

United Nations, as well as from the mutual desire of both countries. The resolution of the United Nations recommends the early and comprehensive study in the light of developments in outer space of measures (a) to advance the state of atmospheric science and technology so as to provide greater knowledge of basic physical forces affecting climate and the possibility of large-scale weather modification, and (b) to develop existing weather forecasting capabilities and to help member States make effective use of such capabilities through regional meteorological centres. It also requests the World Meteorological Organization to submit a report on arrangements to achieve those ends. This report will be studied by member Governments and by the Economic and Social Council prior to further consideration by the General Assembly of the United Nations. It is expected that Dr. H. Wexler, a leading American meteorologist, will shortly join Prof. Bugaev and Dr. Alaka.

Teaching of Science and Mathematics :

Nuffield Foundation Programme

THE Nuffield Foundation has set aside £250,000 towards the cost of a comprehensive long-term programme to improve the teaching of science and mathematics in schools. Co-ordination of the whole programme will be undertaken by the director of the Foundation, Dr. Leslie Farrer-Brown, in consultation with the Curriculum Study Group in the Ministry of Education and all branches of the education service, with the professional institutions concerned, and with industry. The five sections chosen as starting points for the programme are: physics, chemistry and biology for 11-15-year-olds in grammar schools and streams; secondary school mathematics; and primary and secondary school science in general. The aim in the first three sections will be to provide a complete range of aids designed by teachers for teachers. The work will be based on the extensive new thinking now being undertaken by bodies such as the Science Masters Association, H.M. Inspectorate of Schools, the Scottish Education Department, the professional scientific institutions and some of the larger industrial concerns. A full-time organizer will be appointed as a Nuffield Fellow to lead the work of each section. Each organizer will be backed by a small consultative committee, and detailed work on the programme will be undertaken by teams of practising teachers. The physics project will be started during the next few weeks under the leadership of Mr. D. McGill, who has been seconded for the purpose by the Scottish Education Department. The chairman of the Physics Consultative Committee will be Sir Nevill Mott. The intention is to complete the physics project within three years. In the first phase, the teams will concentrate on producing preliminary drafts of the required teachers' guides, class texts, and laboratory notes, and on commissioning demonstration and laboratory apparatus and visual aids for the course as a whole. The Associated Electrical Industries Film Unit and Design Unit have made their services available to the Committee for policies concerning visual aids. The second phase will comprise trying out the texts under classroom conditions and submitting them to further detailed criticism. In the final phase, arrangements will be made for the amended texts and approved versions of the apparatus and aids to be produced on a scale sufficient to meet the expected demand. Active steps are now being taken to begin work on the other four sections of the programme.

International Exchange of Skilled Persons

In a written answer to a question in the House of Lords on March 19, Lord Hastings stated that full information about the United Nations Operational and Executive Personnel Scheme (OPEX) would be found in the report of the Secretary-General on programmes financed by the regular budget. The scheme was launched in January 1959, with an annual budget of 200,000 dollars, which was increased to 300,000 dollars for 1960, and to 850,000 dollars for 1961 and 1962. Up to September 1961, eighty posts had been established, of which seven were in the newer independent Commonwealth countries; three officers had completed their assignments and twenty-seven were in post. At their meeting in September 1960, the Commonwealth Economic Consultative Council decided that the best way to foster exchanges between Commonwealth countries of persons with specialized skills and experience would be for the Commonwealth Governments to improve their bilateral arrangements, and that appropriate arrangements should be devised, where they did not already exist, for filling executive as well as advisory, technical and specialized posts in Commonwealth countries which had recently achieved independence. Shortly after this decision was announced, Britain extended her offer of technical assistance to those Commonwealth countries which had recently become independent to including filling senior and important posts on the permanent establishment of the Governments of those countries, for a limited period, pending the training of a local successor. This offer was made to Ghana, Malaya, Nigeria and Sierra Leone, and so far about twenty appointments had been made, covering a wide variety of fields, including finance, engineering and telecommunications.

British Student Population

In a written answer in the House of Commons on March 27, Sir Edward Boyle stated that of 15,256 students in arts, science and technology in 1952, 16.7 per cent left, for various reasons, without success, 1,688 leaving for academic reasons; for 1955, corresponding figures were 18,239, 13.9 per cent and 1,804; and for 1957, 21,793, 14.3 per cent and 2,584. Sir Edward also stated that a target of 150,000 students for the next five years had been selected to provide the greatest practicable opportunities for the large age-groups reaching university age in 1966-67; it would provide university places for as high a proportion as was available at present.

British Colleges of Technology

In answer to a question in the House of Commons on March 28, the Secretary of State for Scotland, Mr. J. MacLay, said that of the Government's programme of technical college building to be started by the end of March 1964, projects had been started to date to the value of £13.5 million, including projects already completed to the value of £1 million and others to the value of £1.5 million expected to be completed by the end of 1962. In a written answer on March 26 the Minister of Education, Sir David Eccles, stated that twenty-one colleges were at present recognized as regional colleges of further education and he was reviewing the list in consultation with the regional advisory councils for further education. Seventeen of these were included in the first list compiled in 1956 and four were added between 1956 and 1959; one, the Brunel College of Technology, was being designated a college of advanced technology