	...	...	153.6
1969-70	...	...	...	...	...	...	159.5
1970-71	...	...	...	...	...	...	166.0
1971-72	...	...	...	...	...	...	172.5

* No. 290, 20th January 1967, H.M.S.O. £1 10s. 0d.

6. This quinquennial settlement excluded expenditure on rates but included the cost of certain research work taken over from research council funds and, from 1968-69 onwards, part of the cost of the Provincial Agricultural Economic Service previously met by the Ministry of Agriculture, Fisheries and Food.

7. At the same time the Secretary of State announced that from 1968-69 onwards new arrangements for financing the purchase of equipment for teaching and research would be introduced. Under these arrangements each university would be provided with an annual sum of money, related in the main to student numbers weighted to allow for differences in the balance of subjects and the balance between undergraduate and postgraduate students, from which the university would be free at its discretion to purchase equipment as needed for new or existing buildings. These grants, like the grants for recurrent expenditure, would be fixed for a period of years in advance, and the University Grants Committee had been informed that the following amounts would be made available for allocation to the universities in the four academic years starting in 1968-69:—

							<i>£ million</i>
1968-69	...	...	...	...	...	...	16.5
1969-70	...	...	...	...	...	...	19.0
1970-71	...	...	...	...	...	...	18.25
1971-72	...	...	...	...	...	...	18.25

8. An additional £1.65 million was also being made available for the purchase of university furniture and equipment in the current financial year.

Building Cost Limits

9. The University Grants Committee, the Scottish Education Department and the Department conducted a joint study of accommodation standards for higher and further education. This resulted in the fixing of common cost limits for residential accommodation and for non-specialist accommodation such as lecture rooms and seminar rooms. A common approach to other building matters was adopted. These changes were incorporated in a general revision of cost limits to take account of the rise in building costs since the limits had last been determined. The new cost limits were applied from 1st April 1967 and programmes of building starts for 1967-68 onwards were revised accordingly. The new values of university building programmes thus became £35.1 million (formerly £30 million) for 1967-68 and £29 million (formerly £25 million) for each of the two years 1968-69 and 1969-70, but the financial economies announced in January 1968 resulted in reductions in these programmes equivalent to one-sixth in the total value of new works to be started in 1968-69.

b. UNIVERSITY DEVELOPMENT

10. The Royal College of Advanced Technology, Salford, and the Welsh College of Advanced Technology, Cardiff, received charters as the University of Salford and the University of Wales Institute of Science and Technology respectively. This meant that all the colleges of advanced technology had achieved the status of university institutions called for in the Robbins Report.*

* Report of the Committee on *Higher Education*, Cmnd. 2154, H.M.S.O. 1963.

11. In Scotland the University of Dundee (formerly Queens' College) and the University of St. Andrews received its Royal Charter. The University of Stirling admitted its first students in September (for a two semester academic year) and formally received its Charter in December.

Student Numbers

12. The Robbins Report had indicated that universities should provide 197,000 student places in 1967-68; the provisional figure of students supplied to the U.G.C. by universities in October 1967, 199,372, meant that this target had been comfortably achieved. The quinquennial settlement referred to above allowed for a student population of 220,000 to 225,000 in 1971-72 against the Robbins target for that year of 204,000.

Medical Education

13. In August the Government announced that they had agreed to the establishment of a new medical school at the University of Southampton and the Southampton General Hospital, and that additional finance was being made available to the U.G.C. to enable construction of the pre-clinical school to be started as soon as possible. It had become necessary to reach a decision in this case, in advance of the report of the Royal Commission on Medical Education, because planning of the hospital rebuilding had reached an advanced stage and the opportunity of early provision of a medical school at Southampton, affording some 130 entry places a year, would otherwise have been lost. The Royal Commission were consulted before the decision was taken.

14. It was understood that the Royal Commission hoped to present their report early in 1968.

15. Provisional figures supplied to the U.G.C. by the medical schools indicated that they had again increased their intake to the pre-clinical schools, to 2,544 compared with 2,507 in October 1966.

c. MANAGEMENT EDUCATION

16. In the field of management education and training, two new co-ordinating bodies were established: the Council of Industry for Management Education (C.I.M.E.) representing the Confederation of British Industry, the British Institute of Management and the Foundation for Management Education; and the Management Education, Training and Development Committee of the National Economic Development Council. The former body has the primary purpose of advising on the needs of industry, and its membership does not include any governmental representative. The Department is represented on the latter body.

d. THE COMPUTER BOARD

17. Throughout the year the Computer Board for Universities and Research Councils was engaged in dealing with universities' submissions for computer provision.

18. On the 12th July the Secretary of State announced that the purchase of computers for universities to the total value of £6.5 million had been approved against the programme, arising from the recommendations of the

Joint Working Group on Computers for Research, that further major provision was under consideration by the Board and that it was expected that expenditure would continue at the rate of £3 million a year, when account was taken of building and operating costs.

19. The Computer Consultative Council was set up under the terms of the Board's constitution. The Council consists of 20 members representing the universities and research councils as users of computer equipment and will meet periodically with the Board to review progress and problems.

e. ROYAL COLLEGE OF ART

20. In October the College received a Royal Charter empowering it to grant degrees. In view of the College's specialised functions it was decided that it would not be appropriate for it to be included on the U.G.C.'s grant list and that the College should therefore continue to receive grant aid from the Department, in future on a triennial basis.

21. The Secretary of State appointed a Visiting Committee to advise him on the financial requirements and academic development of the Royal College of Art. The Committee's advice will be confidential. Members of the Committee are:—

Sir Peter Noble (*Chairman*), Principal of King's College, University of London.

Sir Trenchard Cox, C.B.E., formerly Director of the Victoria and Albert Museum.

Dr. Francis Wormald, Emeritus Professor of History and formerly Director of the Institute of Historical Research, University of London.

Mr. D. T. Piper, Director of the Fitzwilliam Museum, Cambridge.

Mr. C. J. Chenevix-Trench, M.B.E., County Education Officer, Warwickshire.

Mr. G. B. R. Feilden, C.B.E., Group Technical Director of Davy-Ashmore Limited and member of the Council of Industrial Design.

22. The Committee's terms of reference are :

"To visit the Royal College of Art from time to time to discuss its work and financial needs, and in the light of their enquiries and of the Government's policy on higher education to advise the Secretary of State on the developments proposed by the College and on the appropriate level of the grant-in-aid for each triennium ; and to consider and advise on questions about the development of the College which may be referred to the Committee by the Secretary of State or on which they may wish to offer advice."

f. COLLEGE OF AERONAUTICS, CRANFIELD

23. The College presented a petition for the grant of a Royal Charter empowering it to grant degrees, and at the end of the year this was under consideration by the Privy Council.

g. OPEN UNIVERSITY

24. An announcement was made in September that the Government were going ahead with arrangements to set up an Open University, and would create a new university institution, grant-aided directly by the Department of

Education and Science. This will provide courses leading to degrees and other qualifications, by a combination of television, radio, correspondence tutorials, short residential courses and local audio-visual centres.

25. A Planning Committee, under the chairmanship of Sir Peter Venables, Vice-Chancellor of the University of Aston, was appointed with the following terms of reference :

“ To work out a comprehensive plan for the establishment of an Open University, as outlined in the Government White Paper of February 1966, *A University of the Air*^{*}, and to prepare a draft Charter and Statutes ”.

26. Allowing time for the Committee to report, and for other preparatory work to be completed, it is expected that the University will be launched by autumn 1970.

27. By agreement with the B.B.C., the television programmes will be provided on B.B.C.2.

h. PUBLICATIONS

28. The *Report of the Committee on Libraries*[†], appointed by the U.G.C. in 1963 under the chairmanship of Dr. T. Parry, Principal of the University College of Wales, Aberystwyth, was published in June.

29. *Student Residence*, published in September as Building Bulletin No. 37 (see Section VI, paragraph 68), was issued also in the U.G.C. University Building Notes series.

30. The U.G.C.'s annual analysis of the first employment of university graduates relating to those qualifying in 1965-66 was published in November[‡]. Their annual survey for 1966-67[§], which describes university developments in the greater part of the period covered by this report was published early in 1968. A survey of developments during the whole period of the 1962-67 quinquennium will be published by the Committee later in 1968.

* Cmnd. 2922, H.M.S.O. 9d.

† H.M.S.O. £1 1s. 0d.

‡ *First Employment of University Graduates, 1965-66*, H.M.S.O. 5s. 9d.

§ Cmnd. 3510, H.M.S.O. 3s. 3d.

SECTION IV

CIVIL SCIENCE (UNITED KINGDOM)

Introduction

1. This is the first time that the annual report of the Department has included a section recording developments in the field of civil science within the responsibilities of the Secretary of State. The section opens with some general background information on these responsibilities followed by a short note on finance during the year. Then follow notes on each of the five research councils and an account of the work of the Council for Scientific Policy. The section continues with paragraphs dealing with scientific manpower, overseas scientific relations under the aegis of the International Scientific Relations Division and concludes with a survey of activities within the purview of the Office for Scientific and Technical Information.

a. GENERAL

2. The arrangements for Government support of civil scientific research were reorganised following the publication, in October 1963, of the *Report of the Committee of Enquiry into the Organisation of Civil Science** and the *Report of the Committee on Higher Education*.† The Office of the Minister for Science and the Ministry of Education were amalgamated in April, 1964, and the Science and Technology Act was passed in March 1965. The Act made new and uniform provisions for the financing and direction of civil science by the Secretary of State and, in addition to the existing Medical and Agricultural Research Councils, made provision for two new Councils, the Science Research Council, and the Natural Environment Research Council. It provided also for the creation of others, and the Social Science Research Council came into being in December, 1965.

3. The research councils are autonomous bodies, incorporated by Royal Charter and financed almost entirely from public funds under the 1965 Act. Operating under the general oversight of the Secretary of State who (except in the case of the Social Science Research Council) is advised generally in this field by the Council for Scientific Policy, their broad function is to channel Exchequer funds into scientific research and to offer expert advice to the Government in their several fields. The Exchequer grants to the research councils are given in a series of Science Votes of which others are for the Natural History Museum and "Science: Grants and Services" which carries the grants to the two Royal Societies (London and Edinburgh), the extra mural expenditure of the Office for Scientific and Technical Information and work commissioned by the Council for Scientific Policy. The British Museum (Natural History) which is under the control of a Board of Trustees is largely concerned with research centred on its own extensive collections but it also fills an educational role through its exhibition galleries, lectures, films and popular publications.

* Cmnd. 2171, H.M.S.O. 4s. 0d.

† Cmnd. 2154, H.M.S.O. 15s. 0d.

4. Of the other bodies which are included in the Science Votes the Royal Society, which is also incorporated by Royal Charter, receives a grant-in-aid in respect of certain of its activities including scientific investigations, assistance to scientific learned societies and various forms of international scientific co-operation. The Royal Society of Edinburgh through its meetings and publications provides a centre for scientific thought and discussion for Scotland and publishes a considerable amount of scientific research.

b. FINANCE

5. The science votes for the financial year 1967-68 totalled £73·8m. made up as follows:—

	£m.
Agricultural Research Council	12·0
Medical Research Council	14·2
Natural Environment Research Council	7·7
Science Research Council	36·6
Social Science Research Council	1·2
Natural History Museum	1·0
Science: Grants and Services	1·1

6. This total (apart from the Social Science Research Council) represents an increase in real terms of 11 per cent on the resources made available in 1966-67. This broad distribution of the allocation of funds to science is made on the advice of the Council for Scientific Policy and the considerations which they have had in mind are dealt with in their *Second Report*, published in October.* The detailed expenditure, by each of the spending bodies, is determined by the body concerned, subject to such consultation as may be necessary with the Department.

c. THE RESEARCH COUNCILS

7. The research councils each report to the Secretary of State on their activities, for the year to 31st March, and the reports for 1966-67 have now all been published. Reference must be made to these reports for an account of their work but the brief notes which follow below give some indication of the range of their activities.

8. The functions of the Councils are laid down in detail in the individual charters but broadly their purpose is to foster research in their particular fields either by engaging in it themselves or by encouraging and supporting it by means of grants to individuals and bodies so engaged, by the provision of research facilities and by awards to postgraduate students to assist training. The Councils also collate and disseminate information and provide expert scientific advice to the Government.

Agricultural Research Council (A.R.C.)

9. Under its revised charter granted on 24th May 1967 (the original charter was granted in 1931) the Council consists of a Chairman and not more than seventeen or less than fourteen members. The Chairman and not more than thirteen or less than ten members are appointed by the Secretary of State, and of these five are appointed on account of their general interest and experience in agriculture and the remainder on account of qualifications in science. One member is appointed by the Secretary of

* Cmnd. 3420, H.M.S.O. 4s. 3d.

State for Scotland, up to two by the Minister of Agriculture, Fisheries and Food and the Chief Veterinary Officer of that Ministry is an *ex officio* member. The Council is advised by eleven standing and advisory committees and ten technical committees. The Council provides the U.K. representation in the Commonwealth Agricultural Bureau, to which it makes a special contribution in consideration of the special advantages to U.K. agricultural research derived from having most of the bureaux in this country.

10. Through its grant-in-aid of £11,974,000 in the financial year 1967-68 (£10,312,000 in 1966-67) the A.R.C. supported research in 24 of its own institutes and units and grant-aided 14 independent organisations. It also advised the Department of Agriculture for Scotland on the research programmes of eight organisations grant-aided by that Department. Construction was in progress at the new Meat Research Institute near Bristol which will be partly financed by the industry. The new Food Research Institute at Norwich was well advanced and the John Innes Institute was transferred to Norwich where it will be closely associated with the University of East Anglia. The Council made 74 research grants to university departments. It also made 3 new training awards and fellowships.

Medical Research Council (M.R.C.)

11. A revised charter was granted on 26th October 1966 (the original dates from 1920). Three main boards have responsibility under the Council for the oversight of particular fields namely biological research, clinical research and research in tropical medicine. The Council is also advised by some 60 committees or working parties concerned with more specialised fields. The Council provides the scientific delegate to the International Agency for Research on Cancer, and is responsible for the U.K. subscription. On matters other than the purely scientific, U.K. policy is formulated in a committee chaired by the Department on which other interested Departments are represented.

12. On the basis of a grant-in-aid of £14,232,000 for the financial year 1967-68 (£11,885,000 in 1966-67) the Council maintained some 80 research units of its own, and some 125 members of its external scientific staff. It assisted five autonomous research institutions by means of block grants, supported up to 50 groups, contributed to the support of 1,210 individual research workers at universities and elsewhere and awarded 515 new fellowships and studentships. Work continued on the construction of the Clinical Research Centre in association with a new Regional Board hospital at Northwick Park, London. This is a major development designed as the clinical counterpart of the Council's National Institute for Medical Research at Mill Hill, London. It is hoped that the centre will be opened in 1970.

Natural Environment Research Council (N.E.R.C.)

13. The formation of the Council in June 1965 brought together the Nature Conservancy, the Institute of Geological Sciences (incorporating the Geological Survey of Great Britain, the Museum of Practical Geology and the Overseas Geological Surveys), the Hydrological Research Unit and the National Institute of Oceanography, all of which became component bodies of the Council; and a number of independent grant-aided bodies i.e. the

Marine Biological Association, the Scottish Marine Biological Association and the Freshwater Biological Research Association. Subsequently the Council accepted responsibility for the British Antarctic Survey. The Council is advised by six main committees: the Nature Conservancy, the Oceanography and Fisheries Committee, the Geology and Geophysics Committee, the Hydrology Committee, the Forestry and Woodland Research Committee and the Antarctic Committee. These have their own sub-committees and *ad hoc* expert committees are set up when required. The Council co-ordinates scientific advice to the Government in respect of U.K. participation in the Inter-governmental Oceanographic Commission and the International Hydrological Decade of UNESCO and participates in the International Biological Programme and other international co-operative projects in oceanography and environmental sciences generally.

14. On a grant-in-aid of £7,657,000 for the financial year 1967-68 (£6,186,000 in 1966-67) the Council maintained seven research organisations and units of its own and grant-aided 5 independent bodies. It supported 213 groups and individuals at universities and elsewhere and awarded 309 new studentships and fellowships. The major operation during the year was the assessment and co-ordination of the many research programmes and in particular the integration of the Geological Survey of Great Britain, the Museum of Practical Geology and the Overseas Geological Survey into the new Institute of Geological Sciences. Work was in hand on the construction of a new laboratory for the Scottish Marine Biological Association at Oban and the Cultural Centre for Algae and Protozoa at Cambridge. One new research vessel was commissioned and design studies for two further ships were put in hand.

Social Science Research Council (S.S.R.C.)

15. This Council was established in December 1965 as a result of the Government's acceptance of the main recommendation of the *Committee on Social Studies** under Lord Heyworth which reported in the previous February. The Council, which inherited some responsibilities for postgraduate training awards from the former Human Sciences Committee of the Science Research Council and from the Education Departments, covers a wide range of subjects including economics, political science, social anthropology, sociology, psychology, education, social and economic statistics and management and industrial relations. It is assisted by committees for each of the main subjects, an Educational Research Board and a Committee on the Next Thirty Years. In 1967 the Council also agreed to take over from the Department responsibility for postgraduate awards in non-physical geography and in social and economic history. This is to be implemented in the academic year 1968-69.

16. Grant-in-aid for the financial year 1967-68 was £1,162,000 (£709,000 in 1966-67). New commitments entered into in 1967 in support of research projects in universities and elsewhere amounted to £1,000,000 (1966-67: £650,000). 550 new studentships and fellowships were awarded (397 in 1966-67). The Council does not at present conduct its own research.

* Cmnd. 2660, H.M.S.O. 7s. 6d.

17. The grant to the S.R.C. is the biggest of the Science Votes. At £36.6 million in the current year it is almost half of the total science allocation (£73.8 million). In turn, a large part of the S.R.C. budget goes in contributions to international organisations, some £9 million at the old sterling parity in total to the European Space and Nuclear Research Organisations (E.S.R.O. and C.E.R.N.) and a further £307,000 to NATO scientific schemes. In most of the S.R.C. activities the Department holds a largely watching brief, though as for the other Research Councils the Council is required to obtain the Department's approval to the larger projects. But in the participation in international organisations the Department plays a direct role.

18. Thus, for E.S.R.O. and C.E.R.N. the delegates (who are officers or members of S.R.C. or one of its boards or committees) are briefed by inter-departmental committees. The committee for E.S.R.O. affairs is chaired by the Department. On both committees the Department and other Departments concerned are represented. During the year E.S.R.O. programmes have been under review in connection with the European Space Conference in July. The then Minister of State (Mr. Goronwy Roberts) attended with the U.K. delegation and announced the Government's policy in regard to scientific space research. The Ministers attending the Conference decided to meet again next summer and meanwhile all European space activities are being reviewed by an Advisory Programmes Committee.

19. In C.E.R.N. the major issue involving the Department has been the question of participation in the large accelerator project (the "300 GeV" machine). The Council for Scientific Policy set up a working party to consider this and subsequently gave the Secretary of State advice on the recommendation of the S.R.C. that, subject to certain safeguards to ensure the proper development of other sciences, the U.K. should participate in the project.*

20. At the end of the period under review no decision had been taken by the Government.

d. THE COUNCIL FOR SCIENTIFIC POLICY

21. The *Second Report on Science Policy*† published in October 1967, presented a general account of the Council's work.

22. Provisional agreement was reached on the resources to be allocated to Science Votes over the 3-year period ending with the financial year 1969-70, subject to review each year in the light of changes in the national economic position. This agreement, modified during the general examination of public expenditure following devaluation, provides for continued vigorous growth of scientific research supported by the Agricultural Medical Natural Environment and Science Research Councils in 1968-69 and 1969-70. These resources are additional to the support for scientific research at present (1966-67) of the order of £50 million annually which the universities provide from their own resources including U.G.C. grants. The Council has begun further discussions with the Research Councils on the expenditure required for their programmes in 1970-71 and 1971-72. Planning this far ahead on as firm a basis as possible is needed to provide for large capital projects without damage to other sectors of expenditure.

* Cmnd. 3503, *The Proposed 300 GeV Accelerator* H.M.S.O. 7s. 9d.

† Cmnd. 3420, H.M.S.O. 4s. 3d.

23. Much of the Council's work is directed towards the establishment of criteria which should provide guidance on the desirable scale of the national investment in scientific research and its deployment, and towards a greater understanding of the environment which science needs to ensure its vitality and productiveness.

24. The Council in many cases sets up working groups to examine specific issues. Five such working groups have been active during 1967, and between them they have studied or are studying

- (i) the flow of candidates in science and technology into higher education;
- (ii) liaison between universities and government research establishments
- (iii) molecular biology ;
- (iv) the implications of the proposed 300 GeV accelerator ; and
- (v) the support of scientific research in the universities.

25. In addition there is a standing committee on international scientific relations. Details of their membership and terms of reference were given in the *Second Report on Science Policy*.

26. The report of the working party on *Liaison between the Universities and Government Research Establishments*, set up in 1965 under the chairmanship of Sir Gordon Sutherland, was published in March 1967.* The report showed that there had been a small but welcome growth in collaboration between universities and research establishments during the past few years in the physical and engineering sciences, and also that some liaison had for many years been fairly common in the medical and agricultural sciences. The working party considered that much greater liaison would be beneficial to all concerned and made specific recommendations on how this might be achieved.

27. The Council believed that greater mobility of scientists between different research centres in Europe would contribute to the development and strengthening of growing points in science in Europe, particularly in fields involving a multi-disciplinary approach. £50,000 was allocated to the Royal Society for the financial year 1966-67 to support international scientific exchanges at post-doctoral level, and £200,000 was provisionally reserved in the budget allocations for each of the following two years. The Council also initiated a series of talks between members of the Council and representatives of advisory bodies on science policy in other European countries which have been of value in throwing light on the way in which other countries deal with common problems in science policy. During the year members visited the Netherlands and Western Germany for discussions and also received a visit from Dr. Major, Director of the Royal Norwegian Council for Scientific and Industrial Research.

28. Biology in the universities is, to a greater or lesser extent, supported by each of the four Research Councils, and in consequence no single assessment exists of the scientific research carried out by the universities in this field. The Council therefore initiated a census of biological research in the universities. Nearly 9,000 individual scientists submitted returns and their

* Cmnd. 3222, H.M.S.O. 14s. 6d.

analysis will be lengthy and complex. It is expected to yield information of value in considering the overall pattern of biological research in relation to the initiation of new projects in the future. The Working Group on Molecular Biology is currently studying the present position of research and teaching in biology at the molecular level.

29. A quantitative study of the cost of research per scientist over a period of years was carried out by the scientific secretariat of the Council, to provide a better understanding of the effects upon research expenditure of the increased complexity of the work undertaken. A report on this study, which confirms the widely held view that the cost of research per scientist is steadily increasing, was published under the title *The Sophistication Factor in Science Expenditure**.

e. SCIENTIFIC MANPOWER

30. In 1966 over 23,000 newly qualified engineers, technologists and scientists brought the total number in, or available for, employment in Great Britain to approximately 345,000 by the end of that year; that is, about one person in every seventy of the working population. In 1966, 16,300 obtained university degrees and a further 500 obtained a Diploma in Technology or qualified through degrees awarded by the C.N.A.A. The great majority of the others qualified through the professional institutions. In the universities in 1966-67 students in science and technology accounted for some 68,000 or 44 per cent of the undergraduate population; and about 15,000 or 47 per cent of the postgraduates. New postgraduate awards in these fields rose to a total of 3,673 by the research councils. Science and technology thus reached a record level, both in education, and among highly qualified manpower in employment; nevertheless, it seemed likely that employers' demands for qualified manpower for 1968, forecast three years earlier, would not be met.

31. This evidence suggested that the contribution of engineers, technologists and scientists to the creation of national wealth was finding recognition among employers and educationists. On the other hand, there were further indications that science and mathematics were losing ground in the schools, that industry and the schools were failing to attract their share of the more able graduates, and that the "brain drain" was increasing. The number of pupils on "A" level G.C.E. courses in the first year of the sixth form rose by 4.6 per cent from 1966 to 1967, but the proportion (and the number) in the science-mathematics group (which provides the great majority of university entrants in science and technology) fell from 33.8 per cent to 31.4 per cent (from 37,489 to 36,483). The proportion of new graduates in science and technology entering schools, colleges or teacher training remained at the level to which it had fallen in 1965 (14 per cent): and the proportion entering industry (36 per cent) was also substantially unchanged from earlier years. The corresponding proportions of graduates with higher degrees were 5 per cent entering schools, colleges etc. and 18 per cent entering industry†. On migration the latest figures (from the report of the Working Group on Migration) showed a steadily growing annual net loss rising from nil in 1962 to 2,700 in 1966.

* Science Policy Paper No. 1, H.M.S.O. 6s. 0d.

† *First Employment of University Graduates 1965-66*, H.M.S.O. 5s. 9d.

32. These problems were the main topics studied by the Committee on Manpower Resources for Science and Technology* in 1967. The report of the working group on migration (under Dr. F. E. Jones) was published in October†. The group under Dr. F. S. Dainton on the flow of candidates in science and technology into higher education, and the working group on manpower parameters for scientific growth under Professor M. M. Swann submitted their final reports jointly to the Committee and to the Council for Scientific Policy in December.

33. In attempting to diagnose the factors underlying these current trends in education and migration, all three reports discerned a measure of dissatisfaction with careers in science and technology, and particularly in industry compared with those in other fields (notably the social sciences) in this country or in science and technology in the United States. Much remains to be discovered about the utilisation of scientific and technological manpower. For this purpose the Committee initiated a new study under Professor J. G. Ball into the use in employment of engineers, technologists and scientists.

34. The Committee also has a continuing responsibility for statistics on scientific manpower. Preparations were made, in conjunction with other Government Departments, for the next Triennial Manpower Survey, to take place in January 1968. As in 1965, the Survey will seek to obtain evidence on the employment of technical supporting staff. Technicians are the responsibility of the Department in relation to qualified manpower and to the provision of further education; of the Ministry of Labour in relation to the Industrial Training Boards; and of the Ministry of Technology, since most technicians are employed in industry. Arrangements have been made for the continued study of technical supporting staff by these departments in association with the Committee. Concurrently with the Survey, the Ministry of Technology will study the feasibility of extending the analysis by function.

f. EXTERNAL RELATIONS (SCIENCE)

International Scientific Relations Division

35. The International Scientific Relations Division (I.S.R.D.), though administratively part of the Department of Education and Science, has a number of interdepartmental responsibilities covering most fields of science and technology. The Division's three main responsibilities are United Kingdom scientific relations with certain inter-governmental organisations, provision of support for U.K. scientific representatives abroad, and arranging scientific visits and exchanges.

International Organisations

36. The Department has continued to play an active part in the scientific activities of the Organisation for Economic Co-operation and Development (O.E.C.D.), one of whose main objectives is the promotion of policies designed to achieve maximum economic growth of its members.

* The Committee reports jointly to the Secretary of State and to the Minister of Technology.

† *The Brain Drain*, Cmnd. 3417, H.M.S.O. 11s. 0d.

37. The O.E.C.D. Committee for Science Policy provides an international forum for the exchange of experience of member countries in the development of national and international science policy. During 1967, it concentrated on five broad fields, namely a study of the so-called "technological gaps" between member countries; consideration of the government role in the support of fundamental research; collection and analysis of comparable data on the research and development efforts (expenditure and manpower) of member countries; review and examination of the scientific policies of member countries (Japan, in the year under review); and an examination of the kind of scientific and technological policies relevant to the problems faced by the less well developed members of O.E.C.D. The first two items will be on the agenda for the third Ministerial meeting on science which is due to take place in March 1968. I.S.R.D., together with the Ministry of Technology and other appropriate Departments, prepares the brief for the two U.K. representatives on this Committee, one of whom is the Department's Deputy Secretary responsible for science affairs.

38. The O.E.C.D. Committee for Research Co-operation is charged with the identification of areas where international co-operation in research would be of economic value to member-countries. The Committee is presently concerned with research problems in four broad fields, namely material science, environmental problems (such as air pollution and management of water resources), transportation and urban technology, and scientific and technical information. For each of these fields a number of groups of experts have been set up to identify those problems likely to be amenable to international action and to undertake the work required for their solution. I.S.R.D. provides administrative support for U.K. participation and is responsible for briefing the U.K. representatives at the Plenary Committee, one of whom is an official of the Department.

39. Civil science activities in the North Atlantic Treaty Organisation date from the creation of its Science Committee in 1958. Since then three main scientific programmes have been developed, namely, the Science Fellowship Programme, the Research Grants Programme, and the Advanced Study Institutes (or summer schools) Programme. The fellowship scheme is currently running at a total of \$2,600,000 a year and is designed to broaden the experience of individual scientists and technologists by facilitating international exchanges between countries; it is operated by national administrators, the Science Research Council being the responsible body in the U.K. Research grants totalling \$745,000 were awarded during 1967, on the recommendation of an international panel, to project leaders in a wide range of subjects. Under the programme of support for summer schools grants totalling \$730,000 were awarded during 1967 to enable scientific subjects (preferably of a multi-disciplinary nature) to be taught at very advanced levels in residential surroundings over periods of two or three weeks by lecturers who are leaders in their respective fields, the other recipients being young lecturers or research workers. I.S.R.D. continued to prepare the interdepartmental brief for the U.K. representatives on the Committee (Sir Solly Zuckerman, Dr. A. H. Cottrell) and to provide administrative support. In particular, the division assisted Dr. J. C. Kendrew, a member of the Advanced Study Institutes Programme Panel, in seeking expert opinion on each of the large number of applications for awards submitted to NATO.

40. The scientific activities of the Council of Europe are comparatively limited and I.S.R.D.'s involvement has been mainly with the European Committee for the Conservation of Nature and Natural Resources. The more important activities of this Committee during the past year have been the setting up of a European Information Centre and a network of national correspondents to facilitate the exchange of conservation information; the adoption of a European water charter and agreement on the preparations for an inaugural ceremony in 1968, together with the subsequent publicity campaign; preliminary arrangements for the European Conservation Year in 1970; and preparation of an expert report on waste disposal. The division has also been associated with briefing the U.K. representatives on the Committee for Higher Education and Research of the Council for Cultural Co-operation when this Committee has considered science matters.

41. During the past year, I.S.R.D. has continued to advise on scientific aspects of the UNESCO programme, particularly where these have implications for government support of science. This advice has mainly been channelled through the Royal Society UNESCO Committee which advises the U.K. National Commission for UNESCO on the Natural Sciences Programme, and on which the Department is represented. During 1967, work in UNESCO has been concentrated on four main activities, namely, the development of science policy, international co-operation for the advancement of science teaching, research and documentation, and the application of science to development.

Overseas Scientific Representation

42. The United Kingdom has six scientific posts abroad, located in Bonn, Moscow, Paris, Stockholm, Tokyo and Washington, and covering altogether eleven countries. The Scientific Counsellors who hold these posts are responsible for advising their respective ambassadors on scientific and technological matters, for promoting scientific contacts between the United Kingdom and the countries to which they are accredited, and for reporting to the United Kingdom on trends and developments in science and technology within these countries.

43. With the Department acting as parent Department to these counsellors during their period of secondment to the diplomatic service, I.S.R.D. is responsible for the support and development of British scientific representation abroad. The policy within which this is done is determined jointly by the Department, the Ministry of Technology, the Foreign Office and the Treasury, taking into account the views of the Research Councils and of other government departments with overseas scientific interests.

44. During the year under review, the regular biennial conference of scientific counsellors was held. The object of these meetings is to bring the counsellors up to date on current policies and likely developments in science and technology and to give them the opportunity to bring their collective experience to bear on these. Special subjects discussed this year included scientific interchange, overseas publicity for British science and technology, and scientific manpower policies.

45. With the exception of those from the United Kingdom Scientific Mission in Washington (U.K.S.M.), the major reports from the counsellors are published in the *Science Abroad* series and about twelve were produced

this year; *Reports from U.K.S.M.* numbered about 50. In addition to these reports, newsletters covering a variety of events of scientific interest are currently prepared by three of the posts (Washington, Bonn and Tokyo) and *Laser Newsletter* and *Transportation Bulletin* are also published by U.K.S.M.

Visits and Exchanges of Scientists and Research Workers

46. In collaboration with the Foreign Office and the British Council, I.S.R.D. continued to co-ordinate and implement the arrangements for scientific exchanges under the Anglo-Soviet Cultural Agreement. During the year 8 British scientists visited the U.S.S.R. and 25 Soviet scientists came to the U.K. under these arrangements.

47. As an experiment to encourage longer term (2-8 weeks) visits to the Soviet Union by British scientists and research workers, a small number of visits supported by host countries had been included in the programme for the first time. The quota has been taken up but it is too early to say how successful the arrangement will be.

48. I.S.R.D. also made arrangements for 72 foreign scientists to visit or work at various government and university research laboratories in the United Kingdom.

49. As part of a service aimed at encouraging international scientific interchange, I.S.R.D. compiles a conference calendar entitled *Forthcoming International Scientific and Technical Conferences*. New issues were published in January and July and more than 3,000 copies were distributed to recipients at home and abroad.

Visit of the German Federal Minister of Scientific Research

50. Dr. Gerhard Stoltenberg visited the United Kingdom in May at the invitation of the Secretary of State. Apart from discussions with the Secretary of State, Dr. Stoltenberg visited a number of organisations and research institutions for talks and to see research work in progress. A return visit to Germany is planned to take place during 1968.

g. SCIENTIFIC AND TECHNICAL INFORMATION

51. In April, 1965, the Department set up an Office for Scientific and Technical Information (O.S.T.I.) to promote research, development of new techniques and systems, improvement of existing information services and experiments with new ones; to co-ordinate the information activities of Government and private organisations in this country and to blend them with work being done in other countries and by international organisations. These broad functions are matched by a broad subject coverage which includes the whole of the natural and social sciences and their related technologies.

52. O.S.T.I. has quickly established itself as a creative stimulant in the world of information and librarianship and now has a scientific staff of 15 and a vote (in 1967-68) of £370,000 for external grants. It has been responsible from the outset for the National Lending Library for Science and Technology (see paragraphs 80-86 below) and for grant aid to Aslib.

53. O.S.T.I.'s approach to the information problem is based on three main assumptions:—

- (a) much more effective use could be made of existing libraries and information services;
- (b) there may be scope for improvement in existing libraries and services by better co-ordination and rationalisation of effort;
- (c) experiments with new services, in the present state of knowledge, are best concentrated on:
 - (i) mechanisation of the major abstracting and indexing services which provide the basic documentation of the literature;
 - (ii) tailor-made services, involving selection and evaluation of information and data in specialised fields.

Mechanised Bibliographical Services

54. In promoting experiments with major bibliographical services, O.S.T.I. has sought to co-operate in existing projects wherever possible rather than duplicate the vast cost of research and development. It is, for instance, supporting the research unit of the Chemical Society based on the University of Nottingham, which is experimenting with new mechanised services already developed by Chemical Abstracts Service. It is responsible for the British experiment with the MEDLARS System (Medical Literature Analysis and Retrieval System) developed by the U.S. National Library of Medicine and operated jointly in this country by the National Lending Library and Newcastle University. But where, as in physics and electrotechnology, the main English language service (*Science Abstracts*) is located in Britain, O.S.T.I. is supporting the necessary research and development, which is being undertaken by the Institution of Electrical Engineers in close association with the Institute of Physics and the Physical Society and with comparable organisations in the U.S.A.

55. Very little evaluation of such services has been done up till now and so in all O.S.T.I.-supported experiments careful education of users and evaluation of results are essential features which, it is hoped, will provide a useful feedback of information to the organisations responsible for developing the services. Only in the light of such information can the permanent role of mechanised bibliographical services be assessed and, for this reason, O.S.T.I. is anxious to stimulate the fullest possible use of each service during the experimental period and to develop techniques of evaluation.

Specialised Information Centres

56. O.S.T.I. is supporting four such centres—in biodeterioration, intestinal absorption, high-temperature processes and mass spectrometry—as experiments in which user needs will be studied, services evaluated, working scientists directly involved and, possibly, mechanised systems used as sources of input. The aim is to obtain useful information both on the operation of such centres and on their possible place in the national communication network alongside libraries, documentation centres and the major mechanised services.

57. In considering proposals for these centres, O.S.T.I. has drawn up a number of criteria for support, in order to ensure the best allocation of limited funds. They include the following:—

- (i) the area of specialisation must be of existing or potential importance for scientific and technological work in this country;
- (ii) the need has been established among sufficient working scientists for the rapid selection and dissemination of information within this area;
- (iii) the required information should be drawn in sufficient quantity from a wide range of material, which it would be uneconomic or impossible for individuals or small groups to search on their own;
- (iv) the centre should be operated as part of, or in alliance with, a research group working within the chosen area.

Reference Data Activities

58. O.S.T.I. performs a similar function in experiments with reference data centres and is supporting three of these at present—in mass spectrometry, crystallography and thermodynamics—as well as several data-compilation activities in universities. It issues a directory of critical data activities in Britain and seeks to identify new subject areas of importance for data compilation in which British scientists are in a position to play a significant part.

59. However, since international co-operation in data activities is fairly easy to establish, O.S.T.I. seeks to ensure that the activities it supports complement, and do not duplicate, work in other countries but contribute to the widest possible coverage of the vast data field. It keeps in close touch with activities in other countries, notably the U.S.A. which is mounting a very large programme of support and co-ordination; and through membership of the British National Committee on Data for Science and Technology it maintains a link with the developing programme of the International Council of Scientific Unions.

Documentation Processing Centre

60. As the number of O.S.T.I.-supported projects grows it becomes increasingly important to concentrate in one place the necessary computing capacity, peripheral equipment, programs and expertise in both document handling and computer processing. For this purpose O.S.T.I. recently set up a Documentation Processing Centre, which is located in Manchester and works in close co-operation with the National Computing Centre.

61. The new centre will have available a wide range of input, processing and output equipment and will provide a central processing facility for experimental information projects, including O.S.T.I.-financed experiments that involve the use of computers. These projects will include such activities as computer-controlled composition of texts, processing of material for bibliographical services and retrieval systems, storage and manipulation of numerical data and the application of computer techniques to library routines, such as cataloguing. It will contribute to research—particularly on the design, equipment and evaluation of computer programs, on processing operations and on graphic presentation of output. It will also contribute to the development of standards in mechanised documentation and so provide greater compatibility between the programs and materials produced by different projects.

Basic Research

62. Basic research in information science includes any work designed to increase knowledge of the ways in which information can be organised for assimilation by human beings. O.S.T.I. has a broad responsibility for stimulating all forms of research that can influence the effectiveness of (a) scientific communications (b) the classification, storage, retrieval and translation of information, and (c) the operation of information services for scientists, technologists and other users.

63. O.S.T.I. took over from the former Department of Scientific and Industrial Research a number of research projects mainly concerned with mechanical translation and information retrieval. It continues to support work in these areas, where considerable expertise already exists. However, it recognises the need to promote research in other subject areas, where expertise is less plentiful and few sound projects exist at present; for example, in developing new and more effective methods of studying user requirements and evaluating information systems, and in studying the content and patterns of scientific communication in this country, especially that part of it which precedes formal publication.

Social Sciences

64. In its approach to the social sciences O.S.T.I. seeks to lay in advance a firm foundation for the improvements in information services that are likely to become necessary soon with the rapid expansion of activity.

65. Three basic investigations in this field have already been launched with O.S.T.I. support and are designed to examine the literature, information and resources available and the information needs and habits of users whether engaged in research or applying the results. O.S.T.I. is also prepared to support comparable but deeper studies in selected subject areas of national importance, and it is already supporting work in the areas of business studies and town and country planning. It is also willing to support sound experimental projects and, at this early stage, to give short-term support where necessary to learned societies and other bodies wishing to launch extended or improved well-conceived information services. In co-operation with the British Council it has extended *Scientific Research in British Universities and Colleges** to include the social sciences.

66. From the outset O.S.T.I. has worked out its programme of support in close collaboration with the Social Science Research Council.

Education and Training

67. For the education of scientists and technologists in the use of information services O.S.T.I. relies on the National Lending Library for Science and Technology, which runs courses for students, research staff and librarians mainly in universities and colleges, and which stimulates the establishment of regular courses in individual institutions. O.S.T.I. experiments with mechanised bibliographical services (see paras. 54-55) involve more advanced education of users in how to formulate searches for machine retrieval, and this educational work is proving to be an important feature of the experiments.

* H.M.S.O. 1966/67: Vol. I. Physical Sciences ... £2 0s. 0d.
Vol. II. Biological Sciences ... £2 0s. 0d.
Vol. III. Social Sciences ... £1 12s. 6d.

68. So far as training of information specialists is concerned, O.S.T.I. is stimulating the creation of a variety of postgraduate courses, either for scientists and technologists only or for all graduates but with science options ; two of these courses are accepted by the Science Research Council for the award of advanced course studentships. It is also stimulating, in co-operation with the Council for National Academic Awards, the building up of first-degree courses in existing library schools (almost all of which are being merged into the new polytechnics) and in interested universities. These courses will combine training in librarianship and information science with basic training in science or technology.

69. Finally O.S.T.I. is promoting co-operation between Aslib, the Library Association and the Institute of Information Scientists in rationalising the existing resources for short-course training and developing its scope as a result of studies of need.

Improvement of Existing Services

70. Existing information services are provided by a large network of libraries (national, academic, public and special) and documentation and information centres. O.S.T.I. seeks to improve this network by three main activities :—

- (a) study of the ways in which different types of scientific and technical library are used, in order to construct a firm basis for rationalisation and future development of the large resources involved. One survey, on the reference services of public libraries, has already been completed and a second, on the inter-library loans scheme, will be completed in 1968 ;
- (b) co-ordination of the various documentation and information centres at work in fairly broad subject fields, to see how far
 - (i) their activities are subject to rationalisation ;
 - (ii) what further improvements are possible, e.g. through greater centralisation of activity and stronger links with mechanised bibliographical services ;
- (c) improvement of technical advice available to librarians and information specialists by building up the research and consultancy services of Aslib with particular emphasis on mechanised systems and operational studies ; and by helping to establish specialist sources of advice where necessary, for example the National Reprographic Centre for Documentation (see paragraph 73).

Library Studies and Automation

71. Libraries are a large and costly component of the information network and their holdings and services are growing rapidly with the expansion of literature and the increased use made of it in research, development and the application of new ideas. The operation and economics of these activities can be systematically studied, both on their own and in relation to the network as a whole, and O.S.T.I. is supporting various studies of this kind which could yield results of general value.

72. The use of computers in libraries offers several potential advantages, since they enable a single bibliographical record to be manipulated quickly

and effectively for various purposes, notably acquisition, cataloguing and circulation control. O.S.T.I. has three primary aims in this field: to examine the elements of library mechanisation and optimise them wherever possible to evaluate, and where necessary develop, new techniques that can be applied in libraries; and to promote co-operation between libraries, wherever appropriate, in the application of new ideas and techniques. It has awarded grants to the British National Bibliography (B.N.B.) and the Bodleian Library to investigate the problems of producing a central catalogue record for current accessions and manipulating it to fit local requirements. It hopes that the B.N.B. record will eventually be tested in a variety of library environments through a series of co-ordinated experiments. In addition O.S.T.I. is supporting projects concerned with problems of converting existing catalogues into machine-readable form and producing union catalogues and specialised catalogues; and with developing and testing a system for mechanising the complete range of library clerical operations.

73. Among other projects O.S.T.I. is supporting the establishment and operation of a National Reprographic Centre of Documentation, which will act as a national clearinghouse for information on microrecording and associated reprographic techniques, will evaluate both existing equipment and users' needs and will attempt to identify specific areas where further research and development are necessary.

74. Finally O.S.T.I. is concerned with the problem of applying data transmission techniques to libraries; it has commissioned Aslib to prepare a "state of the art" review of existing methods and is co-operating with the National Lending Library on a feasibility study aimed at developing systems for facsimile transmission between libraries.

Co-operation at Home and Abroad

75. A good deal of O.S.T.I.'s work involves co-ordination of the activities of Government departments and agencies, university and college departments, learned societies, professional institutions and other bodies, and the Department would like to acknowledge the willingness of many such bodies to consider where they can integrate existing activities, pool resources for new activities and co-operate in other ways that may benefit the nation as a whole. In addition O.S.T.I. is increasingly involved in international co-operation, both with organisations like itself which have a general responsibility in the field and with more specialised bodies, such as government agencies and learned societies, which are involved in particular co-operative projects. Co-operation may be bilateral, as in the case of the Anglo-American projects mentioned in paragraph 54, or international through one of the established organisations.

76. The focal point of inter-governmental co-operation at present is the O.E.C.D.'s Information Policy Group, of which the Director of O.S.T.I. is the Chairman. This Group aims to discuss problems of international collaboration at policy level, as distinct from the operational level, and since the O.E.C.D. countries are fairly harmonious in their approach to information problems the Group is having an encouraging amount of success. The details of this work are handled by small specialised groups dealing (at present) with chemical and medical information services, with problems of standardisation and with economic factors in information services.

Advisory Committee

77. Shortly after the creation of O.S.T.I. the Secretary of State set up an Advisory Committee on Scientific and Technical Information with the following terms of reference:

- “(a) Generally, to advise the Secretary of State for Education and Science on the conduct of, and support for, U.K. activities in scientific and technical information over the whole field of the natural and social sciences and their related technologies.
- (b) More particularly, to advise the Secretary of State on
 - (i) the work of the Office for Scientific and Technical Information ;
and
 - (ii) the co-ordination of this work with that undertaken by other Government departments and independent organisations”.

78. The first chairman was Sir James Cook, F.R.S., who held office until July 1966, when he became Vice-Chancellor of the University of East Africa. His place was taken by Dr. F. S. Dainton, F.R.S., Vice-Chancellor of Nottingham University, and the other members at the end of 1967 were Dr. J. W. Barrett, Dr. G. M. Dyson, Mr. D. J. Foskett, Professor S. Gill, Professor S. P. Hutton, Dr. N. Kurti, F.R.S., Mr. J. Leicester, Dr. R. M. Lodge, Professor W. J. M. Mackenzie, Professor G. A. Smart and Mr. H. P. F. Swinnerton-Dyer, F.R.S. In addition the meetings are attended by assessors from interested Government departments and agencies.

79. The main task of the Committee so far has been to advise on the development of O.S.T.I.'s varied activities, in the course of which it has made many broad policy recommendations. In addition, however, it has drawn the Department's attention to a number of important needs—notably to set up a Documentation Processing Centre (see paragraphs 60–61), and to examine problems of future support for research in linguistics.

h. NATIONAL LENDING LIBRARY FOR SCIENCE AND TECHNOLOGY

80. This Library became part of the Department in April 1965, at the same time as O.S.T.I. was created. Its main purpose is to supplement the internal library resources of existing organisations by providing a rapid loan service to institutions on a list of approved borrowers. Every effort is made to deal with loan requests on the day they are received and as far as possible items are sent by letter post to ensure the quickest delivery. Loan requests for publications not available in the Library are forwarded to the Science Museum Library.

81. Although the building up of the National Lending Library commenced as late as 1957, it has quickly grown into an important component of the scientific and technical information network. The list of its current periodicals, published in November, contains 27,000 titles—the largest of its kind in the world—and it is still growing, as the total output of scientific and technical periodicals increases.

82. In October the Secretary of State opened an extension to the library which increased its storage capacity from 25 to 36 miles of shelving. At the same time he announced that the library had built up a collection of social science periodicals and was now lending them.

83. The library seeks to collect systematically all British research development reports (now coming in at the rate of 2,000 a year) and translations from foreign language literature. Both these services were extended in 1967 to the social sciences. The translations collection originally confined to translations from Russian but now covers all foreign languages.

84. Use of the library has increased steadily and fast since it became fully operational in 1962:

					<i>Total Loan Requests</i>	<i>Per cent Increase on Previous Year</i>
1963	...	...	...	...	216,988	
1964	...	...	...	...	289,872	33.6
1965	...	...	...	...	375,616	29.6
1966	...	...	...	...	483,999	28.9
1967	...	...	...	...	591,496	22.2

It should be noted that, while the rate of increase was lower in 1967 than in the three previous years, the absolute increase was almost the same as in 1966.

85. The growing reputation of the library has resulted in an increasing demand from abroad for photocopies. In April a new service specially designed to meet this demand was advertised and at present overseas demand is about 50 per cent greater than it was a year ago.

86. During 1967 the library ran twelve courses on the use of literature—some for librarians and some for academic staff. Six of the courses were specially related to medical literature and the MEDLARS experiment (see paragraph 54) and one was an experimental seminar on the use of social science literature.

SECTION V

WALES AND MONMOUTHSHIRE

Introduction

1. This section deals with some specifically Welsh matters; it should, however, be considered with the chapters dealing with England and Wales as a whole. It begins by highlighting the report of the Central Advisory Council for Education (Wales) and aspects of the Schools Council's work with relevance to Wales. The remaining paragraphs deal with the schools, further and higher education, libraries and the work of the Welsh Joint Education Committee.

a. SOME KEY DEVELOPMENTS

Report of the Central Advisory Council for Education (Wales)

2. An outstanding event of the year in Welsh Education was the completion and submission to the Secretary of State of the Report of the Central Advisory Council for Education (Wales), whose chairman was Professor Charles Gittins, Professor of Education at University College, Swansea. The report was published in English and in Welsh, in January 1968.*

3. This Council, when it was constituted by the then Minister of Education, Sir Edward Boyle, in April 1964, had been given the same terms of reference, with respect to Wales, as those given to the Central Advisory Council for Education (England) under the chairmanship of Lady Plowden, namely "to consider primary education in all its aspects, and the transition to secondary education". As the Welsh Council had been constituted some months later than the English Council, its report was not completed until later: it was presented to Mr. Anthony Crosland then Secretary of State in August 1967. Two members of the Council, Professor Gittins, its chairman, and Miss Ena Grey, had also served on the English Council.

4. Since the terms of reference of the English and Welsh Councils were the same, it was to be expected that the recommendations of the two Councils would on many issues be similar, if not identical, and this proved to be the case. Thus the Welsh Council endorsed the main recommendations of the English Council on nursery education as being applicable, with certain modifications, to Wales. In doing so they pointed out that over half of all four-year-olds in Wales are already in school, and the cost of implementing their proposals for nursery education would thus be limited.

5. The Welsh Council endorsed the recommendations of the English Council on educational priority areas, subject to the qualification that this should not adversely affect the disposal of resources and staff to meet the special needs of Wales, particularly those of rural areas. Similarly they endorsed the main recommendations of the English Council on the "ages

* *Primary Education in Wales*, H.M.S.O. £1 12s. 6d.

and stages" of primary education, though proposing more flexible short-term arrangements which would avoid the need for legislation; and they generally accepted the English Council's conclusions on the transition from primary to secondary education, particularly the need to eliminate selection, but they favoured a slightly earlier age of transfer than the English Council, and were less disposed to favour "middle schools", for children aged 9-11. They also endorsed, and stressed the importance of, the English Council's recommendations on the need for teachers' aides.

6. The Council also gave attention to several matters of special concern to Wales. They devoted a major chapter to the place of the Welsh language in the primary schools of Wales. In this they proposed, as an ultimate aim, that primary education should be bilingual throughout Wales with the object of enabling all children in Wales to become bilingual. Of the measures proposed, the most important was one for a reclassification of primary schools in Wales which would entail the "designation" of schools in predominantly Welsh-speaking areas whose basic medium of instruction is Welsh, in order to maintain their linguistic status. The Council also hoped for an increase in the number of Welsh Schools in predominantly English-speaking areas: they thought that each local education authority in Wales ought to maintain at least one such school. And they proposed a new type of experimental bilingual school, in which Welsh would be progressively introduced as a medium of instruction. They recommended that all authorities in Wales should define their linguistic policies clearly and publicly, and should assess their needs for staff and other resources accordingly. They would like to see some modification of the teacher quota to enable authorities to ensure more adequate staffing in schools teaching Welsh and teaching through the medium of Welsh.

7. Another chapter dealt with the strengthening and reorganisation of primary schools in rural areas in Wales. Its main theme was that small rural schools of less than three teachers or 50 to 60 pupils are unable to provide satisfactory educational opportunities by modern standards, and that rural authorities should draw up plans for regrouping their primary provision so far as possible in "area" schools.

8. Other proposals were made for strengthening rural schools, such as the provision of more local education authority advisers or advisory and peripatetic teachers, the linking of groups of schools whose resources could complement each other, and the creation of more effective links between the school and the local community. The Council recommended that the Department should adjust its policy in making building programme allocations, and in some cases modify rules with regard to cost limits on new rural schools, to facilitate rural reorganisation on the lines proposed. It was emphasised that developments on these lines, besides resulting in a significant saving, or rather better deployment, of teachers, would offer a constructive approach to the work of primary schools in rural areas and to the problems of rural depopulation.

9. The Council also paid special attention to the training of teachers both before entry and in service. Amongst their recommendations on pre-entry training was one that all graduates entering primary schools in Wales should undertake a year of professional training, and that arrangements for their training should be concentrated at one university centre in Wales.

The Council made a number of recommendations designed to encourage more extensive in-service training, notably a recommendation that all teachers should have a right to a certain minimum period of secondment for in-service training, and a suggestion that teachers should be able to earn salary increments by undertaking a given amount of in-service training in excess of the minimum each year. They also proposed the establishment of a national in-service training centre for Wales, and the constitution of an education in-service training council for Wales with funds at its disposal. The report also contained a notable chapter on the emotional and intellectual growth of the child.

10. Much of the report was devoted to a survey of the primary curriculum in Wales. This included a chapter on the place of religious education in the curriculum in which the Council emphasised the need for new thinking on religious education, based on a more "child-centred" approach. The Council concluded that while religious education must continue to occupy a significant place in the primary curriculum in Wales, it would be of benefit to relax the statutory provisions which make religious instruction compulsory, and to give discretion to head teachers in the matter of corporate worship in school.

Schools Council Welsh Committee

11. The Welsh Committee of the Schools Council published on St. David's Day 1967 the first of a series of discussion papers on curriculum problems of special interest to the schools of Wales. This paper, entitled *Welsh: A Programme of Research and Development*,* published in English and in Welsh, addressed itself to some of the basic questions which face schools in a bilingual society. "Are they [the schools in Wales] to retain and strengthen bilingualism?", this paper asked in its introductory paragraphs, "If so will this serve to enrich the thought and feeling to which pupils have access? Are these values relevant to education in the added perspective and in the access which a second language gives to a second culture? And do we know enough about the values of education of a two-culture society?"

12. These questions the Welsh Committee's paper set out to illuminate rather than to answer. First it attempted to set out some of the latest findings about language learning in its relation to a child's development, in order to clarify what can and cannot be done by the schools. It went on to survey the present position of the Welsh language, both as a subject and as a medium of instruction in schools, in speech and in reading. In doing so it drew particular attention to the problems created by the dearth of suitable Welsh books. It examined the purposes of using Welsh as a medium of instruction, and the methods of teaching Welsh as a second language. "The Welsh language should be taught as a fact of contemporary society" it said, "and not simply as part of the valuable tradition of our country". "If the Welsh language ceases to have relevance for the present, or to provide some kind of hope for the future", it continued, "it is doubtful whether teachers will be encouraged to devote their time to teaching it or pupils to acquiring it." It emphasised the part to be played by both pre-entry and in-service training of teachers in improving the teaching of Welsh; and it referred to the need for more Welsh books, and to the steps being taken by

* H.M.S.O. 8s. 6d.

the Welsh Joint Education Committee, the Welsh Books Council and other bodies to meet this need. It concluded with an examination of the progress of Welsh studies and of the sources and materials available for them, and with an indication of areas of study on which further research is urgently needed.

Problems of Raising the School Leaving Age

13. A second paper in the same series, published later in the year under the title *Another year—to endure or enjoy?** discussed some problems and suggestions related to the raising of the school leaving age, in the light of the experience and the circumstances of the schools of Wales. It was particularly concerned with those pupils who are below average, in attainment if not in ability, and are therefore unlikely to respond to an examination incentive; its emphasis was on the need for more experiment with programmes that break from the traditional subject approach and rigid school organisation. "How far can we go" ask the authors, "in creating a situation in which we can dispel feelings of inadequacy and frustration which non-examination pupils (and others) so often experienced in school and which seem quite likely to be contributory causes of delinquency?" "It seems quite obvious," says the paper, "we shall fail if we cannot arrange the school programme so that young people get *some* pleasure from going to school." The paper concludes with a description of a number of experiments conducted by individual schools in Wales both with the curriculum and with the school organisation, as a basis for further study and experimentation.

b. THE SCHOOLS

School Population

14. The number of pupils in maintained primary and secondary schools in January 1967 was 455,411 (451,000 in 1966). Of these, 23,236 were under 5 years of age and 178,304 were in secondary schools (23,209 and 178,190 in 1966). There were 1,710 pupils in the four direct grant grammar schools (1,781 in 1966) and 12,858 were in independent schools (12,716 in 1966).

Provision of New Schools

15. The major building programme for Wales for 1967-68 included 54 primary and 17 secondary school projects at a total cost of £6.86 million. These will provide 13,400 primary and 7,780 secondary places. The allocation for 1968-69 was £5 million.

16. Buildings for 8,725 new school places were taken into use during the year. Work valued at approximately £3.05 million was started.

17. At the end of the year major primary and secondary projects to the value of £5.62 million were under construction; these were designed to provide 8,880 primary and 7,680 secondary places.

Closure of Schools

18. Thirty-one schools were closed during 1967. No voluntary schools closed on the initiative of the Managers under Section 14 of the Education Act, 1944. Of the 31 schools 12 were county secondary schools. Of the

* H.M.S.O. 5s. 6d.

19 primary schools 10 were county and 9 Church in Wales voluntary schools. Thirteen of the schools were closed because of low numbers, 7 on the opening of new schools and 11 because of reorganisation.

Supply of Teachers

19. In January 1967, there were 20,062 teachers in maintained schools, excluding nursery and special schools (19,901 in 1966). The numbers of teachers fixed by quota for authorities in Wales for 1968 was 19,685 (19,576 for January 1967). The average number of pupils per full-time teacher was 22.7 (22.3 in 1966).

Voluntary Schools

20. Of the 402 voluntary schools in existence at the end of the year 169 were aided and 233 controlled. Maintenance contributions under Section 102 of the Education Act, 1944 amounted to £70,003 15s. 9d. Instalments of grant towards the cost of transferred and substituted schools totalled £100,892 12s. 1d. Instalments of grant in respect of schools for displaced pupils amounted to £104,566 3s. 9d. Grants of £147,942 11s. 4d. 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 £298,545 15s. 3d. and Church in Wales schools £124,069 7s. 8d.

Independent Schools

21. During the year, one fresh application for registration under the provisions of Part III of the Education Act, 1944 was received and the school concerned remains provisionally registered. Four finally registered schools have closed. At the end of December there were 38 schools finally registered under the Act and one provisionally registered. There were 49 independent schools recognised as efficient under Rule 16. During the year three recognised efficient schools were closed.

Secondary Reorganisation

22. Schemes for the reorganisation of secondary education in the counties of Flintshire and Denbighshire (with the exception of Wrexham) were approved by the Secretary of State during the year, also schemes for Merthyr Tydfil county borough and for the Aberystwyth area of Cardiganshire, the Caernarvon area of Caernarvonshire, the Abertillery area of Monmouthshire, and part of Swansea county borough. The schemes of three other local education authorities were under consideration and further proposals from the remaining authorities still not recognised were awaited. The bodies responsible for Roman Catholic and Church in Wales voluntary secondary schools were co-operating fully in the reorganisation policy.

c. FURTHER EDUCATION

23. The major building programme for 1967-68 amounted to approximately £1.3 million. In addition to the projects mentioned in the 1966 Report*, other allocations made included the following:

New commerce block at Swansea College of Technology (£321,896)

Extensions and adaptations to provide additional workshop and teaching accommodation at Rumney Technical College, Cardiff (£104,507)

* *Education in 1966*, Section IV, paragraph 27.

Extensions to teaching accommodation at Denbighshire Technical College, Wrexham (£84,914)

Extensions and alterations to workshop and teaching accommodation at Coleg Howell Harris, Brecon (£45,030)

Extensions at Flintshire Horticultural Institute, Northop (£33,909)

24. The allocation for Wales for 1968-69 amounted to approximately £1.4 million. Twelve projects, totalling nearly £941,000, have already been announced. These include an allocation of £180,789 for the completion of a previous instalment of building work at the Llandaff Technical College, Cardiff. Another allocation made to the Cardiff authority was for £83,522 for the provision of a studio-theatre at the Cardiff College of Music and Drama. Also included in the programme was an allocation of £107,705 for the Flintshire Technical College at Connah's Quay for additional workshop, classroom, administration and communal accommodation. These allocations have since been subjected to the reductions referred to in Section II, paragraph 25.

Proposal for Welsh Polytechnic

25. Following the issue of the White Paper *A Plan for Polytechnics and Other Colleges* in May 1966*, discussions took place between the Department and the Welsh Joint Education Committee. As a result, the Glamorgan education authority was invited by the Department to submit a proposal that the Glamorgan College of Technology, Treforest, be designated a polytechnic. The application was received late in 1967 and at the end of the year this proposal was being considered by the Department along with other proposals for polytechnics.

26. During 1967 consultations took place between the Welsh Joint Education Committee and the individual authorities in North Wales concerning the best arrangements for advanced further education in North Wales. These authorities decided that the existing demand for advanced courses would not justify the establishment of a polytechnic in that area. They put forward a scheme to the Welsh Joint Education Committee for the establishment of a joint committee for the administration of advanced courses in the area, and this was accepted by the Joint Committee.

College of Librarianship, Wales

27. The College of Librarianship Wales continued to make a marked impact on the library and education world in Wales through courses, student tours, talks on librarianship, advice on the establishment of hospital libraries, careers conventions in schools and libraries, and in other ways. During the 1966-67 session there were over 200 students at the college undertaking the non-graduate and postgraduate courses. The possibility of the establishment of a degree course in librarianship at the college was under consideration at the end of the year. In order to increase the facilities at the college the Department made an allocation of £112,568 in the 1967-68 further education building programme for the first instalment of a new permanent development on a site adjacent to the present premises at Bronpadarn

* Cmnd. 3006, H.M.S.O. 1s. 6d.

Aberystwyth. A further allocation was made in the 1968-69 building programme for the provision of certain communal facilities at Aberystwyth, including dining and some hostel accommodation.

Proposed Welsh Agricultural College

28. The Cardiganshire local education authority accepted an invitation from the Welsh Joint Education Committee to establish at Aberystwyth an agricultural college to serve the needs of Wales. Most of the Welsh local education authorities are supporting the project, and the Joint Committee sent to the Cardiganshire education authority their preliminary consideration of the courses to be offered at the college. By the end of the year the Cardiganshire authority were in process of constituting a governing body for the college, and were in negotiation for a suitable site near Aberystwyth.

Adult Education

29. Grants amounting to £113,789 for the academic session 1966-67 (compared with £103,481 for 1965-66) were made to the seven responsible bodies providing courses of liberal adult education in Wales. The grants took account of the cost of an average increase of about 7 per cent in the volume of part-time work and also of additional full-time tutor posts for the University College of Wales, Aberystwyth, the University College of South Wales and Monmouthshire, Cardiff, and the North Wales district of the Workers' Educational Association. Student numbers showed a further increase from 25,848 in 1965-66 to 26,986 in 1966-67.

30. It was with deep regret that the Department learnt of the death in January of Mr. T. I. Jeffreys-Jones, the Warden of Coleg Harlech, after nineteen years' service at the College.

31. A new warden was appointed during 1967 but did not take up his appointment until January, 1968. He is Mr. Ieuan Williams Hughes, director of extra-mural studies at the University of Hongkong since 1960 and previously resident tutor in Nairobi for the department of extra-mural studies, Makerere.

32. The summer saw the beginning of work on the building project at Coleg Harlech which it is hoped to complete by the end of 1968. The new buildings will provide 100 new study bedrooms as well as communal facilities and additional accommodation for teaching and administrative staff, at a cost of £280,980.

Adult Welfare

33. Under the Physical Training and Recreation Act, 1937, 17 offers of grant amounting to £28,849 were made during the year towards the cost of community centres and village halls, and 33 offers of grant totalling £91,426 towards playing fields and other sports projects. Grants amounting to £8,060 were made to Welsh national voluntary organisations.

Youth Service in Wales

34. Following the financial economies announced in January 1968 (see Section II, paragraph 135) the youth service building programme for 1968-69 amounted to £240,000 and included 12 local education authority proposals for general youth clubs and two projects for voluntary youth clubs.

35. During the year, 38 offers of grant totalling £64,747 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. Offers of grant totalling £27,050 were made to Welsh national voluntary youth organisations towards the cost of headquarters and administrative expenses.

Training of Teachers

36. During 1967 small building projects were approved at a number of the Welsh colleges of education to provide additional physical facilities to enable their most recent expansion proposals to be implemented satisfactorily. Such projects have now been approved for all the colleges in Wales and in some cases a start has already been made on the building work.

37. In the 1966-67 session total student numbers in the nine Welsh colleges amounted to over 5,500, an increase of about 10 per cent on the total for 1965-66.

38. In the autumn the colleges and local education authorities in Wales were considering whether they had any proposals to put forward in connection with the plans being made for the further expansion and physical enlargement of the training system by 1973-74. The replies were still being considered by the Department at the end of the year. The question of the recruitment of older students and the provision of suitable training facilities to meet their special needs was also under consideration and some of the colleges were expected to submit proposals to the Department.

39. The colleges of education presented 1,606 candidates for first examination in the summer of 1967 by the University of Wales School of Education and of these 1,518 (94.5 per cent) qualified for the award of the teacher's certificate. The comparable figures for 1966 were 1,544 presented, 1,481 (95.9 per cent) qualified. 62 ex-students who had failed in previous years to qualify were re-examined in one or more subjects and 44 succeeded in completing the requirements for the certificate. A total of 2,141 students (2,145 in 1966) were recommended to the Department for recognition as qualified teachers; these figures included 50 from the two colleges of art and 529 from the university departments of education.

40. During the 1966-67 session four supplementary courses were provided. These were attended by 67 students: seven for physical education (men), eleven art and crafts and 49 for teaching handicapped pupils.

41. During the 1966-67 session the collegiate faculties of education organised 146 refresher courses, lectures and conferences for serving teachers and others (149 in 1965-66).

42. There were 308 candidates for the certificate of proficiency in bilingual teaching, of whom 287 were successful; 56 receiving form 1 of the certificate, for proficiency in teaching Welsh and English as second languages, seven receiving form 2 of the certificate, for proficiency in teaching through the medium of Welsh, and the remaining 224 receiving form 3 of the certificate, for proficiency in teaching Welsh and English as second languages and in teaching through the medium of Welsh.

43. The art teacher's diploma course at the Swansea College of Art was discontinued at the end of the 1966-67 session. This followed the adoption by the Department of the policy that A.T.D. courses should not be held in colleges of art which do not provide courses for the diploma in art and design (Dip.A.D.). To replace this course a new type of scheme for the training of specialist teachers of art was approved by the Department on an experimental basis. The scheme will consist of a two-year course at the Swansea College of Art, followed by a one-year course of professional training at the Swansea College of Education, leading to the award of the teacher's certificate.

44. The University of Wales Faculty of Education continued to draw attention to the difficulty of finding sufficient teaching practice accommodation for the growing number of students training as teachers. The report of the faculty's working party, to which reference was made in the 1966 Report*, was well received and its recommendations are being implemented. The faculty established a teaching practice committee to keep the problem under continuous review.

45. Courses for Part I of the B.Ed. degree started in all colleges of education in Wales in the 1967-68 session. Schemes submitted by colleges through their collegiate faculties of education received university approval.

46. The Independent Television Authority decided during the year, on the advice of its Education Advisory Council, to endow a number of school teacher fellowships in educational television, tenable for one university term at university schools and departments or institutes of education and the University of Wales agreed to participate in the scheme. The fellow will be attached to the collegiate faculties of education in turn, the first school teacher fellowship having been assigned to the Cardiff Collegiate Faculty of Education. An appointment will be made for the spring term of 1968.

Library Advisory Council (Wales)

47. The Council continued to work in close co-operation with the English Library Advisory Council and the two Councils now have three joint committees, on Inter-Library Co-operation, on Standards of Public Library Service and on the Supply and Training of Librarians. The working party set up by the Welsh Council to study the supply and training of librarians for libraries in Wales collected detailed information and also examined the present structure of professional education in relation to the education of bilingual librarians. This working party also concerned itself with the standards of book provision within the library service, including the provision of Welsh books. The agencies already at work in Welsh publishing have been examined and consideration is being given to ways in which the production of new works in Welsh might be stimulated. Another working party looked at needs in the field of Welsh bibliography, considering how these needs might be met and the means by which suitable projects might be financed.

48. The Welsh Council recognised that special attention has to be given to library needs in rural areas and especially areas where the population is scattered. The reorganisation of the Regional Library Scheme for Wales,

* *Education in 1966*, Section IV, paragraph 44.

as part of the general reorganisation of regional library co-operation in Britain, was also considered. Questionnaires were sent to all public libraries in Wales asking for information on the numbers of bilingual staff in their employ with certain specified qualifications. Another questionnaire was sent to public libraries, colleges of education, university colleges and the National Library of Wales, and also to bodies concerned with adult education, asking them to help in identifying the most important needs in Welsh bibliography. The Council also considered the future development of the College of Librarianship Wales, at Aberystwyth and paid particular attention to the need to build up a bilingual staff of good calibre.

Library Building

49. There was evidence of an increase in public library building in Wales and some authorities (Denbighshire, Flintshire, Glamorgan, Llanelli) submitted forward building programmes to the Department. New county library headquarters were being provided in Brecon, Pembroke and Flintshire.

Welsh Joint Education Committee

50. The Joint Committee are now involved in sponsoring the production of three categories of Welsh books :

- (a) textbooks for pupils who are being taught through the medium of Welsh ;
- (b) general readers for Welsh-speaking pupils ;
- (c) general readers for pupils learning Welsh as a second language.

The Joint Committee's schemes have the support of most of the Welsh local education authorities and it is estimated that in 1967-68 the authorities will spend over £40,000 on the purchase of Welsh books. Some of the teachers who are writing Welsh textbooks are being granted special leave of absence for short periods in order that they may concentrate on the preparation of the textbooks.

51. The Glamorgan education authority accepted the Joint Committee's invitation to establish an audio-visual aids centre at Treforest ; it is expected that the centre will be completed during 1968. In the meantime, the Joint Committee's audio-visual aids panel are preparing schemes and materials for the teaching of Welsh. Work on the preparation of a standard model of spoken Welsh has now been completed and during the year the Joint Committee distributed over 10,000 copies of the recommended model (Cymraeg Byw, Rhifyn 2) to schools in Wales.

52. The Committee strengthened the existing arrangements for the approval of advanced courses by the establishment of advisory panels for mechanical and production engineering, electrical engineering, civil engineering and construction science, mining, and business and management studies.

53. The Committee, in conjunction with the Department, organised five conferences for technical teachers on recent developments in the pattern and content of new courses and on the new approach to the treatment of subjects included in these courses. The Committee were also concerned in organising residential courses for fuel technologists and for teachers in farm institutes.

54. The Joint Committee provided two courses of advanced training for part-time youth leaders. A proposal to establish at Milford Haven a sailing centre to train teachers and youth leaders has been approved in principle. In order to encourage youth exchanges with Germany the Joint Committee arranged a meeting between an official delegation from Baden-Wurttemberg and officers of the Welsh authorities. In conjunction with the University of Wales Extension Board the Joint Committee have established a co-ordinating committee for adult education. This Committee examined the number and qualifications of part-time teachers employed in Wales, and plans were being made for providing training courses for tutors.

In the last report I included under heading an account of the development of the Welsh Education and Science Department, which is now a separate department of the Welsh Government. The Department is now a separate department of the Welsh Government and is now a separate department of the Welsh Government. The Department is now a separate department of the Welsh Government and is now a separate department of the Welsh Government.

TABLE 15—Summary of public authorities' educational expenditure in Wales, 1964-65

Authority	Capital	Current	Total
Welsh Education and Science Department	1,211.1	1,211.1	2,422.2
Local Education Authorities	10.7	10.7	21.4
University of Wales	10.7	10.7	21.4
Other public authorities	10.7	10.7	21.4
Total	1,242.2	1,242.2	2,484.4

The above figures are based on the 1964-65 financial year. The figures are based on the 1964-65 financial year. The figures are based on the 1964-65 financial year. The figures are based on the 1964-65 financial year.

SECTION VI

FINANCE AND GENERAL

Introduction

1. Matters common to the whole education service are brought together in this last section. These include, under finance, an account of public expenditure, developments in respect of teachers' salaries and superannuation, student support and educational building. Under a general heading are gathered notes concerned with educational research, local government reorganisation, educational technology, statistics, automatic data processing, the Department's library and information services. Lastly, notes on educational and cultural contacts by the Department in the international field are reviewed.

1. Finance

a. PUBLIC EXPENDITURE

2. In 1966-67 public expenditure on education in Great Britain was £1,800 million, compared with £649 million ten years earlier. The main items are as follows:—

TABLE 16.—*Summary of public authorities' educational expenditure*

£ million

	Current	Capital	Total
<i>England and Wales</i>		(1)	
Local Education Authorities	1,192·7	159·6	1,352·3
Department of Education and Science	36·7	17·3	54·0
<i>Scotland</i>		(1)	
Education Authorities	133·4	21·9	155·3
Education Department	19·7	3·3	23·0
<i>University Grants Committee</i>			
In England and Wales	117·1	67·8	184·9
In Scotland	18·5	12·4	30·9
<i>Total</i>			
England and Wales	1,346·5	244·7	1,591·2
Scotland	171·6	37·6	209·2
Total, Great Britain	1,518·1	282·3	1,800·4

(1) From revenue and loans.

The above figures exclude expenditure of £115·0 million (£98·4 current and £16·6 capital) on school meals and milk in Great Britain.

3. In December the Prime Minister said that the Government were conducting a searching review of public expenditure in order to free the resources needed to enable the fullest advantage to be taken of devaluation. In January 1968 the conclusions of this review were announced. For education, the main decisions were the postponement of the raising of the school

leaving age to 1972-73 with the consequent withdrawal of the special building allocations of £36* million both in 1968-69 and 1969-70; an increase of £7 million in the school building programmes in each of those two years to facilitate secondary reorganisation and to give further help to the educational priority areas; the withdrawal of milk from secondary schools from September 1968; a reduction in the capitation grant to direct grant schools; some reductions in the 1968-69 building programmes for universities, further education and the youth service; and a limitation on the increase in students' grants from September 1968 to half the sum required to reflect fully the increase in the cost of living since they were last fixed in 1965.

4. These measures were estimated to save about £40 million in 1968-69 and £60 million in 1969-70. But the Secretary of State made it clear that the lower rate of increase in educational expenditure would take place in such a way as not to do lasting harm to the structure of the service. Educational expenditure as a whole would increase by between 3 per cent and 4 per cent a year, rather faster than the expected growth in the gross national product, and would reach £2,000 million in 1968-69. And the expansion of the colleges of education, the quinquennial settlement of recurrent grant to the universities and the special allocation of resources to the educational priority areas announced in July would not be affected.

The Department's Votes

5. Table 17 includes expenditure and receipts for all the education Votes for which the Department has accounting responsibility.

TABLE 17.—*Expenditure and Receipts on the Department's Votes*

Expenditure	£ million		Remarks
	1966-67 (gross)	1967-68 (gross estimate)	
1. Administration	8.5	8.9	Mainly school meals and milk Includes loans to voluntary schools
2. Grants to Local Education Authorities	95.9	8.2	
3. Grants to Other Bodies	46.6	55.0	
4. University Awards	1.5	1.0	
5. Universities and Colleges	215.8	235.6	
6. Teachers' Superannuation... ..	60.1	65.3	
	428.4	374.0	
7. Receipts	81.8	91.4	Mainly superannuation contributions from teachers and employers

6. The decrease in 1967-68 in grants to local education authorities was due to the discontinuation of specific grants for school meals and milk expenditure incurred after 1966-67. From 1st April 1967 this expenditure has been financed through the Rate Support Grants. The increase in 1967-68 in grants to other bodies included increased provision for building grants to voluntary schools, for training of teachers and for sport and the youth service.

* England and Wales.

Expenditure by Local Education Authorities

7. The current expenditure of local education authorities on educational services in England and Wales in the financial year 1966-67, excluding expenditure on school meals and milk but including £17.4 million capital expenditure from revenue, increased to £1,210 million* compared with £1,106 million† in 1965-66. This increase of £104 million (9 per cent) was partly due to rises in costs—principally an increase in the rate of employers' contributions to the teachers' superannuation scheme and salary and wages awards for local authorities' administrative, professional and manual staffs—but reflected to a greater extent increased demand and further expansion of the service. The biggest increases occurred in the training of teachers (21 per cent), in the youth service (19 per cent) and in awards to students at universities and further education establishments (17 per cent). The cost of the provision of further education rose by 12 per cent and that of primary and secondary education by 7 per cent. An increase of 11 per cent in loan charges reflected further progress in the provision of new or improved educational buildings and equipment.

8. Exchequer assistance towards this local authority expenditure was given through the general grant paid by the Ministry of Housing and Local Government under the Local Government Act 1958. The general grant for 1966-67 was based on estimates of local authority expenditure which included £1,206 million for education after allowing for increases to reflect changes in pay and prices up to the autumn of 1966.

9. The 1966 Report‡ explained the changes in the grant system brought about by the Local Government Act 1966 and indicated that the totals of the new rate support grants were fixed at £1,254 million and £1,362 million for 1967-68 and 1968-69 respectively, that these totals included needs elements of £1,027 million and £1,098 million and that in determining these total grants account had been taken of estimated expenditure of £1,391 million and £1,478 million on education services, including school meals and milk. Following negotiations with the local authorities in the autumn of 1967 the totals of the rate support grants were increased to £1,283 million and £1,395 million to take account of changes in pay and prices. The major changes for the education service and school meals and milk were increases in teachers' salaries from 1st July 1967 and a decrease in net expenditure on the school meals service in 1968-69 resulting from an increase from 1s. 0d. to 1s. 6d. in the charge for school dinners in April 1968. Of the new totals of rate support grants the needs elements were £1,051 million and £1,126 million and the estimated expenditure taken into account for education, including school meals and milk, were £1,431 million and £1,517 million for 1967-68 and 1968-69 respectively.

10. In the course of the statement on public expenditure in 1968-69 to 1969-70 on 16th January 1968 the Prime Minister said "Taking local authority expenditure as a whole, the Government expects that in 1969-70 local authorities as a whole will restrain the level of their expenditure so

* Provisional total.

† The total of £1,108 million given in the 1966 Report (Section V, paragraph 5) was provisional. The £16.2m. included in it for capital expenditure from revenue has been revised to £14.6m.

‡ *Education in 1966*, Section V, paragraphs 7 and 8.

that it does not in total exceed a figure in the region of 3 per cent in real terms above what has already been agreed for purposes of the Exchequer contribution in 1968-69; and the Government will propose rate support grant for 1969-70 on this basis when the time comes. As regards 1968-69, the Government will expect local authorities to absorb any increases in cost which they cannot avoid by making savings elsewhere. Full details for England and Wales and for Scotland, where special problems arise, will be worked out with the local authorities and the House will be kept informed."

Inter-Authority Payments

11. Under the chairmanship of the Department's Accountant General, the Local Education Authorities' Committee on Inter-Authority Payments* advises on recoupment and recommends the rates to be used for Inter-Authority adjustments. Tables 18 and 19 show the rates which were recommended for 1967-68 and previous years.

TABLE 18.—*Costs per pupil*
(For adjustments in respect of primary and secondary school pupils living in one area and educated in another)

	Financial Year			
	1964-65	1965-66	1966-67	1967-68
	£	£	£	£
Primary pupil	71	80	83	89
Secondary pupil aged under 16 ...	121	140	150	164
Secondary pupil aged 16 or over ...	242	280	260	289

TABLE 19.—*Costs per student hour*
(for recoupment payments for further education)

	Academic Year		
	1964-65	1965-66	1966-67
	s. d.	s. d.	s. d.
<i>Technical and Art Colleges</i>			
School level work	5 2	5 3	5 4
Intermediate level work	6 9	6 11	7 0
Advanced level work	12 5	12 9	13 0
<i>Farm Institutes</i>			
Boarding	£170 per year	£167 per year	£157 per year
Tuition (a)	£410 per year	£431 per year	£439 per year
	s. d.	s. d.	s. d.
or (b)	6 4	6 10	6 11

Cost Investigation Unit

12. During the year, the Unit examined the costs and organisations of a number of educational establishments of different kinds. Some of these investigations were undertaken as the result of the Department's responsibility to approve the fees charged by certain schools; but the initiative for a large

* Acting under section 6 of the Education (Miscellaneous Provisions) Act 1948, for primary and secondary education, and under section 7 of the Education (Miscellaneous Provisions) Act 1953, for further education.

proportion of them came either from individual schools themselves or from their managing or controlling bodies. The Unit was able to suggest, in a substantial number of cases, improved methods or organisational changes that would enable the establishment concerned to operate more efficiently and economically within the resources available to it without impairing standards.

13. From the detailed investigations that have been carried out in the past, the Unit has built up a store of detailed knowledge about suitable administrative and domestic organisations and about reasonable ranges of expenditure for a number of different types and sizes of educational establishments—for example, residential schools and colleges. This enables it to offer constructive and helpful advice to these institutions on their internal organisation and costs. The number of requests, and the way in which the Unit's advice was received, show clearly not only the need for its services but also the increasing efforts that are being made by schools and school authorities to increase their general efficiency.

14. Much detailed work was done on a study aimed at improving the methods of ascertaining, presenting and evaluating financial information on educational activities. The immediate aims were to create an accounting technique with which it would be possible to assess, accurately and quickly, the financial implications of any proposed change in educational methods or organisations and to calculate the true overall cost of any educational unit such as a pupil/hour of teaching different subjects under varying circumstances. It is hoped that it will be possible to design a financial model or models that will help those who have to make decisions. This exercise is strictly methodological: it is no part of its aims to promote any particular educational change.

b. TEACHERS' SALARIES AND SUPERANNUATION

Burnham and Pelham Committees Chairmanship

15. Sir Daniel Jack, the first chairman of the Burnham Committee as reconstituted under the Remuneration of Teachers Act 1965 and also chairman of the Pelham Committee, resigned early in the year and the Secretary of State appointed in his place Mr. J. S. Wordie who had been the alternate chairman.

Primary and Secondary Salaries

16. As recorded in the 1966 Report*, the teachers' panel of the Burnham Primary and Secondary Committee on 4th November 1966 tabled a claim for salary revisions to take effect on 1st April 1967. In February the management panel replied that in the light of the Government's prices and incomes policy the claim could not be accepted as a basis for negotiation. Following the White Paper *Prices and Incomes Policy after 30th June 1967*† the Committee met again and the management panel made an offer of salary increases from 1st July 1967 involving a total increase of £24.5 million per annum (six per cent). After consulting their constituent bodies the teachers' panel refused this offer. The two panels were unable to reach agreement and the chairman, being satisfied that there had been full opportunity for discussion and negotiation, ruled that the matters in dispute be referred to arbitration.

* *Education in 1966*, Section V, paragraph 15.

† Cmnd. 3235, H.M.S.O. 1s. 0d.

The independent arbitral body, appointed by the Minister of Labour under the provisions of the Remuneration of Teachers Act 1965, heard the two panels on 17th July and reported to the Secretary of State on 21st July. Their findings, effective from 1st July 1967 until 31st March 1969, involved an additional £29 million on the annual cost of the salaries of full-time qualified teachers in maintained primary and secondary schools—an increase of about seven per cent on the salary levels operative since April 1965. On 28th July the Primary and Secondary Committee considered and accepted a draft statutory document prepared by the Secretary of State. At the same time the Committee agreed to set up a working party to consider certain questions which the arbitral body had referred back to the Committee; this working party met several times later in the year. The new salaries document* was given statutory effect by the Remuneration of Teachers (Primary and Secondary Schools) Order 1967† which was made on 1st September and came into operation on 4th September.

Further Education and Farm Institutes Salaries

17. The teachers' panel of the Burnham Further Education Committee submitted proposals for revised salary scales at a meeting of the Committee on 22nd February. At the same time, the panel proposed changes in the staffing and salary structure of establishments for further education. The Committee agreed that the latter should be referred for examination by the working party set up in April 1965 to consider how the grading of posts and departments and the salaries of full-time vice-principals and principals might be determined. Negotiations were resumed on 18th September when the management panel offered new salary scales to operate from 1st July 1967 to 31st March 1969 and also proposed certain structural changes resulting from the deliberations of the working party. This meeting was adjourned to enable both panels to consult their constituent associations. The Committee met again on 24th October and reached agreement on the structural changes proposed by the working party, the main feature of which was the introduction of a method of objective assessment of the work load of a college based on student hours weighted according to the academic level of the work being undertaken. From this would be derived a "unit total" to determine the grading of heads of departments and the salary scales of full-time vice-principals and principals. The Committee also agreed to a formula for the grading of staff below head of department by reference to a new four-fold classification of levels of work. The two panels were unable to agree on the salary scales to be applied to grades above assistant lecturer (formerly assistant lecturer grade A) and these became the subject of a reference to arbitration in December. An award representing an increase of about 7½ per cent on the April 1965 salary levels was announced early in the new year to operate for the period mentioned above.

18. The teachers' panel of the Burnham Farm Institutes Committee tabled a claim for revised salary scales at a meeting of the Committee on 21st September. After the management panel had replied with an offer of new scales to apply from 1st July 1967 to 31st March 1969, the Committee adjourned *sine die*.

* *Scales of Salaries for Teachers in Primary and Secondary Schools, England and Wales, 1967*, H.M.S.O. 6s. 0d.

† S.I. 1967, No. 1305, H.M.S.O. 6d.

Salaries in Colleges of Education

19. The Pelham Committee met on 20th September and reached provisional agreement on recommendations for new salary scales involving an overall increase of about seven per cent to operate from 1st July 1967 to 31st March 1969. This agreement was ratified by the Committee on 17th October and the scales were then approved by the Secretary of State. The 1967 Pelham Report* was published on 23rd November.

Teachers' Superannuation Regulations and Teachers' Superannuation Act 1967

20. The simplification of the legislative basis of teachers' superannuation, the first stage of which was marked by the Teachers' Superannuation Act 1965, was completed on 1st April 1967 when the Teachers' Superannuation Regulations† and the Teachers' Superannuation Act 1967‡ came into operation. The regulations consolidated provisions previously contained in ten statutes and nearly 100 statutory instruments. The Act consolidated legislation which had remained in statute form. Apart from distinct items such as family benefits and interchange of pension rights the legislation governing teachers' superannuation was thus grouped in two documents. As recorded below, the process of amendment inevitably began almost immediately; but consolidated regulations will be made from time to time.

21. A number of improvements were made, some of which had long awaited the opportunity of legislation. In particular, the regulations provided that years of widowhood, as well as years of marriage, could count to reduce the qualifying period for age pension; widened the arrangements whereby previous employment of value to specialist teachers could become pensionable by payment of additional contributions; removed the requirement of medical examination for teachers who wished to refund superannuation contributions previously re-paid to them; excused teachers temporarily resident in England and Wales from participation; and added to the categories of external service, i.e. service, mostly pensionable under other superannuation schemes, which counts for entitlement to benefits under teachers' superannuation.

Payment of Pension to Re-employed Pensioners

22. The first amendment to the Teachers' Superannuation Regulations came into operation on 1st July§, when the Secretary of State made a modest but widely welcomed improvement in the arrangements governing payment of pension to retired teachers who return to part-time employment. Hitherto payment of pension had been restricted in any quarter to an amount which, together with earnings from part-time teaching or other government-aided work, equalled the quarterly rate of the teacher's salary when he gave up full-time teaching. As teachers' salary rates rose those re-employed part-time found they could do less and less work without loss of pension. The amending regulation removed this anomaly by providing that the amount

* *Report of the Committee on Scales of Salaries for the Teaching Staff of Colleges of Education in England and Wales, 1967*, H.M.S.O. 2s. 6d.

† S.I. 1967, No. 489, H.M.S.O. 4s. 6d.

‡ 1967 c. 12, H.M.S.O. 1s. 9d.

§ S.I. 1967, No. 948, H.M.S.O. 5d.

which could be earned without loss of pension should be governed by the salary the teacher would receive if he were currently employed full-time in his previous or similar employment.

Superannuation of Part-time Teachers

23. In August the Secretary of State made the Teachers' (Part-time) Superannuation Regulations* which introduced optional superannuation arrangements, operative from 1st December, for part-time teachers in regular employment in primary and secondary schools, who have done at least a year's full-time pensionable service. Teachers could opt in at any time, but once made the option was irrevocable. The regulations followed the recommendations of a working party set up in 1965, which at the end of the year was considering similar arrangements for part-time teachers in other sections of the education service. In October the Department sent to local education authorities and other employers literature and forms for the exercise of options, and by the end of the year 8,129 teachers had opted in. The new arrangements will also apply from 1st March 1968 to relief service, hitherto pensionable on a compulsory basis.

Interchange Rules

24. On 22nd June the Secretary of State made the Superannuation (Teaching and National Health Service) Interchange Rules†. Their main purpose was to replace similar provisions previously contained, inconveniently, in the National Health Service (Superannuation) Regulations, and to take account of the new legislation on teachers' superannuation. Thus for the most part the rules were part of the process of simplifying the legislation on teachers' superannuation referred to in paragraphs 20–21, but the opportunity was taken to bring them up to date and to make minor improvements.

25. The Superannuation (Teachers and Members of the House of Commons) Interchange Rules‡ which the Secretary of State made on 17th October provided, following the enactment of the Ministerial Salaries and Members' Pensions Act 1965, for transfer of the pension rights of persons first elected as Members of Parliament on or after 15th October 1964, or ceasing to be Members since that date, subject to the conditions normally applicable under public service interchange arrangements. Other interchange rules were being prepared at the end of the year.

Actuarial Valuations

26. The report of the Government Actuary on the teachers' superannuation account at 31st March 1961, which was published in January 1966 and disclosed a deficiency of £148 million, automatically led, under the terms of Section 4 of the Teachers (Superannuation) Act 1956 then in force, to payment from 1st April 1966 of supplementary superannuation contributions by local education authorities and other employers at the rate of 2½ per cent. The local authorities pointed out to the Secretary of State that the rate of interest notionally credited to the account, statutorily fixed at 3½ per cent, appeared to be in need of review. When the Superannuation

* S.I. 1967, No. 1286, H.M.S.O. 10d.

† S.I. 1967, No. 949, H.M.S.O. 1s. 6d.

‡ S.I. 1967, No. 1533, H.M.S.O. 10d.

(Miscellaneous Provisions) Bill came before Parliament in April, the opportunity was taken to include a provision, ultimately Section 16 of the Act** giving the Secretary of State power to fix new rates of interest with effect from 1st April 1961 by means of regulations made after consultation with teachers' and local authority associations. The determination of rates of interest appropriate for this long-established account is a matter of some complexity. At the end of the year it was being discussed with the local authority associations.

Family Benefits Schemes

27. Membership of the family benefits schemes rose steadily. By the end of the year some 46,000 teachers had been accepted as members of the widows' pension scheme and 120 had joined the dependants' scheme.

28. During the year 143 pensions were awarded to the dependants of members who had died. The amount paid in pensions from the inception of the schemes on 1st April 1966 to the end of 1967 was about £100,000.

29. The Board of Management of the teachers' family benefits fund appointed the treasurer of the Greater London Council as investment manager, and his staff assumed day to day control of the fund's investments in January. He acts under the direction of an investments committee consisting of certain of the representatives of the teachers' and local authority associations serving on the Board of Management together with two professional advisers, Mr. W. G. Nursaw, A.C.I.S., and Mr. M. T. Maurice, F.I.A. At the end of the year the amount invested or available for investment on behalf of members was more than £3 million.

30. Towards the end of the year the regulations were amended† to provide reciprocal arrangements with similar schemes in Northern Ireland, the Isle of Man and the Channel Islands.

University Teachers' Superannuation

31. The Working Party under Sir George Maddex completed its work on 30th November, and at the end of the year its report was with the printer.

C. STUDENT SUPPORT

Overall Numbers

32. The number of student awards from all public sources—local education authorities, the research councils and government departments—continued to increase. Between 1958–59 and 1965–66 the number of first-degree and lower student awards for higher education in Great Britain rose from 122,657 to 291,671 and the expenditure on these awards rose from £29.1 million to £93.3 million. The provisional figures for 1966–67 were £330,000 and £110 million respectively. The number of postgraduate awards rose from 6,644 in 1958–59 to 15,590 in 1965–66 and expenditure on such awards from £2.1 million to £7.5 million. The provisional figures for 1966–67 for postgraduate awards were 16,000 and £8.4 million respectively.

* Superannuation (Miscellaneous Provisions) Act, 1967, c. 28, H.M.S.O. 2s. 3d.

† The Teachers' Superannuation (Family Benefits) (Amending) Regulations, 1967, S.I. 1967 No. 1856, H.M.S.O. 1s. 6d.

Local Education Authority Awards

33. The University and Other Awards Amending Regulations 1967,* which became effective on 1st March 1967, clarified the treatment of parents' income derived from building society investments in the assessment of the awards to students following first-degree and comparable courses.

34. In July a new Advisory Panel on Student Maintenance Grants, under the chairmanship of Professor A. J. Brown, was announced. The panel's task is to advise on changes needed to maintain the real value of awards to students. Its report will be made available to the local authority associations and student organisations, whose views will be taken into consideration by the Government before deciding any changes in the present level of grants. The Standing Advisory Committee on Grants to Students is not to be again convened to advise on standard rates of awards.

35. The informal visits to individual local education authorities were continued by officers of the Department and, in consequence of administrative changes made at the end of 1966, the discussions on student-support problems were widened to include teacher-training grant arrangements. The first round of visits to all the authorities was almost completed.

State Scholarships

36. The number of state scholars at universities in Great Britain declined to 245. It is expected that by 1972 all holders of state scholarships will have completed their courses.

Mature State Scholarships

37. Thirty scholarships for mature students were available in 1967 and twenty-two were awarded. These scholarships are awarded for courses in liberal studies and 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. There was a drop from the 193 applications received in 1966 to 131 received in 1967. All of the 91 men and 40 women who applied were able to show evidence of continued study since leaving school, either by attendance at Workers' Educational Association or university extra-mural classes or at full-time residential colleges for adult education, or by correspondence courses. A housewife, a planning engineer, a sales manager, a farmer and a professional musician were among this year's successful candidates.

38. Since the scheme began in 1947, 557 scholarships have been awarded, 444 to men and 113 to women. Of the 424 students who have so far completed their courses, 374 gained honours degrees, 40 of them with first-class honours.

Postgraduate Studentships

39. State studentships were again offered for courses lasting not more than one year, and major state studentships for courses lasting for more than one year but not exceeding three years. Both categories of studentships were available for courses in the humanities leading to a higher degree or to a postgraduate diploma or certificate, but excluding in the latter case courses mainly professional or vocational in character.

* S.I. 1967, No. 209, H.M.S.O. 3d.

40. During the summer, the Studentship Selection Committee, composed of senior members of academic staffs of universities in England and Wales, under the chairmanship of Dr. A. E. Sloman, Vice-Chancellor of the University of Essex, received 1,736 applications for major state studentships and 891 for state studentships. The results were announced in stages and degree results became known. Awards were offered to 996 candidates (705 major and 291 state studentships). 637 major state studentships and 2444 state studentships were accepted. Forty of the successful candidates (28 and 12 respectively) were allowed to postpone their studentships for one year.

Awards to Polish Students

41. These declined to four and it is expected that the Scheme for the Education of Poles in Great Britain will work itself out during 1968.

d. EDUCATIONAL BUILDING

Building Progress

42. The figures for 1967 and the previous three years are as follows:—

TABLE 20.—*Educational Building 1964–67**

	Value of projects started in:—				Value of projects completed in:—				Value of work under construction at end of 1967
	1964	1965	1966	1967	1964	1965	1966	1967	
Major projects:—									
Primary and Secondary Schools	56.6	58.8	77.9	103.6	76.7	70.9	63.6	81.8	145.7
Further Education ...	18.2	10.4	17.1	33.7	13.8	11.2	18.4	18.6	47.1
Colleges of Education	6.5	6.2	6.6	5.3	6.8	8.7	7.9	5.5	10.0
Special Schools and school health projects ...	3.2	3.1	4.5	4.5	2.6	2.7	2.7	4.9	6.5
Total ...	84.5	78.5	106.1	147.1	99.9	93.5	92.6	110.8	209.3
Other projects ...	26.4	28.5	29.7	34.8	26.1	28.3	27.9	32.6	14.4
All projects ...	110.9	107.0	135.8	181.9	126.0	121.8	120.5	143.4	223.7

* The figures do not include site purchase, professional fees, or the cost of furniture and equipment.

43. It became clear during the year that the measures taken by local education authorities, the local authority associations and the Department to speed up the execution of building programmes were beginning to take effect. For the financial year 1966–67 the schools major building programme was £85 million after the increase in cost limits announced in August 1966 had been taken into account. This represented a considerable increase over the value of projects started in 1965–66 (£68.8 million), but in the event the achievement for the year totalled £87 million. For the current year, 1967–68 the target stands at £100 million. The further education programme was slower to recover its momentum after the moratorium on starts in the second half of 1965, and the value of projects started in 1966–67 totalled only

£20 million against a programme of £27 million. Progress in the first three quarters of 1967-68, however, was sufficiently rapid to make the programme of £30.5 million certain of fulfilment. Indeed, it was necessary towards the end of the year to arrange for starts to be spaced out, so as to avoid exceeding the amount authorised.

Minor Works

44. The allocations for minor works for 1968-69, totalling £27.5 million were announced in November.

School Building Costs

45. In the first six months of the year the basic net cost on tender averaged £200.7 per place for new primary schools (£189.5 for the corresponding period in 1966) and £364.0 per place for secondary schools (£343.4 in 1966). Average areas per place were 40.5 square feet for primary schools and 71.5 square feet for secondary schools (40.7 square feet and 72.6 square feet respectively in 1966).

Youth Service Building Cost Limits

46. Following the revision of school building cost limits announced in August 1966, the cost limits for buildings for the Youth Service were increased on 1st January 1967. The new figure, announced in Addendum No. 1 to Administrative Memorandum 13/66 were:—£188 nett per unit of average nightly attendance for detached clubs and £97 nett for clubs attached to other educational buildings.

Higher Education Building Cost Limits

47. In February, Administrative Memorandum 5/67 announced increases in the building cost limits to apply from 1st April 1967 to colleges of education and further education establishments. The revised rates per square foot were as follows:—

Colleges of Education 107s. 6d.

Further Education establishments:

- non-specialised accommodation 109s. 6d. (including 2s. for built-in furniture and fittings).
- specialised accommodation 137s 0d. (including 5s. for built-in furniture and fittings).
- workshop accommodation 91s. 0d. (including 2s. for built-in furniture and fittings).

48. The new arrangements embodied a number of changes in the application of the cost limits, designed to bring building costs and standards for comparable accommodation in universities, colleges of education and colleges of further education more closely into line.

Building Productivity Group

49. The invitation to industry to submit tenders for the supply of partitions for a large programme of consortia buildings resulted in over 100 companies applying for the performance specification and tender documents. In due course 24 companies submitted designs and prices. These submissions were

evaluated by the Department and by representatives from consortia development groups. The response from industry was encouraging and the high standard of design and keen pricing fully justified the operation. The chief architects of the consortia resolved that, subject to satisfactory completion of the remaining stages of the tender, an agreement for the supply of partitions should be made with the successful firm. The detailed proving stages involving the mock-ups and laboratory testing were undertaken at the end of the year.

50. Work on co-ordinating the technical requirements of the existing consortia systems continued. In October the Committee of Chairmen of the Boards of Chief Architects of the Consortia issued a statement reaffirming that the continued development of consortia was essential for the achievement of building programme objectives. The statement indicated that the existing co-ordinating machinery would guide the consortia in the changeover to the metric system, and expressed the hope that further work to seek agreement on performance specifications would lead to the development of components by individual consortia which could be used by others.

51. The Building Research Station and the consortia jointly embarked upon the formulation and operation of a detailed study of site labour. Information from this long-term study would reveal those aspects of each system which would repay further design effort. The reduction in site labour requirement was known to be one of the principal advantages of school systems by comparison with traditional methods of construction. It was hoped that information from the site labour study would enable designers to make further improvements in system performance.

Development Projects

52. In September building work was started for the Delf Hill Middle School, Bradford, a school designed for children in the age-range 9 to 13 years. Completion of the project was expected to be towards the end of 1968.

53. The sixth form centre for Rosebery County School for Girls, Epsom, Surrey, was completed in December.

54. Joint work with the University Grants Committee, the Consortium of Local Authorities Special Programme (C.L.A.S.P.) and the architects to the new University of Bath, on extending the application of industrialised building for higher and further education, reached a stage towards the end of the year when a mock-up building was erected to demonstrate the use of a new range of components. The components would be used initially in the Bath University 1967-68 building phase—mainly engineering laboratories and workshops.

55. Teams were set up in October to start investigations preparatory to the design of two comprehensive schools at Cheetham Crumpsall, Manchester and Maiden Erlegh, Berkshire, in association with the local education authorities concerned.

56. Work continued in association with C.L.A.S.P. and the Ministry of Public Building and Works on the design of furniture for primary and secondary schools. The furniture so designed was used in a new primary school in Manchester and an exhibition of the primary and secondary school range was held in London in May. It was planned to make the

complete range of primary school furniture available to all local education authorities by the end of March 1968 and part of the secondary school range by September 1968. An anthropometric investigation in collaboration with the Furniture Industry Research Association was started in November. The study was intended to cover the higher education age-range and would deal with sitting and standing for a number of activities.

Laboratories Investigation Unit

57. This new unit was set up in 1967 and staffing was completed by October. The unit's terms of reference were: "To study problems in the design of laboratories and their associated accommodation and services, to undertake and if necessary commission appropriate research and development work, and to advise on how to secure the most effective use of resources in laboratory building".

Consortia

58. The value of the C.L.A.S.P. (Consortium of Local Authorities Special Programme) building programme rose above £20 million in 1967-68 and was expected to increase to £23 million in 1968-69. Staffordshire and the University Grants Committee joined as full members bringing the total membership to 18 full and 24 associate members. Considerable experience was gained from the use of the Mark IV version on pilot projects, as a result of which refinement and improvement continued. The new central contracts group became fully active, and was expected to bring about a smoother flow in the delivery of components to building sites during the 1968-69 programme.

59. The Second Consortium of Local Authorities (S.C.O.L.A.) increased its programme to £12 million in 1967-68. The County Borough of Halifax became an associate member during the course of the year, and a central development and management group was set up in Gloucester, becoming fully operative on 1st September. The new Mark II version of the system was used extensively throughout the year.

60. The South Eastern Architects Collaboration (S.E.A.C.) continued to expand its programme, and looked for an increase in expenditure from £15 million in 1967-68 to about £20 million by 1969-70. It was decided to withhold introduction of the new Mark III version until 1970 to coincide with the metric changeover within the building industry, thus enabling it to be designed from the start on a metric basis. It was also decided to set up a central development office, probably in London.

61. A further increase took place in the building programme of the Consortium for Method Building (C.M.B.), with expenditure during 1967-68 of around £6½ million. This was expected to rise to £8½ million in 1968-69. Special units to cope with the raising of the school leaving age during 1971 were in course of preparation.

62. The Consortium of Local Authorities in Wales (C.L.A.W.) again increased in size, with fourteen of the seventeen Welsh education authorities in membership. Twelve of them contributed to the setting up of a central development group in Cardiff.

63. Development of the Anglian Standing Conference (A.S.C.) continued. Expenditure during 1967-68 on educational building by the authorities concerned reached £4 million, and was expected to increase during 1968-69.

64. Development work also continued in the Organisation of Northern and Western Authorities for Rationalised Design (O.N.W.A.R.D.), and a number of pilot schemes were mounted in 1967-68. It was expected that the total building programme during the first full year of operation in 1968-69 would amount to about £10 million.

65. The Metropolitan Architectural Consortium for Education (M.A.C.E.) increased its membership when the London Borough of Harrow and the County Borough of Southend-on-Sea joined as associate members. The development group continued its work and expected to produce a first fully-metric prototype early in 1968, followed by general adoption of the system in 1969-70.

66. The Consortium of Local Education Authorities for the Provision of Science Equipment (C.L.E.A.P.S.E.) further increased its membership to 44 with the addition of Nottinghamshire, Dorset, Somerset, Lincolnshire (Lindsey) and the County Boroughs of Oxford, West Bromwich and Bournemouth. Development work continued in the new group headquarters at Brunel University. It seemed likely that a new consortium would come into being in the north of England in the near future, to concentrate particularly on the production of performance specifications.

67. The member authorities in the Local Authorities School Meals Equipment Consortium (L.A.S.M.E.C.) and other authorities increasingly equipped school kitchens with the L.A.S.M.E.C. heavy kitchen equipment; by the end of the year about 500 school kitchens in England and Wales had been so equipped. Demand tended to outstrip supply, but it was hoped that this situation would be remedied as more manufacturers produced the equipment. Consideration was given to the possibility of extending the range of equipment to meet the needs of universities and other establishments of higher education, where more than one meal a day has to be served in residential accommodation. At the end of the year the British Standards Institute was considering the issue of a provisional standard for this modular equipment.

Publications

68. Seven new Building Bulletins were published in the year. *Secondary School Design: Designing for Arts and Crafts** was an addition to the series of bulletins dealing with various aspects of secondary school design. Three bulletins described development projects undertaken by the Department's Development Group. These were *Eveline Lowe Primary School, London†*, *Rosebery County School for Girls, Epsom: Sixth Form Centre‡* and *Designing for Science: Oxford School Development Project§*. An anthropometric study which the Furniture Industry Research Association was commissioned to undertake was recorded in *School Furniture Dimensions: Standing and Reaching||*. *Lighting in Schools¶* was an addition to the series of bulletins on various technical subjects and a bulletin on *Student Residence*** was produced jointly with the University Grants Committee.

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

† H.M.S.O. 10s. 6d.

‡ H.M.S.O. 6s. 0d.

§ H.M.S.O. 13s. 6d.

|| H.M.S.O. 5s. 6d.

¶ H.M.S.O. 11s. 6d.

** H.M.S.O. 10s. 6d.

2. General

a. EDUCATIONAL RESEARCH

69. A sum of £336,600 was committed during the year in support of 39 research projects. These are listed in Appendix I. The total commitment for the 139 projects current at the end of the year was £1,953,025. Twenty-one projects supported by the Department were completed during the year and are listed in Appendix H. Expenditure during the year exceeded £437,000, which includes £68,338 spent on projects commissioned for the Schools Council (Section I, paragraph 63), £14,868 for the Committee on Research and Development in Modern Languages (paragraph 76), £7,917 in support of the work of the Central Advisory Councils (Section I, paragraph 94 for England : Section V, paragraph 2 for Wales) and £10,163 on projects for the Public Schools Commission (Section I, paragraph 49).

70. Summaries are given below of some of the projects approved during the year to illustrate the range of research currently supported.

71. *Resources for Learning.* The Department is supporting the initial stage of a co-operative project to plan and develop the application of educational technology, undertaken by the University of Sussex in association with the Nuffield Foundation and the five local education authorities in Sussex. The project is designed to analyse the existing educational technology resources in the designated area, to determine the need for, and ways of developing new methods, materials and equipment, with special reference to collaborative activities by participating authorities ; to study the cost implications of such developments ; and to promote suitable forms of training, dissemination of information and liaison between the participating authorities and different educational institutions within them.

72. *Youth Service.* The University of Keele is receiving a grant to investigate the structure and functions of the youth service and its component parts in the context of the changing social and economic conditions of England and Wales.

73. *School Meals.* This research has been undertaken to assess the importance of the various reasons why free school meals are not fully taken up.

74. *Teacher Training.* A project is being carried out by the Institute of Education University of Bristol, to examine the relative effectiveness of different systems of school practice in teacher training. The project is designed to increase the responsibility of school staff for students during school practice and to modify the supervisory roles of college staff.

75. *Higher Education.* The University of Lancaster is conducting a project of research into the accelerated teaching of mathematics at the beginning of courses of higher education. It is intended to provide a handbook of syllabuses and teaching methods to provide remedial teaching for technologists and others who arrive at universities and other comparable institutions less well equipped in mathematics than they should be ; and

produce mathematical courses suitable for those biologists, social scientists and others who, for curricular or other reasons, have not studied mathematics beyond G.C.E. "O" level.

Modern Languages

76. The Secretary of State for Education and Science and the Secretary of State for Scotland decided in September that the Committee on Research and Development in Modern Languages should continue in being for another three years; and they reappointed Dr. L. Farrer-Brown as chairman. The servicing of the Committee will in future be undertaken by the Centre for Information on Language Teaching*, and it is hoped that both bodies will benefit from this arrangement. A report on the work of the Committee during its first three years was awaiting publication at the end of the year.

77. Early in the year the Committee sent to the Confederation of British Industry a statement prepared by one of its sub-committees on the standards of language skills needed by industry and on the length and intensity of courses required to achieve these standards. The statement was welcomed by the Confederation of British Industry and was published in the April edition of their Education and Training Bulletin. Copies of the statement were also sent to the 10 Regional Advisory Councils for Further Education, with the suggestion that they might consider the setting up of modern languages sub-committees as a means of encouraging greater collaboration in this field between industry and colleges of further education. The Committee also prepared a standard form of description and evaluation of language teaching materials, which it believes will be of help to teachers in assessing the suitability of teaching materials. The Committee subsequently asked the Centre for Information on Language Teaching to consider whether they could undertake evaluations of courses and their publication on a regular basis.

78. The Committee sent to the University Grants Committee a proposal that an inter-universities Chinese language school should be established to undertake the intensive teaching of Chinese to undergraduates in Chinese studies and others, not necessarily in the academic world, requiring a sound knowledge of the spoken language. The proposal was welcomed in principle by the University Grants Committee and discussions were subsequently held with representatives of the six universities possessing Chinese departments who, late in the year, were still considering the proposal.

79. On the recommendation of the Committee, the Nuffield Foundation has awarded a grant of over £10,000 to Thurrock Technical College for the production, over a period of two years, of export marketing courses in foreign languages. Research grants made by the Department at the invitation of the Committee are listed in Appendix I.

b. LOCAL GOVERNMENT REORGANISATION

80. During the early part of the year the Permanent Under Secretary of State, assisted by members of Planning Branch, gave oral evidence to the Royal Commission on Local Government and later the Department submitted further written evidence on points raised during the oral sessions.

* See *Education in 1966*, Section V, paragraph 83.

81. A short act winding up the Local Government Commission and repealing Section 30(6) of the Local Government Act, thus confirming the ILEA as the local education authority for the Inner London area received the Royal Assent in May 1967. A number of Local Government Orders giving effect to the last of the recommendations of the Local Government Commission were made during the year. One new local education authority, the County Borough of Hartlepool, replacing West Hartlepool, came into being on 1st April 1967, as a result of an Order made during the previous year. Other Orders made minor changes in County and County Borough boundaries.

C. EDUCATIONAL TECHNOLOGY

National Council for Educational Technology

82. The most significant development in this field during the year was the setting up of the National Council for Educational Technology by the Secretaries of State for Education and Science and for Scotland ; the Ministers for Defence, Labour and Technology were also associated with the proposal. A brochure being published by the Council about its work describes educational technology as the development, application and evaluation of systems, techniques and aids in the field of human learning.

83. The Council, under the chairmanship of Dr. Brynmor Jones, Vice-Chancellor of the University of Hull, was appointed with the following terms of reference:—

- (i) to advise bodies, including Government Departments, concerned with education and with training in industry and in the services, on audio-visual aids and media and on the most appropriate and economical ways of using them ;
- (ii) to survey work in educational technology and, in consultation with the bodies involved, to seek ways of improving co-ordination ;
- (iii) to encourage research and development projects in educational technology ;
- (iv) to collect and disseminate information about experience with existing audio-visual aids and media and about new developments and research projects ;
- (v) to consider the arrangements needed for, and to promote, the training of staff who are concerned with audio-visual media and equipment and with the creation and use of audio-visual material ; and
- (vi) in the light of progress with the Council's work and other related developments, to advise the Secretaries of State whether a national centre for educational technology is required and, if so, what its functions and structure should be.

84. The Council is an independent body with its own staff ; the director is Mr. R. A. Becher, who has been seconded from the Nuffield Foundation. The Council proposes to give special priority to an examination of the scope for standardisation and compatibility of equipment, for example in the correlation of user requirements and manufacturers' specifications, and of

the economic and planning implications of a greater capital investment in both equipment and materials. Under both headings the Council will be concerned with questions of cost and quality. Among other aspects of the subject to be brought under review are the development of new equipment and materials, implications of computer-based learning systems, and questions of availability. In the field of computer-assisted instruction the Council will assess recent developments on both sides of the Atlantic and thus help to establish priorities for systematic research and development. It will also promote the co-ordination of sources of information and advice about equipment.

Programmed Learning

85. In the second full year of activity the National Centre for Programmed Learning at the University of Birmingham continued with its work on four main fronts; teaching, documentation, clearing house activities and research. Most of the students from the centre's first one-year course leading to a diploma in programmed learning are now working in colleges of education or local education authority programmed learning centres. Staff of the centre organised the second national conference on behalf of the Association for Programmed Learning and participated in about forty other courses and conferences organised by other bodies.

86. The centre was instrumental in setting up a number of new L.E.A. centres for programmed learning during the year; and 15 local centres formed an association with the national centre in order to share information and facilities by means of standardised records, conferences and meetings and the distribution of a programmed learning centres' bulletin. A survey of programmed learning in colleges and departments of education carried out by the centre showed that, out of the 170 establishments which replied 99 were engaged in teaching about programmed learning or making use of programmes. Research work continued, and this included co-operation with the Nuffield Foundation Resources for Learning Project on research into the programming of audio-visual teaching materials, including educational television.

87. The number of programmes readily available in the United Kingdom continued to increase. *Programmes in Print 1966*, which was published early in the year by the Association for Programmed Learning, listed some 1,200 programmes available for use in education and in industrial and other forms of training.

Closed Circuit Television

88. The year was one of preparation and consolidation rather than one of spectacular developments. The Inner London Education Authority, in parallel with technical preparations for its service, conducted a vigorous policy of training teachers in readiness for the time when they would be required to produce programmes. Essex continued with its preparations to link over 30 schools in the Chelmsford area, and a director was appointed for the installation which is to be used jointly by Hillingdon and Brunel University. Plymouth continued to transmit programmes to some of its schools on a temporary network and discussed with the Post Office plans

for a permanent and expanded one. Colleges of further education are using the media in various departments and a number of schools are now operating small individual installations.

89. The *ad hoc* gathering of Directors of C.C.T.V. systems operating in Great Britain met again during the year, and talks took place on the question of forming a national C.C.T.V. association with the object of bringing all operators together and providing a forum where ideas can be exchanged and problems discussed.

90. The need for properly qualified technicians to operate and manage equipment and studios was reflected in discussion with the City and Guilds of London Institute on the provision of suitable courses. Developments in educational C.C.T.V. over the last few years have shown that the effectiveness of an installation can be increased by the availability of a competent technician who is skilled in the many arts required for the production and transmission of programmes. At the Plymouth College of Technology provision was made for an additional year to be added to the existing two-year course for radio and television engineers. A number of educational institutions continued to provide valuable training courses for teachers. Closed circuit television in the colleges of education is dealt with in Section II, paragraph 94.

Radio and Broadcast Television

91. It is estimated that some 32,000 schools are now able to receive radio broadcasts and about 18,000 the television programmes. New developments in the schools field included the radio series *British History: Decisive Events*, which consisted of 30-minute broadcasts planned to be used as tape recordings. A pause halfway in each programme enabled them to be used very flexibly. On television one new venture was *Maths Today*, a first-year course at secondary level in mathematics designed for teachers wishing to adopt a new syllabus and a new approach to mathematics teaching. Another was *Bon Voyage*, a French series for 9-10 year olds which reflected one of the changes in the curriculum of primary schools.

92. In further and adult education, many series on both radio and television were devoted to professional education and re-training; and over 1,000 study groups were formed as a result of some of these series. The pattern of joint ventures between the broadcasting authorities and educational institutions continued with the provision of a G.C.E. "A" level English course on radio and a G.C.E. "O" level Geography course on television, both of which were linked with a correspondence course provided by the National Extension College, Cambridge.

d. STATISTICS

Individualised Data System

93. Progress was made in developing the "individualised data" (I.D.) system described in previous reports. So far as students in further education are concerned, a working group made up of Departmental representatives and representatives of the authorities' and teachers' associations has been considering the possibility of introducing an individual student record system in

replacement of the existing system of data collection. In the meantime a 1-in-30 sample enquiry covering most categories of students in further education was launched in November 1967. It is designed to fill major gaps in information, especially gaps in flow information, but should also provide valuable experience of I.D. methods.

94. In the case of universities, discussions have begun between the University Grants Committee, the Committee of Vice-Chancellors and the U.K. education departments on the policy issues and technical problems involved in setting up I.D. records of students and staff.

95. For colleges of education the first individual student records were written into the computer tape file in the autumn—see paragraph 113 below.

Standard Classifications

96. The development of standard classifications and codes for use in education records was continued in consultation with other departments and interests. This included further work on standard subject classifications (first published in *Statistics of Education, 1965, Part 3*)*, the classification of courses in further education and classification of educational qualifications. The latter was undertaken in connection with the coding of replies to the 1966 Census of Population question concerning the respondent's educational qualifications.

Publications

97. Instead of appearing in three parts, as in previous years, *Statistics of Education for 1966* was reorganised into a series of volumes, each devoted to a single topic or related group of topics. By the end of the year, the first five volumes had been published or were with the printer: Volume 1 (Schools†), Volume 2 (G.C.E., C.S.E. and school leavers‡), Volume 3 (further education), Volume 4 (teachers) and Volume 5 (finance and awards§). Work was proceeding on a special volume giving results from the 1965 survey of the curriculum and deployment of teachers in secondary schools. Also in preparation were companion volumes to *Statistics of Education* devoted respectively to universities (on which the Department was collaborating with the University Grants Committee) and to United Kingdom statistics (jointly with the Scottish Education Department and Ministry of Education, Northern Ireland).

98. During the year the first of an annual series of *Statistics of Science and Technology* was published|| jointly with the Ministry of Technology. This included the results of the 1964-65 national survey of expenditure on research and development.

Projections

99. To provide a statistical framework for a review of the future development of student numbers in the different sectors of higher education, a series of projections to the mid-1980s were undertaken covering school population

* H.M.S.O. £1 10s. 0d.

† *Statistics of Education 1966, Volume 1, Schools*, H.M.S.O. £1 7s. 0d.

‡ *Statistics of Education 1966, Volume 2, G.C.E., C.S.E., and School Leavers*, H.M.S.O. £1 0s. 0d.

§ *Statistics of Education 1966, Volume 5, Finance and Awards*, H.M.S.O. 8s. 6d.

|| *Statistics of Science and Technology*, H.M.S.O. 15s. 0d.

qualified school leavers and student numbers in higher education. The projections of school population and of the flow, from schools and further education, of people with G.C.E. qualifications were published in *Statistics of Education 1966*, Volumes 1 and 2 respectively.

100. The Department has kept closely in touch with the longer-term projection and planning studies being undertaken at the Unit for Economic and Statistical Studies of Higher Education at the London School of Economics and by Professor Richard Stone's team at the King's College Research Centre, Cambridge.

Other Statistical Activities

101. Statistical support continued to be given to the activities of the Committee on Manpower Resources for Science and Technology and its sub-committees, particularly the sub-committees studying the flows into, and out of, science and technology courses in higher education, chaired respectively by Dr. Dainton and Professor Swann.

102. Work has begun on the construction of education price indices. The first sector to be investigated is expenditure other than salaries in maintained schools. Preparations are going forward to collect details of expenditure on different categories of goods and services in a base-year, from which the "weighting" pattern of the price series can be deduced.

e. AUTOMATIC DATA PROCESSING

103. It was a year of substantial achievements by the Department's Automatic Data Processing Unit. For most of the year the computer was operated on a three shift basis but the volume of work was so great that extra time was provided on the Ministry of Public Building and Works' computers in Hastings. In all fields there is a continuing problem in correcting information on statistical forms sent to the Department. Nevertheless the computer enabled statistics to be produced more quickly and accurately, and in greater depth, than by the previous methods used.

The Mechanised Record of Teachers

104. Following the delays in producing teacher statistics mentioned in previous annual reports, the year was marked by the preparation of definitive statistics for years 1962-63, 1963-64 and 1964-65, as well as provisional statistics for 1965-66. The standard of accuracy in teachers' records necessary for purposes of teacher statistics is very high; unless the whereabouts of teachers—in or out of service—can be correctly recorded in 99.8 per cent of cases and unless the detailed information held about these teachers is of a high standard, statistics, particularly of entry and wastage, may be misleading.

105. There have been two main causes for the delays in producing teacher statistics of the requisite standard of accuracy. The first is the task of correcting errors detected by the computer. This was finally brought under control during the year. The second is the inherent sluggishness of a system

which is tied to the very complicated statutory provisions for teachers' salaries and pensions; large numbers of notification of changes in teachers' records are received from local education authorities months after the dates to which they refer.

106. A full review of the system was undertaken. Chief Education Officers were invited to co-operate with the Department in a joint endeavour to bring the central record to a high standard of efficiency. With the assistance of the Department's Training Division and other Branches the manual of instruction was re-written in "logical tree" form in order to present the instructions, which are necessarily complicated, in as intelligible form as possible. New procedures designed to streamline the system have been introduced and more are being developed. Visits were made by experienced staff to individual authorities, and to groups of authorities.

107. The clerical records of the "pool of inactive teachers" were all transferred to the magnetic tape file which now contains the detailed records of over 800,000 teachers, both active and inactive. (The pool of inactive teachers is made up of teachers no longer in service; it is the source from which returning teachers will be drawn.)

108. The assessment of teachers' pensions was successfully transferred to the computer in the spring.

109. Detailed plans were laid for the introduction of new pension and salary arrangements for part-time teachers on 1st December 1967 and 1st May 1968, respectively.

Joint Working Party on Teachers' Records

110. The first report of the Working Party* was considered by the Local Authority Computer Committee and the Local and Public Authorities Computer Panel. The Panel subsequently circulated a questionnaire to Chief Officers of local education authorities. This asked about their plans for using computers for the assessment and payment of teachers' salaries and their views on the detailed suggestions in the Working Party's Report for closer integration between the Department and the authorities in the work on teachers' records. The replies were being analysed at the end of the year.

New Computer in Darlington

111. Early in the year an order was placed for a new computer—an I.C.T. 1904E—which is due to be delivered in the summer of 1968. Work on the new computer building at Mowden Hall, Darlington, started in the early autumn.

112. Considerable progress was made by the team of programmers in Darlington in reprogramming existing work for transfer to the new computer.

Other Projects

113. Following a series of regional courses arranged for the benefit of the administrative staffs of colleges of education and university departments of education, the new system for maintaining records of trainee teachers by computer was launched in the autumn.

* See *Education in 1965*, Section V, paragraph 108.

f. LIBRARY

114. During the year the library sought to extend its scope and to make its existing facilities better known. An additional assistant librarian was appointed to the professional staff to provide an abstracting service on educational developments abroad for the use of officials within the Department. Another assistant librarian is to be appointed to the technical library of the Department's Architects and Building Branch. An abstracting service on scientific and manpower policy for the officials of Science Branch was being planned for 1968.

115. The library's total stock now amounts to over 170,000 books, of which approximately 6,000 were added during the current year. H.M. Inspectors' library now has over 30,000 books, approximately 550 having been added during the year; the completion of the revision and re-cataloguing of this collection was hampered by staff shortages and sickness.

116. Books lent to the Department's staff and other libraries amounted to over 5,000; 5,710 books were lent out to 83 teachers' short courses and the special collections of children's books were lent out 26 times, showing a considerable increase in the use of these facilities by H.M. Inspectorate.

117. Visitors from both at home and abroad continued to use the library for reference purposes, including parties of student teachers and librarians. It was hoped to set up a photocopy-on-repayment service for their use in the near future.

g. INFORMATION SERVICES

118. The Information Division continued its efforts to meet an ever-increasing interest by press and public in educational administration and development. Some 400 press notices were issued.

119. Arrangements made by the Department in December for parties of education journalists to visit various types of comprehensive schools in two areas of the country—the south-west and the West Riding of Yorkshire—led to the appearance of a number of articles in the press.

120. A successful series of briefings for science journalists was initiated during the year. Given by men eminent in particular scientific fields, they provided a useful opportunity for background guidance in important growth areas. Exhibits from the Natural Environment Research Council were on show at the British Association Exhibition in Leeds and exhibits from the firms producing instruments for the Medical Research Council in a display of scientific instruments at Haifa.

121. Three issues of the magazine *Project** were made during the year. First published in 1966, it exists to provide pupils in the science fifth and sixth forms with information on all aspects of engineering as a rewarding career.

122. Following publication of the Plowden Report in January the work of primary schools was described in a new book published by H.M.S.O. on

* H.M.S.O. 15s. annually for three issues.

behalf of the Department entitled *Inside the Primary School**. The author, John Blackie, a former chief inspector of primary schools, was an assessor on the Plowden Council.

Further and Higher Education

123. Publicity in the further education field was further developed during the year. The circulation of the Department's free quarterly journal of further education, *On Course* (the centre-piece of the Department's further education publicity campaign) grew from 32,000 copies at the end of 1966 to nearly 50,000 copies per quarterly issue by the end of 1967. The journal was being taken by every local education authority in England and Wales at the rate of 2 copies for each of their secondary schools and 6 copies for each technical college. In addition over 20,000 copies were sent to employers who had asked to be placed on the industrial mailing list.

124. Full reference to the 1967 Information and Advisory Service is made in Section II, paragraphs 31-33. Supporting publicity for the service included a special six-page article in the June issue of *On Course*, the distribution of some 50,000 notice-board posters to schools, public libraries and post offices, and the free issue of a special folder/chart listing the names, addresses and telephone numbers of all local advisory officers and the main colleges and courses covered by the service. Over 6,000 copies of the chart were distributed to schools and other enquirers. In addition, about 10,000 copies of the booklet *Further Education for School Leavers* were issued in support of the Service. The Department again inserted a series of advertisements in the national Sunday newspapers during the period August-September which yielded over 4,000 enquiries direct to the Department. Finally, the Department's press office issued a series of regional press releases about the scheme which led to valuable editorial coverage in local newspapers up and down the country.

125. Complementing the Department's publicity action were the various initiatives taken by local education authorities to publicise the scheme in their own areas. A number of local authorities placed display advertisements in local newspapers, held press conferences and special exhibitions, produced their own posters for schools, etc., and arranged for officials connected with the service to visit schools to talk to sixth-formers and others about further education in general and the advisory service in particular.

126. The period under review also saw the publication of the first of a new series of *On Course Bulletins* to be distributed to schools and industry, covering particular aspects of further education for which there is a special need for more publicity. *On Course Bulletin No. 1* was concerned with the *Certificate in Office Studies*. Other titles in preparation include *Computer Education in the Technical Colleges* and *The Diploma in Management Studies*. By the end of the year preparations were being made for the production of a 25-minute colour film about the technical colleges. It is expected that the film—which is being produced for the Department by the Central Office of Information—will be ready for free showing to schools by the early summer of 1968.

127. The free booklet, "*Signposts to Higher Education*", providing advice to senior pupils in secondary schools on where to seek full information

* H.M.S.O. 5s. 0d.

about courses in universities, colleges of education and technical colleges, was revised and re-issued in May. The main channel of distribution to schools was through local education authorities; direct grant and independent schools also took supplies. A further reprint, revised as necessary, is in hand for distribution in 1968.

"Trends in Education"

128. During the second year of its existence, *Trends* became the most widely read education quarterly*, sales exceeding the eight thousand mark. A series of articles on the work of the colleges of education was begun and two articles had appeared by year's end, *Innovation in the Colleges* by K. G. Collier, principal of Bede College, Durham, and *Bachelors of Education* by J. F. Porter of Bulmershe College, Reading. This series exemplified the movement towards inclusion of more material written outside the Department—an indication of the interest taken in the journal by the education service as a whole. More curriculum topics were covered, for example, *Rural Studies in Schools* and *Education Through Experience*, an article by a secondary modern headmistress on Newsom courses in her school. One article, *H.M.I. Today*, written by the Senior Chief Inspector, Mr. Cyril English, was reprinted as a *Report on Education*.

Teacher Recruitment Publicity

129. The Department continued its publicity campaign to improve the teacher supply position. The main emphasis was on bringing the career prospects in teaching to the notice of graduates, but it was also found possible to continue the campaign encouraging married women teachers to return to teaching.

130. The successful campaign in October 1966 to recruit mature students in the West Midlands led to a similar exercise in the Greater London area in October 1967. Over 4,300 enquiries were received.

Broadsheets and Leaflets

131. During the year ten *Reports on Education*† were issued on the following topics:

No. 33. *Education for Management*.—The growth of, and current provision for management education in the universities, technical colleges and colleges of commerce. (January.)

No. 34. *Public Libraries and Education*.—In 1965 overall responsibility for public libraries was assigned to the Department and this report outlines their contribution to the educational and cultural assets of social life. (February.)

No. 14 (Revised). *Examinations and Qualifications*.—This revision of the report issued in September 1964 takes account of recent developments. (March.)

* H.M.S.O. 3s. 6d. Annual subscription 16s. 0d.

† Free on request to Department of Education and Science, Room 102, Curzon Street, London, W.1.

- No. 35. *Industrial Training and Education*.—An account of the role of the new Industrial Training Boards and the links between industry and the education service. (April.)
- No. 36. *Comprehensive Schools Research*.—This is an interim report based on Stage I of the N.F.E.R. research project. (May.)
- No. 37. *H.M. Inspectorate*.—Reprint from *Trends in Education*. (June.)
- No. 38. *Facts about Primary Schools*.—A selection of some of the basic facts in *Children and their Primary Schools*. (July.)
- No. 39. *Music and the Young*.—A report by H.M. Inspectorate on music in schools, technical colleges and recreational organisations. (September.)
- No. 40. *Rethinking the Curriculum*.—An account of the part the Schools Council is playing in the movement over the last few years towards curricular reform. (October.)
- No. 41. *Teachers and Parents*.—A review of various aspects of the relationship between teachers and parents and some suggestions for strengthening these links. (November.)

132. Further titles in the *Education Information* series of pamphlets which appeared in 1967 were :

Studentships for Postgraduate Study in the Humanities. (Revised annually*). Information on postgraduate awards for university graduates and those hoping to graduate in 1967. (January.)

Using Libraries, Museums and other sources of information. Guidance to teachers on making appropriate use of the facilities available for private research by students. (February.)

* The 1968 revision (published in February 1968) has become No. 4 in a series of four booklets, *Grants to Students*. No. 1 deals with first degree and comparable courses at universities and further education establishments, No. 2 with teacher training courses at colleges of education, and No. 3 with teacher training courses at Departments and Institutes of Education and Art Training Centres at Universities. All are obtainable free on request to the Department, Room 102.

3. International Relations (Education)

Visitors and Overseas Visits

133. The Hungarian Minister of Education and Culture, the Polish Minister of Education and Higher Education, the Turkish Minister of National Education, and the Yugoslav Federal Secretary for Education and Culture were guests of the Secretary of State during the year. With the co-operation of local education authorities, universities, schools and colleges, programmes of visits were arranged for these visitors, who expressed great interest in all they saw and appreciation of the way in which they were received. Groups of students, teachers, architects and administrators from the Commonwealth, from Czechoslovakia, Finland, Japan, Russia, Sweden, Turkey, the U.S.A. and the Federal Republic of West Germany were received: many individual visitors came from the countries of Africa, the Indian Sub-Continent and the Middle East. The most notable increase in numbers was from the countries of South America. The reorganisation of secondary education, school building, developments in curricula and teaching methods and the social implications of the Plowden Report were the main subjects on which visitors sought information.

134. Visits to overseas countries enabled members of H.M. Inspectorate and officers of the Department to study and discuss matters such as educational planning and research, school building technique, curriculum development, transfer from secondary to higher education, careers guidance, industrial training, physical education and the use of television in schools.

a. OTHER INTERNATIONAL CO-OPERATION

Conference of European Ministers of Education

135. A conference of European Ministers of Education, the sixth in a series that commenced in 1959, was due to take place in Athens in May, but was postponed and an *ad hoc* conference was held in Strasbourg from 12th to 14th September 1967. Ministers responsible for education in 14 European countries and senior officials representing Ministers similarly responsible in six countries, also representatives of the Council of Europe, O.E.C.D., UNESCO and the Holy See attended. Mrs. Shirley Williams, M.P., Minister of State, and a small official delegation represented the U.K. Four reports were presented for discussion: the first related to national and international action taken in the fields covered by resolutions of previous conferences; the rest had the common theme "pupil guidance", namely:—

- (i) pupil guidance and the problem of the transfer of pupils from one school or one stream to another;
- (ii) the place of examinations in the school system;
- (iii) the role of pupil guidance in teacher training and retraining.

Council of Europe

136. The Department was represented at both meetings of the Council for Cultural Co-operation and at the main committees concerned with

higher education and research, general and technical education and out-of-school education, the programme and finance committee and the technical committee for film activities. Experts nominated by the Department and at the request of the Council attended a number of meetings in Strasbourg and other specialists were nominated to participate in courses, seminars and meetings organised by other member countries of the Council of Europe. Modern language teaching, continued education for apprentices and young workers, new trends in adult education, youth leadership, sport, construction of swimming baths and micro-wave links in education were some of the fields studied. Two courses and a seminar in the C.C.C. programme were held in Britain. A course on modern language teaching in primary schools held at Bulmershe College of Education in Berkshire for ten days in April 1967 was organised by members of H.M. Inspectorate and was attended by some 50 delegates and observers from member countries and national and international organisations. A second course, lasting five weeks, in July to August was organised jointly by the British Council and Ealing Technical College to teach English for beginners to 30 European youth leaders. A five-day seminar at St. John's College, York, also in July enabled 70 participants from 17 European countries, national and international organisations to discuss the use of closed-circuit television for observing teachers and children in teacher training.

NATO

137. Mr. R. M. Marsh, County Education Officer for Hampshire, became chairman of the Atlantic Treaty Education Committee and presided over a meeting held in Paris in June.

O.E.C.D.

138. The Department was represented at the three sessions of the Committee for Scientific and Technical Personnel (C.S.T.P.) and contributed to the Committee's programme of work by participating in two meetings of the Education Investment Planning Group (E.I.P.), and by co-operating in work on the manpower and statistical aspects of the International Statistical Year on the effective use of school building resources and in the Educational Growth Review. The Department was involved in special studies which resulted in the publication of the *Handbook of Statistical Needs for Educational Investment Planning*, in a final report on the *Development and Economy in Educational Building* (D.E.E.B.) project, in progress with a report on the supply of and demand for teachers in certain O.E.C.D. countries and a survey of school planning and research activity in member countries intended as a first step towards promoting international exchange of experience in this field.

International Bureau of Education

139. The 30th International Conference on Public Education, organised under the auspices of the International Bureau of Education and UNESCO met in Geneva in July. A member of H.M. Inspectorate led the United Kingdom delegation, which included officers of the Department and the Scottish Education Department and the principal of a college of education in Northern Ireland. The main theme for discussion was the shortage of

secondary school teachers; health education in primary schools was also considered; and member governments submitted annual reports on educational developments.

UNESCO

140. UNESCO organised a conference of European Ministers of Education in Vienna in November to discuss access to higher education. The United Kingdom delegation was led by the Minister of State responsible for higher education, who was accompanied by the Vice-Chancellor of the University of Birmingham and officers of the Department, the Scottish Education Department, the Ministry of Education for Northern Ireland and the Ministry of Overseas Development. Ministers of 27 other countries attended or were represented at the Conference.

141. Departmental assessors attended meetings of the United Kingdom National Commission for UNESCO and its committees.

National Council for the Supply of Teachers Overseas

142. Departmental assessors attended meetings of the National Council for the Supply of Teachers Overseas, its standing committee and other committees. Three issues of the Council's journal *Overseas Challenge* were sent by the Department to local education authorities and educational establishments.

Bilateral Mixed Commissions and Cultural Exchange Programmes

143. The Department was represented at a meeting of the Mixed Commissions set up under the Cultural Conventions with Germany, Luxembourg, the Netherlands and Spain. The Anglo-Soviet Cultural Agreement for the years 1967-69 continued to provide for education exchanges. Under its Articles, 25 students from colleges of education, departments of education and universities attended a 30-day course in Moscow at Easter, and 30 teachers of Russian attended a course of the same duration during the summer vacation. Reciprocal visits were arranged by the British Council.

United States—United Kingdom Educational Commission

144. Thirty-seven Americans took up Senior Fulbright awards at 18 universities in the United Kingdom, 89 American graduate students took up Fulbright scholarships and 20 graduate students had their scholarships renewed for up to one year. The students were distributed among 26 universities in the United Kingdom. One hundred and sixteen British graduate students and 84 British senior scholars were awarded Fulbright travel grants in support of scholarships tenable mainly at American universities.

b. COMMONWEALTH INSTITUTE

145. Statutory responsibility for the Commonwealth Institute passed from the Secretary of State for Education and Science to the Secretary of State for Commonwealth Affairs in March. Local education authorities and teachers continued to make full use of the services offered by the Institute and the Department maintained its interest in the Institute's work.

c. COMMONWEALTH EDUCATION CO-OPERATION

146. The Department was represented in the working party preparing for U.K. participation in the fourth Commonwealth Education Conference which was due to take place in Nigeria in November, but was postponed until the New Year.

d. INTERCHANGE OF TEACHERS AND OTHER EDUCATIONAL EXCHANGES

The Commonwealth and The United States

147. The League for the Exchange of Commonwealth Teachers arranged 39 exchanges with Australia and New Zealand and 41 with Canada. The British Committee for the Interchange of Teachers arranged 83 exchanges. Exchequer grants to teachers on exchange were reviewed following devaluation of sterling with a view to mitigating its effect both on the balance of grant payable to teachers on exchange and the effect on their salary instalments which still had to be transferred from the U.K.

148. The League and the British Interchange Committee organised official welcomes and conferences. H.R.H. Princess Marina, Duchess of Kent, was guest of honour at the annual garden party.

Central Bureau for Educational Visits and Exchanges

149. All sides of the Central Bureau's work expanded in 1967 in keeping with the upward curve of interest in international contacts and exchange. About 200,000 copies of the booklets describing opportunities for visits abroad, working holidays and vacation courses abroad were distributed free. Opportunities in Britain were publicised in *Young Visitors to Britain*, which was issued in English, French, German and Spanish; over 100,000 copies were distributed by the Foreign Office, the British Council and the British Travel Association to nearly 100 countries. Liaison with the French authorities concerned with educational interchange was further strengthened. Certain local education authorities were linked as a unit with French authorities. Under one of these schemes children attended school in the other country on an exchange basis and under another an exchange for three weeks was arranged for 120 primary school children. 87 new school links, 85 class links and 15 links between other types of establishment were completed.

150. The number of English language assistants placed in educational establishments in France, Germany, Austria, Spain, Italy and Belgium was again rather over 1,000. The number of foreign assistants placed in England and Wales rose sharply, especially in respect of French candidates, to an overall figure of 2,501. The full demand of British schools was still not fully met. A few French speaking assistants came from Morocco and Spanish speaking assistants included young people from Argentina, Mexico and Peru (see Appendix D).

151. Teacher interchanges for one year or one term varied slightly in number from last year. British students and young teachers were recruited in appreciably greater numbers than in 1966 for training and employment as "monitors" in children's holiday colonies in France, Germany and Austria.

APPENDIX A

Grants offered in 1967-68 to National Voluntary Youth Organisations under the Social and Physical Training Grant Regulations 1939

Organisation	£
Army Cadet Force Association	2,150
Association for Jewish Youth	3,150
Baptist Union of Great Britain and Ireland	1,150
Boys' Brigade	6,500
Boys' Clubs of Wales	4,750
British Council of Churches	1,100
British Red Cross Society	2,300
Catholic Youth Service Council	2,750
Church Lads' Brigade	2,600
Church of England Youth Council	9,450
Congregational Church in England and Wales	2,250
Co-operative Union	800
Council for Nature	3,450
Council of Social Service for Wales and Monmouthshire	800
Dockland Settlements	500
Duke of Edinburgh's Award	13,100
Federation of Eighteen Plus Groups	2,500
Free Church Federal Council	350
Girls' Friendly Society	3,600
Girl Guides Association	13,650
Girl Guides Training Centre "Broneiron", Llandinum	1,650
Girls' Guildry (England)	1,550
Girls' Life Brigade	5,700
Girls' Venture Corps	7,600
International Voluntary Service	5,500
Methodist Association of Youth Clubs	8,600
National Association of Boys' Clubs	45,000
National Association of Youth Clubs	55,000
National Federation of Young Farmers' Clubs	12,450
National Youth Theatre	5,500
Ocean Youth Club	1,000
Outward Bound	1,000
Presbyterian Church of England	1,050
Presbyterian Church of Wales	300
Provincial Youth Council of the Church in Wales	1,900
St. John Ambulance Brigade	2,300
Scout Association	15,600
Sea Cadet Corps and Girls' Nautical Training Corps	4,600
Task Force	2,000
Training Ship "Foudroyant"	3,100
Welsh Association of Youth Clubs	7,850
Welsh League of Youth	9,800
Young Christian Workers	4,600
Young Men's Christian Association	27,300
Young Women's Christian Association	16,400
Youth Hostels Association	5,800
	£330,050

APPENDIX A—continued

SPECIAL GRANTS, 1967-68

Organisation	£
Brighton Archway Ventures	7,620
Christian Teamwork Institute of Education	1,500
Community Service Volunteers	3,000
Elfrida Rathbone Association	2,900
Liverpool Youth Organisations Committee	2,250
London Council of Social Service	2,100
Manchester Youth Development Trust	2,394
National Association of Youth Clubs	500
Sail Training Association	1,500
University of Sussex	5,840
University of Swansea	960
Wiltshire Association of Youth Clubs	1,000
	£31,564

APPENDIX B

Grants offered in 1967-68 to National Voluntary Sports Organisations
under the Physical Training and Recreation Act, 1937

	£
British Sports Association for the Disabled	1,600
Central Council of Physical Recreation	427,961
Council of Social Service for Wales and Monmouthshire	1,600
English Folk Dance and Song Society	15,000
National Playing Fields Association	13,000
Physical Education Association of Great Britain and Northern Ireland	1,200
Sports Turf Research Institute	6,000
Welsh Folk Dance Society	300
All England Netball Association	3,000
All England Women's Hockey Association	4,050
All England Women's Lacrosse Association	1,625
Amateur Athletic Association	31,000
Amateur Basket Ball Association	3,125
Amateur Boxing Association	2,850
Amateur Fencing Association	4,350
Amateur Judo Association	775
Amateur Rowing Association	3,250
Amateur Swimming Association	9,513
Amateur Volleyball Association	700
Badminton Association of England	2,000
British Amateur Gymnastic Association	3,000
British Amateur Weight-Lifters Association	2,245
British Amateur Wrestling Association	950
British Canoe Union	4,600
British Cycling Federation	5,000
British Gliding Association	3,850
British Horse Society	3,250
British Judo Association	2,550
British Mountaineering Council	1,100
British Orienteering Federation	500

APPENDIX B—continued

	£
British Parachute Association	2,300
British Sub-Aqua Club	3,000
British Water Ski Federation	2,150
Cyclists Touring Club	2,600
English Bowling Association	1,250
English Table Tennis Association	5,290
Football Association	2,920
Golf Development Council	950
Grand National Archery Society	1,100
Hockey Association	3,500
Keep Fit Association	1,780
Lawn Tennis Association	6,390
Medau Society of Great Britain and Northern Ireland	1,750
National Anglers' Council	1,730
National Ski Federation of Great Britain	3,250
*Ramblers' Association	—
Road Time Trials Council	1,000
Royal Life Saving Association	1,950
*Royal Yachting Association	—
Squash Rackets Association	2,450
Surf Life Saving Association of Great Britain	2,750
Universities Athletic Union	1,400
†Women's Amateur Athletic Association	—
Women's Cricket Association	600
Women's Inter-University Athletic Board	350
Women's League of Health and Beauty	500
Women's Squash Rackets Association	800
Welsh Amateur Basket Ball Association	280
Welsh Amateur Swimming Association	1,020
Welsh Badminton Union	300
Welsh Bowling Association	500
Welsh Hockey Association	650
Welsh Netball Association	200
Welsh Rugby Union	1,460
Welsh Women's Hockey Association	100
Table Tennis Association of Wales	180
Boys' Schools Lawn Tennis Association	175
British Schools Judo Association	325
English Schools Athletic Association	300
English Schools Badminton Association	300
English Schools Basket Ball Association	450
English Schools Cricket Association	425
English Schools Gymnastic Association	100
English Schools Rugby Football Union	550
English Schools Rugby League Association	175
English Schools' Senior Football Association	150
English Schools Swimming Association	350
Girls' Schools Lawn Tennis Association	200
National School Sailing Association	750
Schools Amateur Boxing Association	300
Welsh Schools Football Association	300
Welsh Schools Rugby Union	150
Welsh Secondary Schools Amateur Athletic Association	200
Welsh Secondary Schools Cricket Association	200
Welsh Secondary Schools Rugby Union	150

* Grants offered at the rate of £2,000 per annum from the dates of appointment of additional coaching or administrative staff, but not yet taken up.

† Amount of grant for 1967-68 not yet settled.

APPENDIX C

Grants to National Associations under the Further Education (Grant) Regulations, 1959

Organisation	£
British Drama League	4,160
Educational Centres Association	2,430
National Council of Young Men's Christian Associations	3,380
National Federation of Women's Institutes	5,200
National Union of Townswomen's Guilds	4,680
National Institute of Adult Education	2,860
Rural Music Schools Association	5,000
Workers' Educational Association	3,230
	£30,940

APPENDIX D

(i) Overseas Assistants Serving in England and Wales

	1964	1965	1966	1967
Algerian	—	—	—	2
Austrian	15	16	17	29
Belgian	1	2	2	8
French	936	1,345	1,546	1,807
German	292	381	368	429
Italian	9	10	10	12
Moroccan	—	—	6	6
Spanish	65	108	139	169
Swiss	13	24	21	39
Tunisian	—	2	—	—
	1,331	1,888	2,109	2,501

(ii) Assistants from England and Wales Serving in Europe and North Africa

	1964	1965	1966	1967
Austria	24	29	32	34
Belgium	2	3	2	3
France	737	776	757	786
Germany	188	191	217	195
Italy	7	7	10	11
Spain	9	21	30	28
Switzerland	5	8	8	9
Tunisia	8	—	—	—
	980	1,035	1,056	1,066

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 1966-67	Grant made or approved in 1967-68
	£	£
Association for Liberal Education	—	250
British Association for the Advancement of Science	13,395	13,744
British Interchange Committee of the English Speaking Union	4,396	4,880
Central Bureau for Educational Visits and Exchanges	36,232	44,938
Council for Education in World Citizenship	950	1,200
Council for National Academic Awards	15,000	10,000
Educational Foundation for Visual Aids and Royal Institution of Great Britain (Films of Sir Lawrence Bragg Lectures) ...	40,670	17,460
Educational Foundation for Visual Aids (Film on Air Education)	500	2,000
Educational Foundation for Visual Aids (Training)	—	5,000
League for the Exchange of Commonwealth Teachers	3,562	3,639
National Council for Educational Technology (Administration)	—	21,500
National Foundation for Educational Research	24,500	10,000
National Foundation for Educational Research (Examinations and Tests Research Unit)	27,489	1,952
Nursery School Association of Great Britain and Northern Ireland	250	250
Society for Research into Higher Education	2,500	2,500

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 1967:—

Description*	England	Wales
Orders under the Education Acts 1944 to 1964:—		
Classification of Voluntary Schools (Section 15)		
Aided Schools (Primary Schools)	59	3
(Secondary Schools)	16	—
Special Agreement Schools (Primary Schools)	8	—
Revocation of Aided Status (Secondary Schools)	1	—
Transfer of School to new site (Section 16(1))	105	5
Substitution of School (Section 16(2))	17	1
Management and Government of Schools (Section 17):—		
Instruments of Management (Primary Schools)	99	5
Instruments of Government (Secondary Schools)	16	—
Articles of Government (Secondary Schools)	19	—
Exemption from byelaws (Section 63(2))	2	—
School struck off Register or Teacher disqualified (Section 72)	7	—
Removal of disqualification (Section 74(1))	2	—
Prevention of Reverter (School Sites Act 1841) (Section 86(2))	2	—
Acquisition of Land: Compulsory Purchase Orders confirmed† (Section 90)	72	2
Certificates of Expenses attributable to displaced pupils (Section 104)	27	2
Revocation of Varying Orders (Section 111)	4	—
Establishment of Joint Education Committees (First Schedule Part II)	1	—
Schemes of Divisional Administration Approved (First Schedule Part III)	6	—
Special Agreements (Third Schedule)	1	—
Expenses of enlargement, controlled schools (Section 1, Education Act 1946)	4	—
Division of Schools (Section 2, Education Act 1946)	11	—
Direction that School be deemed Primary or Secondary (Section 1(2) Education Act 1964)	1	—
Under other Acts:—		
Public Libraries Acts: Bye-Laws confirmed	70	2
Powers relinquished	5	—
Statutory Orders (Special Procedure) Act 1945 (Section 2(2))	1	—
TOTAL	556	20

* The Sections referred to are Sections of the Education Act 1944, except where otherwise stated.

† There were 14 Public Inquiries held in England in connection with Compulsory Purchase Orders, and 1 in Wales.

APPENDIX F—continued

(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 1967:—

Description	England	Wales
Orders establishing Schemes	149	10
Other Orders:—		
for the appointment or removal of trustees	129	4
giving authority to sell, exchange or otherwise dispose of land ...	682	39
for the commutation of rent charges or like payments to Foundations	8	—
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	107	9
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	193	9
pensions or gratuities	1	—
appointing members of committees of management	21	—
varying Orders	9	—
authorising additions to Investment Pool	1	—
giving authority to sell, exchange or otherwise dispose of land under the Open Spaces Act 1906	1	—
	1301	71

(iii) Schemes under the Endowed Schools Acts

During the year 1967 the number of Schemes dealt with under the Endowed Schools Acts was as follows*

Issued for publication in draft	2
Finally settled by the Secretary of State and issued for final publication	0
Approved by Her Majesty in Council	4

The four 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 these Schemes are the dioceses of Bristol, Gloucester, Liverpool and Oxford.

The object of these Section 86 Schemes is to enable the endowments of closed church schools, including the proceeds of sale 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 close in the development plans of local education authorities 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 G

Statutory Instruments made by the Secretary of State during the year

		<i>Net Price s. d.</i>
The Building Research Station (Transfer of Property etc) Order 1967	S.I. 1967/998 ...	5
The Exempt Charities Order 1967	S.I. 1967/821 ...	3
The National Gallery (Lending Outside the United Kingdom No. 1) Order 1967	S.I. 1967/930 ...	3
The Rate Support Grants (Pooling Arrangements) Regulations 1967	S.I. 1967/467 ...	8
The Remuneration of Teachers (Primary and Secondary Schools) Order 1967	S.I. 1967/1305 ...	6
The Superannuation (Teachers and Members of the House of Commons) Interchange Rules 1967 ...	S.I. 1967/1533 ...	10
The Superannuation (Teaching and National Health Service) Interchange Rules 1967	S.I. 1967/949 ...	1 6
The Teachers' (Part-time) Superannuation Regulations 1967	S.I. 1967/1286 ...	10
The Teachers' Superannuation Regulations 1967 ...	S.I. 1967/489 ...	4 6
The Teachers' Superannuation (Amending) Regulations 1967	S.I. 1967/948 ...	5
The Teachers' Superannuation (Family Benefits) (Amending) Regulations 1967	S.I. 1967/1856 ...	1 6
The Training of Teachers Regulations 1967	S.I. 1967/792 ...	1 6
The University and Other Awards Amending Regulations 1967	S.I. 1967/209 ...	3

Obtainable from Her Majesty's Stationery Office—Postage extra.

APPENDIX H

Research projects supported by the Department and completed during 1967

Mr. A. D. C. Peterson: Oxford University, Department of Education	An enquiry into the aspects of science teaching in primary schools
Mr. R. Irvine-Smith: General Studies Association	A survey of non-specialist sixth form studies
Professor D. Donnison: London School of Economics, University of Birmingham, University of Oxford	A study in a small number of areas of how the social services impinge on the primary school child
University of Swansea, Department of Social Administration	Social and Welfare services as they affect the schools
Monsieur L. Pauli: Institut des Sciences de l'Education, University of Geneva	Formulation and development of evaluation of instruments in connection with the Schools Council project on primary mathematics
Mr. R. Crossland: University of Manchester, Department of Education	Evaluation of the Nuffield Foundation/Schools Council project on primary science
Schools Council, General Purposes Committee	Preparation of a bulletin on educational research in Wales
University of Leeds/Nuffield Foundation's Foreign Language Teaching Materials Project	Development of programme in the teaching of Russian and Spanish to pupils of the 13-16 age group
Mr. E. Brown: National College of Teachers of the Deaf	Contribution towards the cost of printing and distributing the information leaflet "Teaching Deaf Children"
National College of Teachers of the Deaf	Financial assistance towards the publication of a special text book for the deaf
Dr. R. Hope: Seafarers' Education Service	A survey of the pattern of vocational and non-vocational education in the Merchant Navy

APPENDIX H—*continued*

Mr. R. McNeil: Institute of Chartered Accountants	A study of the appropriate content of non-professional courses in accountancy
Dr. Peter Hall: University of Surrey ...	A study of the factors involved in the removal of a C.A.T. from London
National Foundation for Educational Research	Preparation of a survey of educational research
Mr. R. Szreter: University of Birmingham Institute of Education	A comparative study of school and university performance in economics
Professor K. Austwick: University of Sheffield, Department of Education	The construction and validation of programmed texts in mathematics
Mr. J. K. Jones: London University, Institute of Education	A study of the use of "phonetic colour" as an aid to teaching children to read
Mr. J. A. Downing: London University, Institute of Education	Research into the remedial use of the initial teaching alphabet
Mr. H. C. Jones: University of Sussex, Centre for Academic Services	Survey of B.B.C. sound language programmes
Mr. J. S. Jones, H.M.I.: University of Leeds	Feasibility study of the development of teaching materials for pupils in the age range 13-16
Modern Languages Sub-Committee on Methods, Materials and Aids	Pilot project on course description and evaluation

APPENDIX I

Research projects commissioned or accepted for grant aid by the Department in 1967

Schools—Organisation

Dr. R. Lambert: King's College, Cambridge	Research for Public Schools Commission
Professor T. E. Chester: University of Manchester Department of Social Administration	Establishment of a University based research and teaching programme in educational administration
Professor W. Taylor: University of Bristol Institute of Education	Development of materials for the preparation and in-service training of teachers

Schools—Examinations

Professor A. D. C. Peterson: University of Oxford, Department of Education	Contribution towards the International Baccalaureat Project
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Special Services

Professor R. M. Titmus: London School of Economics and Political Science	Investigation into reasons why school meals are not taken up
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Teacher Training and Supply

Mr. M. A. Brimer: University of Bristol, Institute of Education	Research on teaching practice
Professor S. Wiseman: University of Manchester, School of Education	Survey of teachers' attitudes to in-service training
Professor S. Wiseman: University of Manchester, School of Education	Survey of in-service training of teachers in colleges of education

Higher Education

Professor F. C. Carter: University of Lancaster	Research on the accelerated teaching of advanced level mathematics at the outset of courses of higher education
Professor P. Townsend: University of Essex	Socialisation and the student
National Foundation for Educational Research	Problems of overseas students—a follow-up study

General

Furniture Industry Research Association ...	Study to provide data for the design of furniture and equipment used in further and higher education
Professor Eggleston: University of Keele	Research into the structure and functions of the Youth Service

APPENDIX I—*continued*

Sociology in Education

- Professor M. Gluckman, Professor J. C. Mitchell, Professor P. M. Worsley: University of Manchester, Department of Social Anthropology and Sociology Sociological study of the connection between the school and community it serves

Educational Technology

- Mr. N. Mackenzie: Centre for Academic Services, University of Sussex Operational Research in educational technology and audio-visual presentation
- Mr. N. Mackenzie: Centre for Academic Services, University of Sussex in association with the Nuffield Foundation and L.E.A.s for East and West Sussex, Brighton, Eastbourne and Hastings. Initial stage of a co-operative scheme to plan and develop the application of educational technology—"Resources for Learning"

Educational Planning, Economics and Finance

- Mr. Selby Smith: Oxford University, Institute of Economics and Statistics A survey related to a cost benefit analysis of the English system of further education based on selected technical colleges.
- General Register Office ... Survey of the relationship between incomes and education of a sample of the population covered by the 1966 census

Architects and Building Projects

- Professor Sir Leslie Martin and Mr. L. March: Cambridge University School of Architecture Study of floor space requirements and land form use for universities and urban areas
- Lord Llewellyn Davies: Bartlett School of Architecture, University College, London Building Research Station ... Research into the use of space and facilities in university buildings
- Local Government Operational Research Unit Penetration tests on glass
- Local Government Operational Research Unit Pilot study to assess school accommodation requirements by simulation

Modern Languages. Projects commissioned for the Committee on Research and Development in Modern Languages

- Professor T. W. Thacker: University of London, School of Oriental and African Studies Investigation of modern, spoken standard Arabic
- Dr. J. Coveney: Bath University of Technology Research into the teaching of French to engineering students
- Exporters' Educational Trust Ltd., Diplomatic Service Language Centre Development of a language laboratory course in Hindi/Urdu
- Professor R. Quirk: University College, London Continuation of a survey of English usage
- Birkbeck College, London University ... Study to assess the feasibility of compiling a linguistic portrait of a French town

Schools. Projects commissioned for the Schools Council for the Curriculum and Examinations

- University of Leeds/Nuffield Foundation Foreign Language Teaching material project Development programme in the teaching of Spanish and Russian to pupils in the 13-16 age group
- Professor K. Austwick: Bath University of Technology Study of present practices in and objectives of the teaching of visual plastic arts in secondary schools with special reference to the R.S.L.A. programme
- National Foundation for Educational Research Enquiry into educational research needs as seen by the teacher
- Professor W. Arnold Lloyd: University of Cambridge Department of Education Evaluation of classroom trials of the Nuffield Foundation's school classics project's teaching materials
- Professor P. Taylor: University of Birmingham, School of Education An enquiry into the planning of courses in preparation for the raising of the school-leaving age
- Mr. C. P. Hill: University of Exeter, Department of Education Study of the historical growth and validity of certain assumptions made about the sixth form.

APPENDIX I—continued

Mrs. P. D'Arcy: University of London, Institute of Education	Survey of the post-war research and experiments in method in the teaching of English
Professor R. A. C. Oliver: University of Manchester, Department of Education	Research into the content of general studies in the sixth form.
National Foundation for Educational Research	Evaluation of Nuffield Foundation School Council project in teaching French in primary schools
Professor R. A. C. Oliver: University of Manchester, Department of Education	A follow-up study of sixth form pupils into institutions of higher education, particularly universities
National Foundation for Educational Research	Phase II of international project for the evaluation of educational achievement
Mr. W. H. Mittins: Newcastle-upon-Tyne University, Department of Education	Enquiry into the state of English teaching in secondary schools

APPENDIX J

Publications

(i) Parliamentary Papers

		£	s.	d.
<i>Command 3192</i>	... University Grants Committee. Annual Survey, Academic Year 1965-66, and Review of University Development 1962-63 to 1965-66		4	0
<i>Command 3226</i>	... Education in 1966		10	6
<i>Command 3222</i>	... Report of the Working Party on Liaison between Universities and Government Research Establishments		14	6
<i>Command 3420</i>	... Council for Scientific Policy. Second Report on Science Policy		4	3
<i>Command 3467</i>	... Export of Works of Art 1966-67. 14th Report		3	3
<i>Command 3417</i>	... The Brain Drain. Report of the Working Group on Migration. (Presented jointly by the Secretary of State for Education and Science and the Minister of Technology)		11	0

(ii) Non-Parliamentarys

Building Bulletins

No. 33	... Lighting in Schools		11	6
No. 34	... Secondary School Design. Designing in Arts and Crafts		6	6
No. 36	... Eveline Lowe Primary School, London		10	6
No. 37	... Student Residence. University Building Notes (Joint Publication of U.G.C. and D.E.S.)		10	6
No. 38	... Furniture Dimensions—Standing and Reaching		11	6
<i>Reports</i>	... Children and Their Primary Schools (Plowden Report):			
	Vol. 1		1	5 0
	Vol. 2		1	12 6
	Review of the Present Safety Arrangements for the use of Toxic Chemicals in Agriculture and Food Storage		6	0
	Computer Education. A Report of an Inter-Departmental Working Group		4	6
	Animals (Restrictions of Importation) Act, 1964. Report of the Advisory Committee Year ending December 31st 1965 (Cranbrook)		2	6
	University Grants Committee—Report of the Committee on Libraries (Parry)		1	1 0
	National Film School		4	6
	Immigrants and the Youth Service		8	0
	Report of the Arbitral Body on Salaries of Teachers in Primary and Secondary Schools in England and Wales		1	9
	The Further Education of the General Student. A report on Courses in Colleges of Further Education for Young People who need no Vocational Qualifications		3	0
	Animal (Restriction of Importation) Act 1964. Advisory Committee. Summary of Statistics		3	0
	Scales of Salaries for Teachers in Primary and Secondary Schools. England and Wales 1967		6	6
	Scales of Salaries for the Teaching Staff of Colleges of Education. England and Wales 1967		2	6

APPENDIX J—continued

		£ s. d.	
	Science Policy Studies No. 1. The Sophistication Factor in Science Expenditure	6	65
	Education Survey No. 1. Units for Partially Hearing Children	5	00
<i>Education Pamphlets</i>			
No. 21	The School Library (Revised)	3	65
No. 52	Towards World History	2	65
<i>Lists</i>			
No. 42	List of Special Schools for Handicapped Pupils in England and Wales	10	00
No. 10	Index to Circulars and Administrative Memoranda current on 1st January 1967	4	65
<i>Reports on Education</i>			
(Unpriced)			
No. 33	Education for Management		January
No. 34	Public Libraries and Education		February
No. 14 (Revised)	Examinations and Qualifications		March
No. 35	Industrial Training and Education		April
No. 36	Comprehensive Schools Research		May
No. 37	H.M. Inspectorate		June
No. 38	Facts about Primary Schools		July
No. 39	Music and the Young		September
No. 40	Rethinking the Curriculum		October
No. 41	Teachers and Parents		November
<i>"Trends in Education"</i>			
	Quarterly journal. Annual subscription (H.M.S.O.) including postage	16	00
No. 5	Teachers and Industry; Class Sizes; Sex Education; School Drama Survey; Team Teaching; Economics in Schools—January	3	65
No. 6	H.M. Inspectorate Today; Counselling in Schools; Changing Examinations; The Social School; Organising the Curriculum—April	3	65
No. 7	Questions for Planners; Education through Experience; Technology and the Schools; Bringing in Parents; Innovation in the Colleges; School Administration; English in Malaya; Sixth Form Survey—July	3	65
No. 8	Whither Postgraduates?; Degree by ONC; Bachelors of Education; In-Service Training; Switched-on Education; Rural Studies—October	3	65
<i>"On Course"</i>			
	Quarterly Journal of Education for Industry and Commerce		
No. 4	January		Unpriced
No. 5	April		Unpriced
No. 6	June		Unpriced
No. 7	October		Unpriced
<i>"Project"</i>			
	A magazine about engineering for science fifth and sixth formers		
No. 3	Spring	Annual subscription for three issues (H.M.S.O.) including postage	15 00
No. 4	Summer		
No. 5	Autumn		
<i>Other Publications</i>			
	Examinations in Art.		
	The examination for the National Diploma in Design Question Papers 1966.	8	00
	The examination for the National Diploma in Design Question Papers 1967	4	65
	Education in 1966. A General Survey		Unpriced
	Commonwealth Collection of Micro-organisms. Directory of Collections and List of Species maintained in Australia, 1966	8	00
	Inside the Primary School (by John Blackie)	5	00
Jointly with Min. of Technology	Statistics of Science and Technology	15	00
Jointly with British Council	Scientific Research in British Universities 1966-67		
	Vol. I. Physical Sciences	2	0 00
	Vol. II. Biological Sciences	2	0 00
	Vol. III. Social Sciences	2	12 66

APPENDIX J—continued

		£	s.	d.
	Signposts to Higher Education			Unpriced
	Commonwealth Collection of Micro-organisms. Directory of Collections and List of Species Maintained in Canada 1967 (With numerical list of Collections)	9	0	
	A Compendium of Teacher Training Courses in England and Wales 1968-69	7	6	
	Circulars and Administrative Memoranda issued during period 1st January to 31st December 1966. Bound ...	1	17	6
	Form 207 PEN. Allocation of Pensions under the Teachers Superannuation Regulations	4	6	
<i>Statistics of Education</i>	Statistics of Education Part Three 1965	1	10	0
	Statistics of Education 1966 Vol. 1. Schools	1	7	6
	Statistics of Education 1966 Vol. 5. Finance and Awards	8	6	
Schools Council				
<i>Examinations Bulletins</i>				
No. 15	Teachers' Experience of School Based Examinations (English and Physics)	4	0	
No. 16	The Certificate of Secondary Education Trial Examinations. Written English	3	0	
No. 17	The Certificate of Secondary Education Trial Examinations. Religious Knowledge	2	6	
<i>Curriculum Bulletins</i>				
No. 2	A School Approach to Technology	6		
<i>Field Reports</i>				
No. 4	Progress in primary mathematics			Unpriced
No. 5	Science in the Primary School			Unpriced
<i>Working Papers</i>				
No. 9	Standards in C.S.E. and G.C.E. English and Mathematics. A report on the experimental tests used in 1965 ...	4	6	
No. 10	Curriculum Development. Teachers' Groups and Centres	2	0	
No. 11	Society and the Young School Leaver. A humanities programme in preparation for the raising of the school leaving age	7	6	
No. 12	The educational implications of social and economic change. Report of a conference called by the Schools Council in preparation for raising the school leaving age	7	6	
No. 13	English for the Children of Immigrants	3	6	
No. 14	Mathematics for the Majority. A programme in Mathematics for the Young School Leaver	5	0	
No. 15	Counselling in Schools. A study of the present situation in Great Britain	7	0	
No. 16	Some further proposals for sixth form work	3	6	
<i>Reports</i>				
	Welsh. A programme of Research and Development. Schools Council Welsh Committee	8	6	
	Another Year—to endure or enjoy. Schools Council Welsh Committee	5	6	
	The New Curriculum. A presentation of ideas, experiments and practical developments selected from Schools Council publications over the past 3 years	4	6	
	Humanities for the Young School Leaver. An approach through the Classics	4	0	
National Lending Library for Science and Technology				
No. 1	Translations Bulletin Vol. 9 January, 1967	4	0	
No. 2	“ “ “ February, 1967	4	0	
No. 3	“ “ “ March, 1967	4	0	
No. 4	“ “ “ April, 1967	4	0	
No. 5	“ “ “ May, 1967	4	0	
No. 6	“ “ “ June, 1967	4	0	
No. 7	“ “ “ July, 1967	4	0	
No. 8	“ “ “ August, 1967	4	0	
No. 9	“ “ “ September, 1967	4	0	
No. 10	“ “ “ October, 1967	4	0	
No. 11	“ “ “ November, 1967	4	0	
No. 12	“ “ “ December, 1967	4	0	
	Current Serials received by N.L.L. March, 1967 (Bound)	2	0	0

APPENDIX J—continued

(iii) Circulars and Administrative Memoranda

(issued to local education authorities and, as appropriate, others concerned with the provision and administration of education facilities).

<i>Circulars</i>		
1/67	Employment and Distribution of Teachers ...	10th January 1967
9/64	Arrangement for Remission of the School Dinner Charge	5th January 1967
(Appx. No. 1)		
2/67	The Government of Colleges of Education ...	7th February 1967
3/67	Education Act 1967	22nd March 1967
4/67	The Training of Teachers Regulations, 1967 ...	5th June 1967
5/67	School Building Programme 1970-71	7th June 1967
6/67	Size of Classes and Approval of Art and Design Courses in Establishments of Further Education	28th June 1967
7/67	Residential Child Care Staff. National Pattern of In-Service Study Courses	27th June 1967
18/66	Grants to recognised students at Teacher Training Establishments	4th July 1967 (8d.)
(Add. No. 1)		
8/67	Immigrants and the Youth Service	21st July 1967
9/67	International Affairs and The Commonwealth in Education	15th September 1967
10/67	Major Building Programme 1970-71—Special Schools for Handicapped Pupils and School Clinics	31st July 1967
11/67	School Building Programme. School Building in Educational Priority Areas	24th August 1967
295	Education Grants for Service Children ...	5th October 1967
(Amend No. 6)		
9/64		
<i>Appx. 1 (Revised)</i>		
Add. No. 1	Remission of the School Dinner Charge ...	18th October 1967
14/66	Awards for Postgraduate Study	2nd November 1967
Add. No. 1		
12/67	School Meals Service. Free School Meals ...	2nd November 1967
<i>Welsh Circular</i>		
1/67	St. David's Day. Educational Change and the In-Service Training of Teachers	27th February 1967
<i>Administrative Memoranda</i>		
1/67	Overseas Students—Admission Arrangements...	5th January 1967
2/67	Schools and Special School Regulations ...	2nd January 1967
3/67	Computer Education	1st February 1967
4/67	Teachers Branch II move to Victoria St. ...	2nd February 1967
5/67	Higher and Further Education Building Programme and Cost Limits	9th February 1967
6/67	Productivity and Management Education ...	16th February 1967
7/67	Adult Retraining	14th February 1967
16/66	Approval of Courses in Establishments of Further Education	29th March 1967
(Addendum No. 1)		
8/67	Polytechnics	5th April 1967
9/67	Licences for Radio and Television Broadcast Receiving Sets in Schools and Other Educational Institutions	3rd April, 1967
10/67	Teachers Superannuation Regulations ...	11th April 1967
11/67	Development of Post-Diploma Studies in Art and Design	12th April 1967
12/67	Report of the Committee on Scales of Salaries for the Teaching Staff of Colleges of Education (England and Wales) 1965	10th April 1967
13/67	Curzon Street House, Richmond Terrace and Parliament Street. Change to All Figure Telephone Numbers	17th April 1967
14/67	Fees for students from outside the United Kingdom attending full-time and sandwich courses in Establishments of Further Education	20th April 1967

APPENDIX J—continued

15/67	Further Education Fees for Classes in Leisure Time Activities	16th May 1967
16/67	Development of Courses Leading to the Diploma in Art and Design	24th May 1967
17/67	National Water Safety Campaign	9th June 1967
18/67	Interchange of Teachers and Assistants with Overseas Countries	17th July 1967
19/67	Industrial Training Act 1964	6th July 1967
20/67	Inhalation of Asbestos Dust	18th July 1967
16/66 (Add. No. 2)	Approval of Courses in Establishments of Further Education	12th July 1967
21/67	Decimalisation and Metrication	24th August 1967
22/67	Liability for Pupils and Students visiting Industry	31st August 1967
23/67	Procedure for Introducing Superannuation Arrangements for Part-time Teachers in Primary and Secondary Schools	1st September 1967
24/67	Salary Scales for Teachers in Primary and Secondary Schools	4th September 1967
18/67 (amendment)	Interchange of Teachers and Assistants with Overseas Countries—Rate of Payment of Foreign Assistants and Interchange Teachers	7th September 1967
25/67	Joint Planning of Industrial Training and Associated Further Education	25th October 1967
26/67	One Year and One Term Courses of Further Training for Qualified Teachers 1968–69 ...	21st November 1967
27/67	Report of the Committee on Scales of Salaries for the Teaching Staff of Colleges of Education (England and Wales) 1967	22nd November 1967
23/67 (Add. No. 1)	Procedure for Introducing Superannuation Arrangements for Part-time Teachers in Primary and Secondary Schools	28th December 1967

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