

Table of Contents

<i>Minute of Appointment</i>	<i>Page</i> iii
REPORT	
CHAPTER I	
Our terms of reference, our procedure and the outline of our Report	1-3
CHAPTER II	
Aims and principles	4-10
A SYSTEM OF HIGHER EDUCATION	5
THE AIMS OF HIGHER EDUCATION	6
GUIDING PRINCIPLES	7
Numbers and eligibility	8
The recognition of individual achievement	8
The status of institutions	8
Opportunities for transfer	9
Organisation	9
The maintenance of standards	10
CHAPTER III	
The growth of higher education in Great Britain	11-21
THE EDUCATIONAL REVOLUTION	11
THE PATTERN OF HIGHER EDUCATION	13
Full-time provision	13
Part-time provision	13
Overseas students	15
Numbers entering courses of full-time and part-time study	15
Women in higher education	17
Qualifications of entrants	17
Numbers completing courses of full-time and part-time study	20
SUMMARY	21
CHAPTER IV	
Institutions of higher education in Great Britain	22-34
UNIVERSITIES	22
Historical development	22
Students	24
Staffing	26
COLLEGES FOR THE EDUCATION AND TRAINING OF TEACHERS	27
England and Wales	27
Scotland	29

INSTITUTIONS OF FURTHER EDUCATION	...	...	...	...	...	...	...	...	29
England and Wales	...	...	...	...	...	...	...	...	30
Colleges of Advanced Technology	...	...	...	...	...	...	...	...	30
Regional Colleges	...	...	...	...	...	...	...	...	31
Area Colleges	...	...	...	...	...	...	...	...	31
Local Colleges	...	...	...	...	...	...	...	...	31
Education in art and commerce	...	...	...	...	...	...	...	...	32
Other colleges	...	...	...	...	...	...	...	...	32
Administration	...	...	...	...	...	...	...	...	32
Advisory councils	...	...	...	...	...	...	...	...	32
The National Council for Technological Awards	...	...	...	...	...	...	...	...	33
Scotland	...	...	...	...	...	...	...	...	33
Great Britain: students and staffing	...	...	...	...	...	...	...	...	33

CHAPTER V

International comparisons

35-47

DIFFERENT STRUCTURES	...	...	...	...	...	...	...	...	35
Britain and Western Europe	...	...	...	...	...	...	...	...	35
The United States of America and the Union of Soviet Socialist Republics	...	...	...	...	...	...	...	...	36
THE OPPORTUNITIES OPEN TO STUDENTS	...	...	...	...	...	...	...	...	38
Freedom of access	...	...	...	...	...	...	...	...	38
Methods of study	...	...	...	...	...	...	...	...	39
Residence and student finance	...	...	...	...	...	...	...	...	39
THE CONTENT OF COURSES AND THEIR STANDARD	...	...	...	...	...	...	...	...	40
QUANTITATIVE COMPARISONS	...	...	...	...	...	...	...	...	41
The total numbers of students	...	...	...	...	...	...	...	...	41
The numbers entering	...	...	...	...	...	...	...	...	42
Achievement	...	...	...	...	...	...	...	...	43
Expenditure	...	...	...	...	...	...	...	...	45
The future	...	...	...	...	...	...	...	...	45

CHAPTER VI

The future demand for higher education and the places needed to meet it

48-74

GUIDING PRINCIPLES	...	...	...	...	...	...	...	...	48
PLACES FOR HOME STUDENTS	...	...	...	...	...	...	...	...	49
The so-called pool of ability	...	...	...	...	...	...	...	...	49
The likely demand	...	...	...	...	...	...	...	...	54
The size of the age group	...	...	...	...	...	...	...	...	56
The output of qualified school leavers	...	...	...	...	...	...	...	...	57
The application rate	...	...	...	...	...	...	...	...	58
The length of study	...	...	...	...	...	...	...	...	64
The total number of places for home students	...	...	...	...	...	...	...	...	65
PLACES FOR OVERSEAS STUDENTS	...	...	...	...	...	...	...	...	66
TOTAL NEED FOR PLACES	...	...	...	...	...	...	...	...	67
IMPLICATIONS FOR THE ECONOMY AND FOR SOCIETY	...	...	...	...	...	...	...	...	70
The demand for manpower	...	...	...	...	...	...	...	...	71

CHAPTER VII

Higher education and the schools

75-86

UNIVERSITIES AND THEIR GENERAL IMPACT ON THE SCHOOLS	...	...	...	...	...	...	...	...	75
The special influence of certain universities	...	...	...	...	...	...	...	...	78
SELECTION FOR HIGHER EDUCATION	...	...	...	...	...	...	...	...	82
Information about opportunities	...	...	...	...	...	...	...	...	82
Faculty entrance requirements	...	...	...	...	...	...	...	...	82
Machinery for handling applications	...	...	...	...	...	...	...	...	83
Methods used by selectors	...	...	...	...	...	...	...	...	83
CO-OPERATION BETWEEN HIGHER EDUCATION AND THE SCHOOLS	...	...	...	...	...	...	...	...	84
Consultative machinery	...	...	...	...	...	...	...	...	85
Contact between teachers	...	...	...	...	...	...	...	...	85
The revision of textbooks and syllabuses	...	...	...	...	...	...	...	...	86
CONCLUSION	...	...	...	...	...	...	...	...	86

CHAPTER VIII

University courses

87-106

FIRST DEGREE COURSES	...	...	...	...	...	...	...	...	88
England and Wales	...	...	...	...	...	...	...	...	88
The structure of first degree courses	...	...	...	...	...	...	...	...	88
Criticisms	...	...	...	...	...	...	...	...	89
Deep and broad courses	...	...	...	...	...	...	...	...	91
The need for flexibility	...	...	...	...	...	...	...	...	95
Scotland	...	...	...	...	...	...	...	...	96
THE LENGTH OF FIRST DEGREE COURSES	...	...	...	...	...	...	...	...	97
POSTGRADUATE STUDIES	...	...	...	...	...	...	...	...	98
The need for more postgraduate study	...	...	...	...	...	...	...	...	100
The need for more varied types of study	...	...	...	...	...	...	...	...	102
Postgraduate awards	...	...	...	...	...	...	...	...	104
The organisation of postgraduate studies	...	...	...	...	...	...	...	...	105
A COMMON POLICY	...	...	...	...	...	...	...	...	106

CHAPTER IX

Colleges for the education and training of teachers

107-125

ENGLAND AND WALES	...	...	...	...	...	...	...	...	109
The size and scope of the colleges	...	...	...	...	...	...	...	...	109
The availability of degrees	...	...	...	...	...	...	...	...	112
The pattern of degree courses	...	...	...	...	...	...	...	...	114
The future scope of specialist colleges	...	...	...	...	...	...	...	...	116
Future administrative arrangements	...	...	...	...	...	...	...	...	117
Two possibilities considered	...	...	...	...	...	...	...	...	117
Schools of Education	...	...	...	...	...	...	...	...	118
The continuing role of local education authorities	...	...	...	...	...	...	...	...	119
The new system of finance	...	...	...	...	...	...	...	...	120
University Departments of Education	...	...	...	...	...	...	...	...	120
The co-operation of the universities	...	...	...	...	...	...	...	...	120
SCOTLAND	...	...	...	...	...	...	...	...	121
Present relations with the universities	...	...	...	...	...	...	...	...	122
The availability of degrees	...	...	...	...	...	...	...	...	122
A partnership with the universities	...	...	...	...	...	...	...	...	123
University Departments of Education	...	...	...	...	...	...	...	...	124
Administrative arrangements	...	...	...	...	...	...	...	...	125
CONCLUSION	...	...	...	...	...	...	...	...	125

CHAPTER X
Institutions for technological education and the system
of further education

	126-146
INSTITUTIONS OF TECHNOLOGY AT UNIVERSITY LEVEL	126
The need for Special Institutions for Scientific and Technological Education and Research	128
The Colleges of Advanced Technology	130
The scope and size of the colleges	132
Scotland—The Central Institutions	132
Links with government research establishments and industry	134
Business studies and education for management	134
The study of modern languages	136
THE SYSTEM OF FURTHER EDUCATION	137
Regional Colleges	137
Area Colleges and Colleges of Commerce	138
Academic awards	140
Present arrangements	140
The need for a new range of degrees	141
A Council for National Academic Awards	142
Control of the power to give degrees	143
Colleges and Schools of Art	144
Other institutions	145
The College of Aeronautics	145
National Colleges	145
The Agricultural Colleges	145
CONCLUSION	146

CHAPTER XI

The future pattern of higher education

147-169

THE POSSIBILITY OF NEW TYPES OF INSTITUTION	147
THE DEVELOPMENT OF EXISTING INSTITUTIONS	149
Principles of development	149
THE LONG-TERM PATTERN	150
The role of the universities	150
The size of universities	152
New universities	154
University provision in Scotland	155
Needs after 1980	156
Colleges of Education	156
Further education	158
Size of Colleges of Education and of Regional and Area Colleges: new foundations	158
THE NEXT TEN YEARS	159
THE LOCATION OF UNIVERSITIES	162
AREAS OF STUDY	163
Universities	164
Other institutions: the total pattern of studies	165
PART-TIME STUDY AND PROFESSIONAL EDUCATION	166
THE EDUCATION OF ADULTS	167

	<i>Page</i>
CHAPTER XII	
Staffing	
	170-180
THE PRESENT STAFFING OF HIGHER EDUCATION	170
Universities	172
Other institutions	172
Higher education as a whole	174
FUTURE STAFFING	174
CONDITIONS OF SERVICE	177
PART-TIME TEACHERS	179

	<i>Page</i>
CHAPTER XIII	
Teachers and students	
	181-198
TEACHING AND RESEARCH	181
METHODS OF TEACHING	185
EXAMINATIONS	189
WASTAGE	189
Universities	190
Colleges for the education and training of teachers	192
Colleges of Advanced Technology and institutions of further education	192
SOCIAL INTERCOURSE	193
LIVING ACCOMMODATION FOR STUDENTS	194
VACATIONS	197
PRIVILEGE AND OBLIGATION	198

	<i>Page</i>
CHAPTER XIV	
The financial and economic aspects of our proposals	
	199-216
THE COST OF HIGHER EDUCATION	199
The cost of expansion	201
EDUCATION AS AN INVESTMENT	204
BUDGETARY CONSIDERATIONS	207
FINANCING HIGHER EDUCATION BY LOANS	209
Loans for buildings and equipment	210
Loans to students	210
THE FINANCE OF INSTITUTIONS	212
Fees	212
Gifts and endowments	215
CONCLUSION	216

	<i>Page</i>
CHAPTER XV	
The internal government of institutions of higher education	
	217-227
PRINCIPLES OF INTERNAL GOVERNMENT	217
Universities	217
The lay element on governing bodies	217
The composition of the senate	218
The importance of internal communications	220
The vice-chancellor or principal	221
Colleges of Education	222
Institutions of further education	222
Governing bodies	222
Finance	222
Academic appointments	223
Academic organisation	223

	<i>Page</i>
THE FEDERAL PRINCIPLE AND OTHER FORMS OF ASSOCIATION	223
The University of London and the University of Wales	223
Oxford and Cambridge	224
The Scottish Universities	224
The procedure for university ordinances or statutes	226
THE COMMITTEE OF VICE-CHANCELLORS AND PRINCIPALS	226

CHAPTER XVI

Academic freedom and its scope

228-237

INDIVIDUAL FREEDOM	229
INSTITUTIONAL FREEDOM	229
The constituents of academic freedom	230
Appointments	230
Curricula and standards	231
Admission of students	231
The balance between teaching and research	232
Freedom of development	233
Salaries and staffing ratios	234
SAFEGUARDS FOR ACADEMIC FREEDOM: THE GRANTS COMMITTEE PRINCIPLE	235

CHAPTER XVII

The machinery of government

238-256

NATIONAL OR REGIONAL ORGANISATION	238
A GRANTS COMMISSION	239
The case for a single body	240
The organisation of the Commission	241
The timing of the Commission's grants	242
ACCOUNTABILITY IN THE GRANTS COMMITTEE AREA	243
MACHINERY FOR THE SETTLEMENT OF SALARIES	244
MINISTERIAL RESPONSIBILITY	246
The Chancellor of the Exchequer	246
The Lord President of the Council	247
A Secretary of State for Education	248
A Minister of Arts and Science	250
THE SPECIAL POSITION OF SCOTTISH INSTITUTIONS	252
CO-ORDINATION AND LIAISON	253
High policy	253
Functional advice	254
Educational research	255
Statistics	255

CHAPTER XVIII

The short-term emergency

257-264

THE NATURE OF THE CRISIS	257
MEETING THE CRISIS	261

