PART III

UNDERGRADUATES

200. In this Part the teaching received by undergraduates in Michaelmas Term 1964 is analysed; and information is given on the academic performance of undergraduates and on a number of other topics such as the use of libraries by undergraduates, their financial support at university, and their subsequent careers.

TEACHING

201. The information on teaching is derived from two surveys carried out by the Commission during Michaelmas Term 1964. One was addressed to one-sixth of all undergraduates in their first, second, or third years and was mainly concerned with the teaching they received during the third week of term. The other was addressed to all organizers of tutorial work in the colleges and other societies, and covered the arrangements for the Michaelmas Term of tutorials and college classes and seminars for undergraduates reading Honour Schools.

202. It should be noted that the teaching can be regarded in two different ways: from the point of view of the undergraduates, or of the teachers. For example, the number of tutorials received by undergraduates will exceed the number of tutorials given by teachers, to the extent that tutorials are given to two or three undergraduates at a time. In the Undergraduate Survey teaching is approached from the undergraduates' point of view. In the Tutorial Organizers Survey it is approached from the teachers' point of view.

203. The response rate in the Undergraduate Survey was 94 per cent., and all organizers of tutorial work made a return. Further details of response and of other aspects of the surveys are given in Part VI.

Background

204. The distribution of the sample of undergraduates by subject group and year is given in Table 91. A comparison of these distributions with

those from the Tutorial Organizers Survey and from official university statistics is given in Part VI and shows the three sources to be in close agreement.

Table 91. *Undergraduates by subject group and year. Michaelmas Term 1964*

OXFORD — PERCENTAGE

	Year			All years	*Number in sample*
	First	Second	Third		
Arts	35	35	30	100	*496*
Social studies	37	30	33	100	*216*
Science	36	35	30	100	*357*
All subjects	35	34	31	100	*1,069*
Arts	46	48	46	46	.
Social studies	21	18	22	20	.
Science	34	34	32	33	.
All subjects	100	100	100	100	.
Number in sample	*379*	*361*	*329*	*1,069*	.

SOURCE: Undergraduate Survey.

Table 92. *Examination undergraduates were working for, by year. Michaelmas Term 1964*

OXFORD — PERCENTAGE

Examination	Year			All years
	First	Second	Third	
Preliminary examination	57	1	—	21
Moderations	33	8	1	14
Honour School	10	91	99	65
Pass School	—	1	—	—
All examinations	100	100	100	100
Number in sample	*379*	*361*	*329*	*1,069*

SOURCE: Undergraduate Survey.

205. The distribution of undergraduates according to the type of examination for which they were working is given in Table 92. A negligible number were reading for the Pass School, and about two-thirds had passed a First Public Examination and were reading for an Honour School. Preliminary Examinations and Law Moderations are usually taken during the first year, and Honour Moderations either at the end of the first year or during the second year. One-third of first-year undergraduates were reading for Moderations (including Law Moderations). The remainder were reading for, or had already taken, a Preliminary Examination.[1]

Table 93. *Undergraduates by subject group and type of society. Michaelmas Term 1964*

OXFORD PERCENTAGE

	Men's colleges	Permanent Private Halls	Women's colleges	All societies	*Number in sample*
Arts	74	4	22	100	*496*
Social studies	89	1	9	100	*216*
Science	86	—	13	100	*357*
All subjects	81	2	16	100	*1,069*
Arts	42	85	61	46	.
Social studies	22	12	11	20	.
Science	35	4	27	33	.
All subjects	100	100	100	100	.
Number in sample	*868*	*26*	*175*	*1,069*	.

SOURCE: Undergraduate Survey.

NOTE: Two undergraduates at Linacre College are included under 'men's colleges'.

206. Table 93 gives the distribution of undergraduates in the survey by subject group and college group (men's and women's colleges and Permanent Private Halls). It is in close agreement with the distributions by subject in Table 12, and in addition it shows that the great majority of undergraduates at Permanent Private Halls were reading arts subjects.

[1] Most of those who had taken a Preliminary Examination were chemists. In the second year a few were still reading for a Preliminary Examination. The great majority of the 8 per cent. reading for Moderations were reading for Classical Honour Moderations which is normally taken after five terms. See Part I, paras. 18–20 for details of the First and Second Public Examinations.

Table 94. *Undergraduates in their second and third years with Senior Status by subject group. Michaelmas Term 1964*

OXFORD PERCENTAGE

	Arts	Social studies	Science	All subjects
Graduates of U.K. universities with Senior Status	3	1	—	1
Graduates of overseas universities with Senior Status	4	10	1	3
Others with Senior Status	2	2	1	1
Without Senior Status	92	87	98	95
All undergraduates in second or third years	100	100	100	100

SOURCE: Undergraduate Survey.

207. Suitably qualified undergraduates are given Senior Status. This dispenses them from the First Public Examination, and enables them to take a degree in two years instead of three. Senior Status is usually granted only to graduates of other universities and to undergraduates who have previously passed a university diploma while at Ruskin College or Plater College. In the Undergraduate and Tutorial Organizers Surveys undergraduates with Senior Status have been treated as second year in their first year of residence, etc. Table 94 shows their distribution by subject group among all second- and third-year undergraduates. Graduates of overseas universities form the majority of undergraduates with Senior Status, who were most heavily represented in social studies. There were very few in science.

Average amounts of teaching received

208. Table 95 gives the weekly averages for the main forms of teaching by subject group and year. On average, undergraduates attended 1·5 tutorials, 0·8 classes and seminars, and 4·7 lectures. Scientists spent an average of 7·5 hours doing practical work in laboratories. But there were considerable variations about the averages, both between years and between subject groups. In arts and social studies the number of tutorials increased with year, the average being rather higher in social studies than in arts. The relatively small number of tutorials in the first year corresponded with a high figure for classes and seminars. In science, classes and seminars were used less, and the number of tutorials decreased with year, the over-all average being the same as in arts.

Table 95. *Average per week of teaching received by undergraduates by subject group and year. Michaelmas Term 1964*

OXFORD NUMBER

Subject group		Year			All years
		First	Second	Third	
Arts	Tutorials	1·1	1·6	1·6	1·4
	Classes or seminars	2·4	0·7	0·8	1·3
	Lectures	5·2	2·7	2·7	3·6
	Practicals (hours)	0·2	—	—	0·1
Social studies	Tutorials	1·5	1·7	1·9	1·7
	Classes or seminars	1·2	0·2	0·4	0·6
	Lectures	5·2	2·5	3·1	3·7
	Practicals (hours)	—	—	—	—
Science	Tutorials	1·6	1·4	1·3	1·4
	Classes or seminars	0·4	0·1	0·3	0·3
	Lectures	8·6	5·5	6·1	6·8
	Practicals (hours)	9·0	8·2	4·8	7·5
All subjects	Tutorials	1·3	1·5	1·6	1·5
	Classes or seminars	1·5	0·4	0·6	0·8
	Lectures	6·3	3·6	3·9	4·7
	Practicals (hours)	3·1	2·8	1·5	2·5

SOURCE: Undergraduate Survey.

NOTES

1. Tutorials which undergraduates should have attended but which were missed during the survey week are included.
2. The sample numbers corresponding to the breakdown in this table are given in Table 365.

209. The average for lectures was highest in the first year, followed by the third year. There was little difference between arts and social studies in the number of lectures attended, but about twice as many were attended in science.

210. There are two ways in which the survey results are not typical of the whole academic year. Most important, they relate to the Michaelmas Term only, and it could well be that the amount and distribution of teaching (and of class teaching in particular) would be different in other terms. Partly because of the different timing of the First Public Examination in different subjects, the weight of the various forms of teaching falling in Michaelmas Term is likely to vary between subjects, and to this extent the survey is not representative. Secondly, lecture audiences fall off as a term progresses. Although the averages for the third week of the term should provide a valid basis for comparisons between subjects, years, etc., they do not provide reliable estimates of the average for the whole term.

211. In the subsequent sections the various forms of teaching are analysed in more detail.

Table 96. *Number of tutorials attended by undergraduates per week, by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Number of tutorials attended per week	Year			All years
		First	Second	Third	
Arts	None	24	2	3	10
	One	51	45	32	43
	Two	20	49	62	43
	Three and over	6	3	3	4
	All	100	100	100	100
Social studies	None	10	2	—	4
	One	37	29	21	29
	Two	48	68	72	62
	Three and over	5	2	7	5
	All	100	100	100	100
Science	None	1	—	—	—
	One	50	66	71	62
	Two	43	33	25	34
	Three and over	7	1	4	4
	All	100	100	100	100
All subjects	None	13	1	1	5
	One	47	50	42	47
	Two	33	47	53	44
	Three and over	6	2	4	4
	All	100	100	100	100

SOURCE: Undergraduate Survey.

NOTE: Tutorials which undergraduates should have attended but which were missed during the survey week are included.

Tutorials attended

212. Table 96 shows the number of tutorials attended by undergraduates. The low average in Table 95 for first-year undergraduates in arts and social studies can be seen to correspond with a sizeable proportion not attending any tutorials. In interpreting the figures in this table, it should be remembered that the survey related to one week only, whereas tutorials are sometimes arranged at the rate of three a fortnight. Therefore an approximately equal, but unknown, number of those attending one or two tutorials in the survey week were attending three a fortnight.

Table 97. *Number of undergraduates attending tutorials by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Number attending tutorials received by undergraduates	Year			All years
		First	Second	Third	
Arts	One	22	49	47	41
	Two	40	44	47	44
	Three	37	7	6	15
	All	100	100	100	100
Social studies	One	13	37	44	32
	Two	50	57	50	52
	Three	37	6	6	16
	All	100	100	100	100
Science	One	23	45	55	39
	Two	69	51	41	55
	Three	9	4	4	6
	All	100	100	100	100
All subjects	One	20	45	48	38
	Two	54	49	46	50
	Three	26	6	6	12
	All	100	100	100	100

SOURCE: Undergraduate Survey.

213. Half the tutorials were attended in pairs; 38 per cent. were attended alone; and the remaining 12 per cent. were attended by three undergraduates. There was a decrease in the average number attending with increasing year, the biggest difference being between the first and second years. The lowest proportion of solo tutorials was in social studies, and tutorials in threes were relatively uncommon in science (Table 97). 62 per cent. of the tutorials reported by undergraduates were in pairs or threes, but a rather smaller proportion, 55 per cent., of undergraduates had no tutorial alone during the week (Table 98). This is to be expected since an undergraduate having two tutorials has two chances of one being alone.[1]

214. The great majority of tutorials attended by more than one undergraduate were attended by undergraduates from one college only; an even larger majority were attended by undergraduates of one sex only. Table 99 shows that 6 per cent. of such tutorials were attended by members of more than one college. The proportion was slightly higher in arts, and was higher in the third year than in the first or second years.

[1] In fact, only 52 per cent. of undergraduates would have had no tutorial alone if the chance of a tutorial being alone had been the same for each tutorial, so there was a slightly greater chance of a second tutorial being alone if the first one was than if the first one was not.

Table 98. *Number of tutorials attended alone by undergraduates per week by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Number of tutorials attended alone per week	Year			All years
		First	Second	Third	
Arts	None	78	41	39	53
	One	20	45	46	37
	Two	1	14	15	10
	Three and over	1	—	—	—
	All	100	100	100	100
Social studies	None	82	51	43	60
	One	16	37	36	29
	Two	1	12	19	11
	Three and over	—	—	1	—
	All	100	100	100	100
Science	None	71	46	41	53
	One	22	48	47	39
	Two	7	5	11	8
	Three and over	—	1	1	1
	All	100	100	100	100
All subjects	None	77	45	40	55
	One	20	45	44	36
	Two	3	11	15	9
	Three and over	—	—	1	—
	All	100	100	100	100

SOURCE: Undergraduate Survey.

215. Tables 100 and 101 give details of tutorials by subject. The subjects are those of Honour Schools (and branches of the Honour School of Natural Science) wherever possible, and undergraduates reading for a First Public Examination are included under the corresponding Honour School. But certain First Public Examinations in science subjects do not correspond with a single Honour School, and must be shown separately. Classical Honour Moderations (under which undergraduates reading for the Preliminary Examination in Classical (Greek and Latin) Languages are also included) is also shown separately.

216. For the sake of completeness, each subject is shown.[1] But a number of subjects, especially in science, are small and the numbers in the sample are very small. For such subjects the survey results will not be reliable and are usually disregarded in the commentary. The sample numbers are given in Table 100.

[1] Except that Engineering, and Engineering and Economics are combined, and Agriculture and Forestry are combined.

Table 99. *Percentage of tutorials attended by undergraduates in pairs or threes which were attended by members of one college or one sex only. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Percentage of tutorials in pairs or threes which were attended by:	Year			All years
		First	Second	Third	
Arts	Members of one college only	97	93	86	92
	Members of one sex only	99	98	95	97
Social studies	Members of one college only	95	99	91	95
	Members of one sex only	95	100	96	97
Science	Members of one college only	97	93	91	94
	Members of one sex only	99	99	95	98
All subjects	Members of one college only	96	94	88	94
	Members of one sex only	98	99	96	97

SOURCE: Undergraduate Survey.

217. Among arts subjects, the average number of tutorials was above the over-all average in Literae Humaniores (even after allowing for the fact that these undergraduates were in their third year) and in English. It was below the over-all average in Theology and Geography.

218. In science, tutorials were below average in Chemistry and a number of the smaller subjects, and above average in PPP and perhaps in Biochemistry. The average for Honour Moderations in Physics, Mathematics, and Engineering was above the first-year average in science.

219. There were considerable variations between subjects in the proportion of tutorials attended by one undergraduate only. Among the larger subjects the proportion was high in Literae Humaniores and Classical Honour Moderations, and low in Jurisprudence and Chemistry.

Table 100. *Tutorials attended by undergraduates by subject. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Percentage of undergraduates attending stated number of tutorials per week				*Average number of tutorials attended per week*	*Number in sample*
	None	One	Two or more	All		
Literae Humaniores	—	10	90	100	*2·0*	*20*
Classical Honour Mods.	4	80	15	100	*1·2*	*45*
Theology	22	65	13	100	*1·0*	*23*
Modern History	16	41	43	100	*1·3*	*158*
English	4	16	80	100	*1·8*	*99*
Modern Languages	8	51	41	100	*1·3*	*102*
Oriental Studies	—	43	57	100	*1·6*	*7*
Geography	9	71	21	100	*1·1*	*34*
Music	—	25	75	100	*1·8*	*8*
Jurisprudence	5	36	59	100	*1·6*	*97*
PPE	3	24	73	100	*1·7*	*119*
Mathematics	—	62	38	100	*1·4*	*69*
Physics	—	76	24	100	*1·3*	*49*
Chemistry	1	84	15	100	*1·1*	*82*
Biochemistry	—	20	80	100	*1·8*	*10*
Animal Physiology	—	59	41	100	*1·5*	*39*
Zoology	—	86	14	100	*1·1*	*14*
Botany	—	80	20	100	*1·2*	*5*
Geology	—	100	—	100	*1·0*	*2*
PPP	—	—	100	100	*2·5*	*15*
Natural Science	—	—	100	100	*2·0*	*4*
Physics, Mathematics, and Engineering	—	9	91	100	*1·9*	*34*
Biology	—	88	13	100	*1·1*	*8*
Engineering	—	56	44	100	*1·4*	*16*
Metallurgy	—	83	17	100	*1·2*	*6*
Agriculture and Forestry	—	100	—	100	*1·0*	*4*
All subjects	5	47	48	100	*1·5*	*1,069*

SOURCE: Undergraduate Survey.

NOTES

1. Engineering includes Engineering and Economics.
2. Natural Science, Physics, Mathematics, and Engineering, and Biology are First Public Examinations.

220. Subjects in which a comparatively large proportion of tutorials were attended by members of more than one college were mainly the smaller arts subjects, in which not every college has a tutor. There was also an above average proportion of 'mixed tutorials' in Engineering.

Table 101. *Number, college, and sex of undergraduates attending tutorials, by subject. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Percentage of tutorials which were attended by stated number of persons				Percentage of tutorials attended by undergraduates in pairs or threes which were attended by members of	
	One	Two	Three	All	One college only	One sex only
Literae Humaniores	53	45	3	100	100	100
Classical Honour Mods.	77	11	11	100	100	100
Theology	59	32	9	100	56	100
Modern History	36	44	20	100	97	98
English	34	52	14	100	98	98
Modern Languages	34	51	15	100	90	94
Oriental Studies	64	18	18	100	50	100
Geography	30	53	18	100	63	96
Music	69	31	—	100	75	100
Jurisprudence	18	61	22	100	94	96
PPE	42	46	12	100	95	97
Mathematics	39	58	3	100	93	97
Physics	47	45	8	100	97	100
Chemistry	17	77	5	100	99	99
Biochemistry	44	44	11	100	100	100
Animal Physiology	47	41	12	100	97	100
Zoology	100	—	—	100	.	.
Botany	100	—	—	100	.	.
Geology	100	—	—	100	.	.
PPP	64	28	8	100	92	100
Natural Science	14	86	—	100	83	100
Physics, Mathematics, and Engineering	15	83	2	100	100	100
Biology	56	22	22	100	50	100
Engineering	43	57	—	100	62	100
Metallurgy	29	57	14	—	80	100
Agriculture and Forestry	100	—	—	100	.	.
All subjects	38	50	12	100	94	97

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

221. Table 102 shows that the average number of tutorials was higher for the women's colleges than for the men's colleges. The average number attending tutorials was slightly higher for the women's colleges than for the men's colleges, and there was considerable variation between individual colleges, particularly in the proportion of solo tutorials (see Table 103).

Table 102. *Tutorials attended by undergraduates by college. Michaelmas Term 1964*

OXFORD PERCENTAGE

College	Percentage of undergraduates attending stated number of tutorials per week					*Average number of tutorials received per week*	*Number in sample*
	None	One	Two	Three or more	All		
Balliol	2	50	43	5	100	*1·5*	*44*
Brasenose	7	60	25	7	100	*1·3*	*40*
Christ Church	4	56	38	2	100	*1·4*	*52*
Corpus Christi	—	39	61	—	100	*1·6*	*23*
Exeter	8	45	45	3	100	*1·4*	*38*
Hertford	4	67	26	4	100	*1·3*	*27*
Jesus	9	48	33	9	100	*1·5*	*33*
Keble	5	44	46	5	100	*1·5*	*41*
Lincoln	11	36	46	7	100	*1·5*	*28*
Magdalen	2	43	52	2	100	*1·5*	*46*
Merton	—	61	39	—	100	*1·4*	*31*
New College	9	40	51	—	100	*1·4*	*53*
Oriel	13	42	42	3	100	*1·4*	*31*
Pembroke	5	49	41	5	100	*1·5*	*39*
Queen's	11	57	31	—	100	*1·2*	*35*
St. Catherine's	7	40	53	—	100	*1·5*	*45*
St. Edmund Hall	13	42	42	2	100	*1·3*	*45*
St. John's	—	65	29	6	100	*1·5*	*34*
St. Peter's	3	53	41	3	100	*1·4*	*32*
Trinity	7	48	37	7	100	*1·5*	*27*
University	—	49	36	15	100	*1·7*	*47*
Wadham	9	38	44	9	100	*1·5*	*34*
Worcester	2	46	51	—	100	*1·5*	*41*
Men's colleges	6	48	42	4	100	*1·4*	*866*
Permanent Private Halls	—	50	38	12	100	*1·7*	*26*
Men's societies	6	48	42	4	100	*1·5*	*894*
Lady Margaret Hall	—	43	54	3	100	*1·6*	*35*
St. Anne's	3	37	61	—	100	*1·6*	*38*
St. Hilda's	6	17	74	3	100	*1·7*	*35*
St. Hugh's	6	47	36	11	100	*1·5*	*36*
Somerville	6	42	52	—	100	*1·5*	*31*
Women's colleges	4	37	55	3	100	*1·6*	*175*
All societies	5	47	44	4	100	*1·5*	*1,069*

SOURCE: Undergraduate Survey.

NOTE: Two undergraduates at Linacre College are not shown separately, but are included in the total for men's societies.

Table 103. *Number, college, and sex of undergraduates attending tutorials, by college. Michaelmas Term 1964*

OXFORD PERCENTAGE

College	Percentage of tutorials which were attended by stated number of persons				Percentage of tutorials attended by undergraduates in pairs or threes which were attended by members of	
	One	Two	Three	All	One college only	One sex only
Balliol	33	52	14	100	90	95
Brasenose	36	51	13	100	97	97
Christ Church	46	42	13	100	95	95
Corpus Christi	62	22	16	100	93	93
Exeter	50	37	13	100	88	100
Hertford	49	40	11	100	83	100
Jesus	36	53	11	100	100	100
Keble	24	53	24	100	96	98
Lincoln	24	69	7	100	100	100
Magdalen	56	38	6	100	100	100
Merton	63	35	2	100	94	100
New College	41	54	5	100	86	98
Oriel	50	40	10	100	95	100
Pembroke	24	62	14	100	95	98
Queen's	48	45	8	100	100	100
St. Catherine's	35	53	11	100	95	100
St. Edmund Hall	14	69	17	100	96	100
St. John's	27	58	15	100	94	100
St. Peter's	41	39	20	100	96	100
Trinity	26	59	15	100	90	97
University	39	44	17	100	94	96
Wadham	41	43	16	100	100	100
Worcester	52	40	8	100	90	97
Men's colleges	39	48	12	100	94	98
Permanent Private Halls	50	36	14	100	68	100
Men's societies	40	48	12	100	94	98
Lady Margaret Hall	27	63	11	100	88	93
St. Anne's	30	58	12	100	98	100
St. Hilda's	20	75	5	100	96	96
St. Hugh's	39	50	11	100	88	97
Somerville	38	44	18	100	96	96
Women's colleges	30	59	11	100	93	96
All societies	38	50	12	100	94	97

SOURCE: Undergraduate Survey.

NOTE: See note to Table 102.

Persons giving tutorials

222. The Undergraduate Survey did not inquire into the persons giving tutorials: whether they were fellows or lecturers of the undergraduate's college, fellows of other colleges, etc. The Tutorial Organizers Survey was designed to elicit this information. It shows the distribution of (teachers') tutorial hours according to the persons giving the tutorials, the total of teachers' time expended, and the teachers' hours per undergraduate. In addition, where teaching was given outside an undergraduate's college, the tutor was asked to give the reason. The main analyses given below are for undergraduates at the men's and women's colleges. The Permanent Private Halls are treated separately and results are given in Tables 108 and 109. While the survey was being carried out it was pointed out to us that tutorial arrangements in Oriental Studies are not on a college basis, and undergraduates in Oriental Studies are therefore excluded. Their teaching arrangements are summarized in Table 132.

223. Tables 104 and 105 give results for the main subject groups subdivided between men and women. Between 50 per cent. and 60 per cent. of tutorials at the men's colleges were given by fellows of the undergraduates' own college, the proportion being lowest in science. At the women's colleges, the corresponding proportions were lower, the difference being largest in science. When teaching by lecturers of the undergraduates' college is added, to give in-college teaching, the proportion rises to around 70 per cent. for the men's colleges and 50–60 per cent. for the women's colleges. Much of the remaining tutorials were given by fellows or lecturers of other colleges. The proportion from this source is higher for the women's than the men's colleges, and this largely compensates for the smaller proportion from in-college teachers. Persons holding a university but not a college post provide a substantial amount of teaching only in science, and postgraduates are used more in science than in other subjects.

224. Of all out-college teaching, about 40 per cent. was sent out either because the college had no teacher in the subject, or because the college teacher was on leave. The proportion accounted for in this way was higher in arts (because the college teacher being on leave was more often mentioned) and a good deal lower in social studies. The college teacher having reached his maximum hours accounted for a quarter of out-college teaching in social studies, a fifth in science, and a tenth in arts. The first three reasons given in the table are all involuntary, and together account for more than half of all out-college teaching. Teaching for optional or special papers accounted for a substantial proportion (39 per cent.) of out-college teaching in social studies, for 26 per cent. in arts, but for only 16 per cent. in science. The remainder, around a fifth, was accounted for by other reasons, of which details are given in Table 106.

Table 104. *Persons giving tutorials to undergraduates (except those at Permanent Private Halls) by subject group and sex of undergraduates. Tutorial hours: Michaelmas Term 1964*

OXFORD

PERCENTAGE

Tutorial hours given by	Tutorial hours given for undergraduates in											
	Arts			Social studies			Science			All subjects		
	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women	All
Fellows of undergraduates' college	59	48	56	55	50	54	51	34	49	55	45	53
Lecturers of undergraduates' college	13	10	12	16	11	15	15	13	14	14	11	14
Fellows or lecturers of other colleges	17	28	19	16	27	18	11	23	13	15	26	17
Persons holding a university but not a college post	2	2	2	3	6	3	13	14	13	6	6	6
Postgraduates	4	5	4	6	5	6	8	8	8	6	6	6
Other persons not holding a university or college post	6	7	6	4	2	4	3	7	3	4	6	5
All in-college teachers	72	58	69	71	60	69	66	47	63	69	56	67
All out-college teachers	28	42	31	29	40	31	34	53	37	31	44	33
All teachers	100	100	100	100	100	100	100	100	100	100	100	100
Total tutorial hours	*2,681*	*708*	*3,389*	*1,247*	*192*	*1,440*	*2,033*	*327*	*2,360*	*5,961*	*1,227*	*7,188*
Tutorial hours per undergraduate	*1·1*	*1·0*	*1·0*	*1·0*	*1·4*	*1·1*	*1·0*	*1·1*	*1·0*	*1·0*	*1·1*	*1·0*

SOURCE: Tutorial Organizers Survey.

Table 105. *Reason for out-college tutorial teaching by subject group and sex. Undergraduate out-college tutorials except at Permanent Private Halls. Michaelmas Term 1964*

OXFORD PERCENTAGE

Reason for out-college tutorial teaching	Out-college tutorial hours given for undergraduates in											
	Arts			Social studies			Science			All subjects		
	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women	All
No teacher in the subject	30	31	30	5	13	7	35	44	37	27	32	28
College teacher on leave	18	12	16	7	5	7	6	1	5	11	8	10
College teacher had reached his maximum hours	10	9	9	27	19	25	19	16	19	17	12	16
For teaching for optional or special papers	27	25	26	37	47	39	14	23	16	24	28	25
For other reasons	16	23	18	24	15	22	25	16	23	21	20	21
All	100	100	100	100	100	100	100	100	100	100	100	100

SOURCE: Tutorial Organizers Survey.

Table 106. *Reason for out-college tutorial teaching included under 'other reasons' in Table 105. Tutorial organizers except those at Permanent Private Halls: Michaelmas Term 1964*

OXFORD PERCENTAGE

Reason for out-college tutorial teaching	Tutorial organizers for undergraduates in: Arts	Social studies	Science	Men's colleges	Women's colleges	All colleges
For variety	14	4	9	7	24	9
For teaching by a relative specialist	50	52	72	60	74	62
For miscellaneous reasons or no reason given	42	44	25	36	20	33
All tutors specifying 'other reasons' in Table 105	100	100	100	100	100	100
Percentage of all out-college tutorial hours specified under 'other reasons' in Table 105	18	22	23	21	20	21

SOURCE: Tutorial Organizers Survey.

NOTES

1. This table gives the distribution of returns made by tutors, not that of the tutorial hours given to undergraduates. In comparison with Table 105, therefore, small subjects (having a small number of undergraduates per tutor) will be relatively heavily weighted.
2. The columns do not all add to 100 per cent. since some tutors specified more than one reason.

225. Unlike Table 105, Table 106 is based on the number of tutors replying, not on the number of tutorial hours involved. In comparison with Table 105, therefore, subjects with relatively few undergraduates per tutor are more heavily weighted. The most frequent 'other reason' given for out-college teaching was that it is preferable for undergraduates to go to a teacher who is something of a specialist on the subject-matter of a particular paper. Although the borderline is not clear, an attempt was made in editing the answers to distinguish between this situation in teaching for main line subjects, which is referred to as teaching by 'relative specialists', and teaching by specialists for special subjects. Teaching by 'relative specialists' accounted for 62 per cent. of 'other reasons' for out-college teaching, or about 13 per cent. of all out-college teaching. It was mentioned

more often in science than in arts or social studies, and more often by women than by men.[1] The next most frequent single reason was that undergraduates were sent out for the sake of variety.

Table 107. *Persons giving tutorials to undergraduates (except those at Permanent Private Halls) by year of undergraduates. Tutorial hours: Michaelmas Term 1964*

OXFORD — PERCENTAGE

Tutorial hours given by	Tutorial hours given for undergraduates in				
	1st year	2nd year	3rd year	4th and subsequent years	All years
Fellows of undergraduates' college	54	56	51	48	53
Lecturers of undergraduates' college	15	16	11	9	14
Fellows or lecturers of other colleges	7	15	24	28	17
Persons holding a university but not a college post	7	5	6	6	6
Postgraduates	8	5	5	7	6
Other persons not holding a university or college post	10	3	3	3	5
All in-college teachers	68	72	63	57	67
All out-college teachers	32	28	37	43	33
All teachers	100	100	100	100	100
Total tutorial hours	*1,818*	*2,542*	*2,384*	*445*	*7,188*
Tutorial hours per undergraduate	*0·8*	*1·1*	*1·2*	*1·6*	*1·0*

SOURCE: Tutorial Organizers Survey.

226. The proportion of in-college teaching was highest for the second year and lowest for the third and fourth years (Table 107). This decline was matched by an increased use of fellows and lecturers of other colleges, but not of other categories of teachers.[2]

227. Tutorial arrangements at Permanent Private Halls are summarized in Tables 108 and 109. These societies have few tutors, and the bulk of their

[1] It was mentioned more often in the 'small' sciences having few undergraduates per tutor. If the replies had been weighted according to the number of tutorial hours involved, the proportion would probably have been lower in science and over-all.

[2] There is a difference between the men's and women's colleges. The proportion of in-college teaching at the women's colleges declines from 65 per cent. for the first year, to 59 per cent. for the second year, 48 per cent. for the third year, and 42 per cent. for the fourth and subsequent years.

teaching was done either by their own lecturers or by fellows or lecturers of other colleges. Of the 15 per cent. of teaching done outside the society for 'other reasons', 63 per cent. (in terms of tutors, not of tutorial hours) was sent out for the sake of variety, and 25 per cent. for teaching by a 'relative specialist'.

Table 108. *Persons giving tutorials to undergraduates in Permanent Private Halls by year of undergraduates. Tutorial hours: Michaelmas Term 1964*

OXFORD PERCENTAGE

Tutorial hours given by	Tutorial hours given for undergraduates in				
	1st year	2nd year	3rd year	4th and subsequent years	All years
Tutors of undergraduates' society	13	12	12	48	15
Lecturers of undergraduates' society	18	25	29	6	23
Fellows or lecturers of other colleges	50	52	45	42	49
Persons holding a university but not a college post	1	7	5	3	4
Postgraduates	10	3	8	—	6
Other persons not holding a university or college post	7	1	2	—	3
All in-college teachers	31	37	41	55	38
All out-college teachers	69	63	59	45	62
All teachers	100	100	100	100	100
Total tutorial hours	*73*	*69*	*64*	*17*	*223*
Tutorial hours per undergraduate	*1·6*	*1·1*	*1·5*	*1·2*	*1·4*

SOURCE: Tutorial Organizers Survey.

Table 109. *Reason for out-college tutorial teaching for undergraduates in Permanent Private Halls. Undergraduate out-college tutorials at Permanent Private Halls: Michaelmas Term 1964*

OXFORD	PERCENTAGE
No teacher in the subject	78
College teacher on leave	—
College teacher had reached his maximum hours	1
For teaching for optional or special papers	6
For other reasons	15
All	100

SOURCE: Tutorial Organizers Survey.

228. Tables 110 and 111 show tutorial arrangements by subjects, and it can be seen that there were considerable differences between subjects, which fall broadly into two groups: 'large' subjects in which most colleges have a tutor; and 'small' subjects where this is not so.

229. Table 112 shows that it is the less well-endowed colleges which tend to have the highest proportions of out-college teaching.

Tutorial teaching at Cambridge

230. Cambridge University is the only university in Great Britain with a structure similar to that of Oxford, and with undergraduate teaching based on a tutorial system. But the organization of tutorial teaching at Cambridge is different from that at Oxford.

231. The term 'supervision' is used at Cambridge in place of 'tutorial'. Details of supervisions in 1961–2 in six selected subjects were collected by a Committee on Teaching set up by Cambridge University, and some of their results are reproduced in Table 114. Several qualifications must be mentioned before considering these results. In the table a column for all six subjects is shown. This simply summarizes the results for the six subjects, and should not be taken as representative of all subjects. Secondly, the figures are for teaching in the various subjects, and not for teaching given to particular undergraduates. To the extent that undergraduates receive teaching in more than one subject, these are different, and the last line in Table 114 on teachers' hours per undergraduate is not comparable with similar figures quoted above for Oxford. A Cambridge undergraduate reading English or Law spends his whole time on his subject, but an undergraduate during his first two years at least may spend only half his time on French or Russian, and only a third or a quarter of his time on Physics or Biochemistry, the rest of his time being spent on other subjects. Thirdly, the returns from colleges on which the figures are based were not quite complete (one college did not reply to the inquiry and the returns of four other colleges were incomplete), so that the total amount of teaching is understated. This may, but need not, also lead to some distortion of the distribution of teaching according to categories of teacher.

232. Table 114 shows that in-college teaching (in the six subjects) accounted for a much smaller proportion of all teaching than is the average at Oxford. The figures for teachers' hours per undergraduate in English and Law should be comparable with those for Oxford. In English the average was 0·8 hours for Cambridge and 1·1 hours for Oxford. In Law the average was 0·9 hours at each university. In the other subjects, as explained in the previous paragraph, the figures are not comparable.

Table 110. *Persons giving tutorials to undergraduates (except those at Permanent Private Halls), by subject of undergraduates. Tutorial hours: Michaelmas Term 1964*

OXFORD

PERCENTAGE

Subject	Tutorial hours given by									*Total tutorial hours*	*Tutorial hours per undergraduate*
	Fellows of undergraduates' college	Lecturers of undergraduates' college	Fellows or lecturers of other colleges	Persons holding a university but not a college post	Post-graduates	Other persons not holding a university or a college post	All in-college teachers	All out-college teachers	All teachers		
Literae Humaniores	69	7	15	—	8	1	76	24	100	*446*	*1·7*
Classical Honour Mods	86	8	5	1	—	—	94	6	100	*308*	*1·1*
Theology	33	1	63	1	—	2	34	66	100	*159*	*1·4*
Modern History	62	5	20	1	5	7	67	33	100	*808*	*0·9*
English	56	20	9	1	5	10	75	25	100	*699*	*1·1*
Modern Languages	47	19	24	4	1	5	65	35	100	*681*	*1·0*
Geography	31	19	30	15	2	2	51	49	100	*155*	*0·7*
Music	26	18	22	9	8	17	44	56	100	*132*	*1·6*
Jurisprudence	53	18	23	—	—	6	71	29	100	*528*	*0·9*
PPE	55	14	15	5	9	3	68	32	100	*912*	*1·2*
Mathematics	62	8	14	14	10	1	70	30	100	*452*	*1·1*
Physics	64	14	3	6	8	5	78	22	100	*426*	*1·0*
Chemistry	67	13	7	5	4	4	80	20	100	*339*	*0·7*
Biochemistry	53	10	16	8	13	—	63	37	100	*78*	*1·0*
Animal Physiology	54	17	10	7	7	6	70	30	100	*303*	*1·0*
Zoology	18	23	10	33	13	3	42	58	100	*96*	*1·0*
Botany	5	10	37	44	—	4	15	85	100	*114*	*2·0*
Geology	2	37	31	30	—	—	39	61	100	*27*	*1·0*
PPP	28	15	8	28	17	5	42	58	100	*204*	*1·7*
Engineering	28	28	25	10	7	3	56	44	100	*185*	*1·0*
Engineering and Economics	67	12	18	2	—	—	79	21	100	*21*	*1·5*
Metallurgy	59	7	11	11	11	—	66	34	100	*35*	*1·0*
Agriculture	1	15	32	50	2	—	16	84	100	*68*	*2·4*
Forestry	4	28	—	69	—	—	31	69	100	*14*	*1·0*
All subjects	53	14	17	6	6	5	67	33	100	*7,188*	*1·0*

SOURCE: Tutorial Organizers Survey.

Table 111. *Reason for out-college tutorial teaching, by subject. All undergraduate out-college tutorials except at Permanent Private Halls: Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	No college teacher in the subject	College teacher on leave	College teacher had reached his maximum hours	For teaching for optional or special papers	For other reasons	All
Literae Humaniores	12	38	7	7	36	100
Classical Honour Mods.	5	5	57	32	—	100
Theology	45	—	2	23	31	100
Modern History	6	19	2	61	12	100
English	28	16	25	6	24	100
Modern Languages	48	14	9	10	19	100
Geography	37	—	—	58	5	100
Music	63	12	8	10	7	100
Jurisprudence	10	—	30	22	37	100
PPE	5	11	23	48	13	100
Mathematics	21	4	24	41	11	100
Physics	15	6	49	6	23	100
Chemistry	29	8	10	18	36	100
Biochemistry	42	11	25	5	18	100
Animal Physiology	31	2	25	16	26	100
Zoology	40	—	7	26	27	100
Botany	77	—	—	7	16	100
Geology	30	—	—	12	58	100
PPP	52	8	3	11	25	100
Engineering	16	12	35	7	31	100
Engineering and Economics	—	—	70	23	7	100
Metallurgy	67	—	25	—	8	100
Agriculture	55	—	—	11	33	100
Forestry	89	—	—	—	11	100
All subjects	28	10	16	25	21	100

SOURCE: Tutorial Organizers Survey.

Classes and seminars

233. Classes and seminars are organized for undergraduates both on a college and on a university basis, but the majority (probably about three-quarters) are on a college (or inter-college) basis. The Undergraduate Survey covered all classes and seminars; the Tutorial Organizers Survey covered college and inter-college classes and seminars.

Table 112. *Persons giving tutorials to undergraduates, by college of undergraduates. Tutorial hours: Michaelmas Term 1964*

OXFORD

PERCENTAGE

College	Tutorial hours given by									*Total tutorial hours*	*Tutorial hours per undergraduate*
	Fellows of undergraduates' college	Lecturers of undergraduates' college	Fellows or lecturers of other colleges	Persons holding a university but not a college post	Post-graduates	Other persons not holding a university or a college post	All in-college teachers	All out-college teachers	All teachers		
Balliol	75	12	11	1	1	—	86	14	100	*303*	*1·0*
Brasenose	47	31	8	4	7	3	78	22	100	*232*	*0·9*
Christ Church	48	21	6	5	2	19	68	32	100	*419*	*1·1*
Corpus Christi	59	17	13	3	5	4	75	25	100	*203*	*1·3*
Exeter	62	15	11	5	7	—	77	23	100	*298*	*1·2*
Hertford	38	9	16	14	12	10	48	52	100	*178*	*1·0*
Jesus	67	10	17	1	4	—	77	23	100	*215*	*1·0*
Keble	53	17	16	7	2	4	70	30	100	*281*	*0·9*
Lincoln	58	9	19	5	8	1	67	33	100	*195*	*1·0*
Magdalen	62	16	13	3	3	3	78	22	100	*302*	*1·1*
Merton	57	19	12	7	5	—	75	25	100	*226*	*1·1*
New College	55	18	8	4	6	8	73	27	100	*340*	*1·1*
Oriel	66	11	11	4	7	1	77	23	100	*212*	*1·0*
Pembroke	42	22	18	11	2	5	63	37	100	*232*	*0·9*
Queen's	70	1	11	8	6	4	70	30	100	*221*	*0·9*
St. Catherine's	42	5	23	16	9	5	47	53	100	*359*	*1·2*
St. Edmund Hall	50	8	17	6	11	8	58	42	100	*240*	*0·8*
St. John's	67	15	11	5	2	—	83	17	100	*209*	*0·9*
St. Peter's	42	9	34	7	5	3	51	49	100	*255*	*1·2*
Trinity	43	21	21	3	8	4	64	36	100	*177*	*1·0*
University	53	9	20	2	11	4	63	37	100	*306*	*1·1*
Wadham	51	17	17	10	3	3	68	32	100	*274*	*1·1*
Worcester	66	11	10	4	7	3	77	23	100	*286*	*1·0*
Lady Margaret Hall	53	8	28	3	5	3	61	39	100	*245*	*1·0*
St. Anne's	49	12	23	4	3	9	61	39	100	*280*	*1·1*
St. Hilda's	50	7	21	9	4	9	57	43	100	*255*	*1·1*
St. Hugh's	29	13	38	5	12	2	42	58	100	*221*	*1·0*
Somerville	40	15	24	9	6	6	55	45	100	*227*	*1·2*
All colleges	53	14	17	6	6	5	67	33	100	*7,188*	*1·0*

SOURCE: Tutorial Organizers Survey.

Table 113. *Reason for out-college tutorial teaching, by college. Undergraduate out-college tutorials: Michaelmas Term 1964*

OXFORD — PERCENTAGE

College	No college teacher in the subject	College teacher on leave	College teacher had reached his maximum hours	For teaching for optional or special papers	For other reasons	All out-college tutorial hours
Balliol	17	24	3	33	23	100
Brasenose	18	19	7	15	42	100
Christ Church	9	24	36	19	13	100
Corpus Christi	22	—	28	38	12	100
Exeter	12	—	17	45	26	100
Hertford	27	7	23	26	19	100
Jesus	44	—	2	19	35	100
Keble	28	—	6	26	40	100
Lincoln	20	8	16	25	32	100
Magdalen	22	3	22	34	19	100
Merton	27	9	14	29	20	100
New College	17	6	28	24	25	100
Oriel	15	—	21	47	18	100
Pembroke	20	1	39	28	11	100
Queen's	35	20	11	19	15	100
St. Catherine's	43	17	24	6	9	100
St. Edmund Hall	38	24	6	15	16	100
St. John's	27	14	5	40	14	100
St. Peter's	23	—	15	27	35	100
Trinity	11	41	—	38	9	100
University	28	—	17	18	37	100
Wadham	22	22	13	22	21	100
Worcester	62	—	6	17	15	100
Lady Margaret Hall	44	3	10	32	10	100
St. Anne's	30	4	12	32	23	100
St. Hilda's	37	—	6	24	34	100
St. Hugh's	37	12	16	30	5	100
Somerville	13	20	16	21	30	100
All colleges	28	10	16	25	21	100

SOURCE: Tutorial Organizers Survey.

Table 114. *Persons giving supervisions in certain subjects at Cambridge. 1961–2*

CAMBRIDGE — PERCENTAGE

Persons giving supervisions to undergraduates	English	Law	French	Russian	Physics	Bio-chemistry	All six subjects
Fellows of undergraduates' college	44	39	48	6	34	30	39
Fellows of other colleges	9	13	14	21	4	14	10
University staff, not fellows of any college	6	3	4	56	6	10	7
Postgraduates of undergraduates' college	9	1	4	5	29	26	11
Postgraduates of other colleges	6	—	2	—	21	14	7
Other persons	27	44	28	12	7	7	25
All	100	100	100	100	100	100	100
Supervisors' hours per undergraduate per week in the subject	*0·8*	*0·9*	*0·7*	*0·9*	*0·5*	*0·3*	*0·6*

SOURCE: 'Report to the General Board of the Committee on Teaching', *Cambridge University Reporter*, 1 May 1964.

Table 115. *Number of classes or seminars attended by undergraduates per week, by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Number of classes or seminars attended per week	Year			All years
		First	Second	Third	
Arts	None	12	56	47	38
	One	18	22	34	24
	Two	23	16	15	18
	Three and over	47	5	4	19
	All	100	100	100	100
Social studies	None	39	83	68	62
	One	27	15	22	22
	Two	19	2	7	10
	Three and over	15	—	3	6
	All	100	100	100	100
Science	None	72	90	77	80
	One	20	9	20	16
	Two	7	2	2	4
	Three and over	1	—	1	1
	All	100	100	100	100
All subjects	None	38	73	61	57
	One	21	16	27	21
	Two	17	9	9	12
	Three and over	25	2	3	10
	All	100	100	100	100

SOURCE: Undergraduate Survey.

234. The average number of classes and seminars (given in Table 95) was 0·8, but over half the sample did not attend any, and 10 per cent. attended three or more (Table 115). It was only in arts that a majority attended any classes or seminars, and only among first-year arts undergraduates that most did so. It should be noted that classes and seminars may not have the same form or the same purpose in different subjects and at different stages of an undergraduate's career. A common procedure is for one of a small group of undergraduates to present a paper which is then discussed by the group with one or two tutors controlling the argument. This procedure is more often used in classes for second- and third-year undergraduates. Classes in which direct instruction plays a greater part are used for those at the beginning of their first year who are working for the First Public Examination.

Table 116. *Size of classes or seminars attended by undergraduates by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Classes or seminars attended by stated number of persons	Year			All years
		First	Second	Third	
Arts	4–5	28	26	23	27
	6–10	47	33	49	44
	11 and over	26	40	28	29
	All	100	100	100	100
Social studies	4–5	26	25	9	22
	6–10	43	58	28	41
	11 and over	31	17	63	37
	All	100	100	100	100
Science	4–5	22	33	21	23
	6–10	36	40	28	34
	11 and over	42	27	52	43
	All	100	100	100	100
All subjects	4–5	27	27	20	26
	6–10	45	36	42	43
	11 and over	28	37	38	32
	All	100	100	100	100

SOURCE: Undergraduate Survey.

235. About a quarter of the classes and seminars were small, with four or five attending. Nearly half were attended by 6–10 persons, and a third were larger than this. The average number attending was probably about nine. The average number attending was smallest in arts and for first-year undergraduates, and was largest in science and for the third year.

236. Table 117 shows that a substantial proportion of classes and seminars in arts were for proses in languages. Of all classes and seminars, those for ancillary subjects accounted for 20 per cent., and those for optional and special subject papers accounted for a further 14 per cent. The bulk of the remainder were devoted to main-subject teaching (see Table 118). There was little difference between the over-all figures for social studies and science, although there were differences between years, and in each of these subject groups about half the classes and seminars were devoted to main-subject teaching. Ancillary subjects accounted for some 21 per cent. and special subjects some 14 per cent. If proses are counted as main-subject teaching, the position was similar in arts.

Table 117. *Type of classes or seminars attended by undergraduates by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Classes or seminars for	Year			All years
		First	Second	Third	
Arts	Proses	32	59	40	39
	Ancillary subjects	30	3	3	20
	Optional or special subject papers	9	16	29	14
	Other purposes	28	22	28	27
	All purposes	100	100	100	100
Social studies	Ancillary subjects	30	—	6	22
	Optional or special subject papers	8	8	41	15
	Other purposes	62	92	53	63
	All purposes	100	100	100	100
Science	Ancillary subjects	35	13	—	21
	Optional or special subject papers	2	27	24	13
	Other purposes	63	60	76	66
	All purposes	100	100	100	100
All subjects	Proses	24	49	27	29
	Ancillary subjects	31	4	3	20
	Optional or special subject papers	8	16	30	14
	Other purposes	37	31	40	37
	All purposes	100	100	100	100

SOURCE: Undergraduate Survey.

237. Sixty-one per cent. of classes and seminars were attended by members of one college only. This could be taken as a minimum figure for the proportion of college-based classes and seminars. The proportion attended by members of one college only was much higher for the first year than for subsequent years. It was highest in social studies and lowest in science. Three-quarters of the classes and seminars were attended by members of one sex only. (Table 119.)

238. Tables 120–2 give details of classes and seminars by subject. Although no great reliance can be placed on the results for 'small' subjects, there seems to be no science subject in which classes and seminars were extensively used. They were used most in arts subjects and PPE.

Table 118. *Type of classes or seminars attended by undergraduates shown as attending classes or seminars for 'other purposes' in Table 117, by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Type of classes or seminars for 'other purposes'	Year			All years
		First	Second	Third	
Arts	Main subject teaching	74	90	74	77
	Revision	—	—	11	3
	Miscellaneous	3	5	7	4
	Not ascertained	23	5	7	16
	All types	100	100	100	100
Social studies	Main subject teaching	81	90	54	77
	Revision	—	—	31	7
	Miscellaneous	3	—	15	5
	Not ascertained	16	10	—	12
	All types	100	100	100	100
Science	Main subject teaching	95	75	56	76
	Revision	—	—	33	13
	Miscellaneous	5	13	6	7
	Not ascertained	—	13	6	4
	All types	100	100	100	100
All subjects	Main subject teaching	80	87	64	77
	Revision	—	—	22	6
	Miscellaneous	3	5	9	5
	Not ascertained	17	8	5	12
	All types	100	100	100	100

SOURCE: Undergraduate Survey.

239. A higher than average proportion of classes and seminars in Modern History, English, Jurisprudence, and Physics, Mathematics, and Engineering appear to be college organized. In the other arts subjects, except for Modern Languages (in which classes in French are predominantly college based, while classes in other languages are mainly university organized), the proportion of college organized classes and seminars appears to be below average.

240. Similar details by college are given in Tables 123 and 124. The average number of classes and seminars attended by women is nearly twice that

for men. This is because a larger proportion of women attend at least one class or seminar; the average attendance for those attending at least one being much the same for men and women.

Table 119. *Percentage of classes or seminars attended by undergraduates which were attended by members of one college or one sex only, by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Percentage of classes or seminars which were attended by	Year			All years
		First	Second	Third	
Arts	Members of one college only	76	38	36	61
	Members of one sex only	86	64	56	76
Social studies	Members of one college only	75	83	38	67
	Members of one sex only	84	92	41	74
Science	Members of one college only	68	47	34	54
	Members of one sex only	72	53	48	62
All subjects	Members of one college only	75	42	36	61
	Members of one sex only	85	65	52	75

SOURCE: Undergraduate Survey.

College classes and seminars

241. A rough calculation based on the Undergraduate Survey and Tutorial Organizers Survey suggests that about 70 per cent. of classes and seminars for undergraduates were organized on a college or inter-college basis. In the Undergraduate Survey, 61 per cent. of the classes attended had undergraduates from one college only. In the Tutorial Organizers Survey, tutors reported about 720 teachers' hours for college classes and seminars attended by undergraduates of one college only. They also reported about 230 teachers' hours giving inter-college classes and seminars (i.e. college organized classes and seminars attended by undergraduates of more than one college). Each of these hours should have been reported by as many tutors as there were colleges represented; thus each hour should have been reported at least twice. Therefore 100 teachers' hours might be taken as a

Table 120. *Classes or seminars attended by undergraduates per week by subject. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Percentage of undergraduates attending stated number of classes or seminars per week					*Average number of classes or seminars attended per week by*	
	None	One	Two	Three and over	All	*All undergraduates*	*Undergraduates attending at least one class or seminar*
Literae Humaniores	75	25	—	—	100	*0·3*	*1·0*
Classical Honour Mods.	33	38	22	7	100	*1·0*	*1·5*
Theology	35	35	13	17	100	*1·6*	*2·4*
Modern History	46	22	8	23	100	*1·3*	*2·3*
English	51	20	17	12	100	*1·0*	*2·0*
Modern Languages	3	24	41	32	100	*2·2*	*2·3*
Oriental Studies	14	—	14	71	100	*3·6*	*4·2*
Geography	62	32	6	—	100	*0·4*	*1·2*
Music	38	13	25	25	100	*1·4*	*2·2*
Jurisprudence	76	18	6	—	100	*0·3*	*1·3*
PPE	50	25	13	12	100	*0·9*	*1·8*
Mathematics	81	16	3	—	100	*0·2*	*1·2*
Physics	90	8	2	—	100	*0·1*	*1·2*
Chemistry	73	23	4	—	100	*0·3*	*1·1*
Biochemistry	90	10	—	—	100	*0·1*	*1·0*
Animal Physiology	90	5	3	3	100	*0·3*	*2·0*
Zoology	100	—	—	—	100	—	.
Botany	80	20	—	—	100	*0·2*	*1·0*
Geology	100	—	—	—	100	—	.
PPP	67	13	20	—	100	*0·5*	*1·6*
Natural Science	75	—	25	—	100	*0·5*	*2·0*
Physics, Mathematics, and Engineering	65	29	6	—	100	*0·4*	*1·2*
Biology	63	25	—	13	100	*1·1*	*3·0*
Engineering	94	6	—	—	100	*0·1*	*1·0*
Metallurgy	50	50	—	—	100	*0·5*	*1·0*
Agriculture and Forestry	75	25	—	—	100	*0·2*	*1·0*
All subjects	57	21	12	10	100	*0·8*	*1·9*

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

reasonable figure for inter-college classes.[1] This gives a total of 820 teachers' hours for all college and inter-college classes and seminars which would have comprised about 70 per cent. of all classes and seminars for undergraduates.

[1] Classes given to third-year undergraduates in Modern History for special subject teaching are listed in the lecture list, and were therefore not included in the Tutorial Organizers Survey. But these classes are, in effect, college classes, and therefore the extent of college class teaching in Modern History is understated. Most of these classes are attended by undergraduates of more than one college.

Table 121. *Classes or seminars attended by undergraduates (number, college, and sex of those attending) by subject. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Percentage of classes or seminars which were attended by stated number of persons				Percentage of classes or seminars which were attended by members of	
	4–5	6–10	11 and over	All	One college only	One sex only
Literae Humaniores	20	40	40	100	40	60
Classical Honour Mods.	33	35	33	100	43	63
Theology	28	28	44	100	8	31
Modern History	29	55	16	100	82	88
English	22	41	37	100	85	93
Modern Languages	21	47	32	100	54	74
Oriental Studies	52	8	40	100	8	64
Geography	27	53	20	100	20	60
Music	36	—	64	100	18	36
Jurisprudence	38	38	24	100	83	93
PPE	18	42	41	100	63	69
Mathematics	20	40	40	100	60	60
Physics	33	33	33	100	67	67
Chemistry	40	48	12	100	64	80
Biochemistry	—	—	100	100	—	—
Animal Physiology	—	—	100	100	—	—
Zoology	.	.	.	.	.	.
Botany	100	—	—	100	—	100
Geology	.	.	.	.	.	.
PPP	13	25	63	100	50	50
Natural Science	—	100	—	100	100	100
Physics, Mathematics, and Engineering	14	43	43	100	93	100
Biology	11	11	78	100	11	22
Engineering	—	—	100	100	—	100
Metallurgy	67	—	33	100	67	67
Agriculture and Forestry	—	100	—	100	—	—
All subjects	26	43	32	100	61	75

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

242. Tables 125–30 give details of the persons giving college classes and seminars attended by undergraduates of one college only in a form similar to the tables about the organization of tutorial teaching. Table 125 shows that the proportion of in-college teaching in arts and social studies was much the same as for tutorials but that in science it was higher than in

Table 122. *Type of classes or seminars attended by undergraduates by subject. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Classes or seminars for				
	Proses	Ancillary subjects	Optional or special subjects	Other purposes	All purposes
Literae Humaniores	—	—	—	100	100
Classical Honour Mods.	33	—	57	11	100
Theology	8	56	11	25	100
Modern History	1	45	26	29	100
English	19	17	4	59	100
Modern Languages	90	—	1	9	100
Oriental Studies	56	—	12	32	100
Geography	—	40	13	47	100
Music	—	9	—	91	100
Jurisprudence	—	11	11	79	100
PPE	—	25	17	58	100
Mathematics	—	—	40	60	100
Physics	—	—	—	100	100
Chemistry	—	31	19	50	100
Biochemistry	—	—	—	100	100
Animal Physiology	—	—	—	100	100
Zoology	.	.	.	.	.
Botany	—	100	—	—	100
Geology	.	.	.	.	.
PPP	—	25	—	75	100
Natural Science	—	—	—	100	100
Physics, Mathematics, and Engineering	—	36	7	57	100
Biology	—	33	—	67	100
Engineering	—	—	—	100	100
Metallurgy	—	33	—	67	100
Agriculture and Forestry	—	—	—	100	100
All subjects	29	20	14	37	100

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

other subject groups, and much higher than for tutorials. Again in contrast with tutorial teaching, fellows and lecturers of other colleges were used very little, and there was more extensive employment of persons without a college or a university post. (Here, this group includes postgraduates.)

Table 123. *Classes or seminars attended by undergraduates per week by college. Michaelmas Term 1964*

OXFORD PERCENTAGE

College	Percentage of undergraduates attending stated number of classes or seminars per week					*Average number of classes or seminars attended per week by*	
	None	One	Two	Three and over	All	*All undergraduates*	*Undergraduates attending at least one class or seminar*
Balliol	64	27	5	5	100	0·6	1·6
Brasenose	57	15	15	12	100	0·8	2·0
Christ Church	63	15	12	10	100	0·7	1·9
Corpus Christi	74	17	9	—	100	0·3	1·3
Exeter	63	13	16	8	100	0·8	2·1
Hertford	59	30	4	7	100	0·7	1·6
Jesus	58	9	15	18	100	1·1	2·5
Keble	68	15	10	7	100	0·6	2·0
Lincoln	64	14	7	14	100	0·8	2·3
Magdalen	54	26	15	4	100	0·7	1·6
Merton	45	39	6	10	100	0·8	1·5
New College	72	13	6	9	100	0·6	2·1
Oriel	55	19	13	13	100	1·0	2·2
Pembroke	62	26	8	5	100	0·7	1·8
Queen's	63	14	17	6	100	0·7	1·9
St. Catherine's	58	27	—	16	100	0·8	2·0
St. Edmund Hall	40	29	13	18	100	1·3	2·1
St. John's	71	9	12	9	100	0·6	2·0
St. Peter's	78	6	9	6	100	0·6	2·7
Trinity	59	11	15	15	100	0·9	2·2
University	64	34	2	—	100	0·4	1·1
Wadham	56	24	12	9	100	0·8	1·8
Worcester	63	15	12	10	100	0·8	2·3
Men's colleges	61	20	10	9	100	0·7	1·9
Permanent Private Halls	46	38	8	8	100	0·8	1·4
Men's societies	61	20	10	9	100	0·7	1·9
Lady Margaret Hall	20	43	23	14	100	1·4	1·7
St. Anne's	45	16	16	24	100	1·4	2·5
St. Hilda's	54	23	11	11	100	0·9	2·0
St. Hugh's	39	19	25	17	100	1·3	2·1
Somerville	29	19	29	23	100	1·5	2·1
Women's colleges	38	24	21	18	100	1·3	2·1
All societies	57	21	12	10	100	0·8	1·9

SOURCE: Undergraduate Survey.

NOTE: See note to Table 102.

Table 124. *Classes or seminars attended by undergraduates (number, college, and sex of those attending) by college. Michaelmas Term 1964*

OXFORD PERCENTAGE

College	Percentage of classes or seminars which were attended by stated number of persons				Percentage of classes or seminars which were attended by members of	
	4–5	6–10	11 and over	All	One college only	One sex only
Balliol	38	23	38	100	58	62
Brasenose	6	68	26	100	62	74
Christ Church	8	33	58	100	61	83
Corpus Christi	—	50	50	100	25	50
Exeter	14	41	45	100	55	69
Hertford	28	33	39	100	28	56
Jesus	31	57	11	100	71	80
Keble	23	31	46	100	38	46
Lincoln	17	52	30	100	57	83
Magdalen	12	39	48	100	64	70
Merton	24	44	32	100	48	76
New College	31	59	9	100	78	88
Oriel	19	29	52	100	39	84
Pembroke	41	26	33	100	52	70
Queen's	32	56	12	100	88	88
St. Catherine's	29	42	29	100	61	79
St. Edmund Hall	26	56	18	100	65	82
St. John's	40	45	15	100	60	85
St. Peter's	21	63	16	100	68	89
Trinity	17	50	33	100	58	63
University	28	50	22	100	83	89
Wadham	44	30	26	100	78	78
Worcester	15	26	59	100	44	53
Men's colleges	24	44	32	100	60	75
Permanent Private Halls	5	55	40	100	10	65
Men's societies	23	44	32	100	58	74
Lady Margaret Hall	31	46	23	100	81	83
St. Anne's	28	28	43	100	68	75
St. Hilda's	53	34	13	100	84	88
St. Hugh's	28	30	43	100	49	60
Somerville	26	55	19	100	74	74
Women's colleges	32	39	30	100	70	75
All societies	26	43	32	100	61	75

SOURCE: Undergraduate Survey.

NOTE: See note to Table 102.

Table 125. *Persons giving college classes or seminars attended by undergraduates (except those at Permanent Private Halls) from one college only, by subject group of undergraduates. Teachers' hours: Michaelmas Term 1964*

OXFORD PERCENTAGE

College class or seminar teaching hours given by	For undergraduates in			
	Arts	Social studies	Science	All subjects
Fellows or lecturers of undergraduates' college	70	72	85	73
Fellows or lecturers of other colleges	5	6	2	5
Persons holding a university but not a college post	1	3	1	1
Persons not holding any university or college post	23	19	12	21
Jointly	1	1	—	1
All out-college teachers	30	28	15	27
All teachers	100	100	100	100
Total teachers' hours per week	*477*	*127*	*98*	*702*
Teachers' hours per 10 undergraduates	*1·5*	*1·0*	*0·4*	*1·0*

SOURCE: Tutorial Organizers Survey.

NOTE: Classes or seminars shown as given jointly were given by persons from any two of the categories of the teacher, except that none was given jointly by members of the first two categories.

243. Also in contrast with tutorials, the use of in-college teachers increased with the year of the undergraduates, as Table 126 shows. The proportion of college classes and seminars given by fellows of other colleges increased with year, while that for persons not holding a college or university post declined.

244. As with tutorials, a smaller proportion of college classes and seminars were given by in-college teachers for women than men, but the deficiency was made up, not by greater use of fellows or lecturers of other colleges, as with tutorials, but by greater use of persons with no college or university post (Table 127).

Table 126. *Persons giving college classes or seminars attended by undergraduates (except those at Permanent Private Halls) from one college only, by year of undergraduates. Teachers' hours: Michaelmas Term 1964*

OXFORD PERCENTAGE

College class or seminar teaching hours given by	For undergraduates in				
	1st year	2nd year	3rd year	4th and subsequent years	All years
Fellows or lecturers of undergraduates' college	68	77	82	100	73
Fellows or lecturers of other colleges	3	6	10	—	5
Persons holding a university but not a college post	1	1	1	—	1
Persons not holding any university or college post	27	13	6	—	21
Jointly	—	3	1	—	1
All out-college teachers	32	23	18	—	27
All teachers	100	100	100	100	100
Total teachers' hours per week	*460*	*119*	*112*	*11*	*702*
Teachers' hours per 10 undergraduates	*2·0*	*0·5*	*0·5*	*0·4*	*1·0*

SOURCE: Tutorial Organizers Survey.

NOTE: See note to Table 125.

245. College classes and seminars for undergraduates at Permanent Private Halls were almost all given by fellows or lecturers of other colleges. Details of the hours given are in Table 128.

246. Tables 129 and 130 give details of college class and seminar teaching by subject and college.

Inter-college classes and seminars

247. These comprise college classes and seminars attended by undergraduates of more than one college. Since each tutor returned any classes or seminars attended by undergraduates of his own college, inter-college classes and seminars should have been returned more than once, but it is

Table 127. *Persons giving college classes or seminars attended by undergraduates (except those at Permanent Private Halls) from one college only, by sex of undergraduates. Teachers' hours: Michaelmas Term 1964*

OXFORD — PERCENTAGE

College class or seminar teaching hours given by	For undergraduates at		
	Men's colleges	Women's colleges	All colleges
Fellows or lecturers of undergraduates' college	75	63	73
Fellows or lecturers of other colleges	5	3	5
Persons holding a university but not a college post	1	1	1
Persons not holding any university or college post	18	33	21
Jointly	1	—	1
All out-college teachers	25	37	27
All teachers	100	100	100
Total teachers' hours per week	*563*	*139*	*702*
Teachers' hours per 10 undergraduates	*1·0*	*1·2*	*1·0*

SOURCE: Tutorial Organizers Survey.

NOTE: See note to Table 125.

Table 128. *Persons giving college classes or seminars attended by undergraduates at Permanent Private Halls, from one society only, by year of undergraduates. Michaelmas Term 1964*

OXFORD — HOURS

College classes or seminars attended by undergraduates from one society only	Class or seminar teaching hours given for undergraduates in				
	1st year	2nd year	3rd year	4th and subsequent years	All years
Total teachers' hours per week	3	5	4	2	14
Teachers' hours per 10 undergraduates	0·7	0·8	0·9	1·4	0·9

SOURCE: Tutorial Organizers Survey.

Table 129. *Persons giving college classes or seminars attended by undergraduates (except those at Permanent Private Halls) from one college only, by subject of undergraduates. Teachers' hours: Michaelmas Term 1964*

OXFORD

PERCENTAGE

Subject	College class or seminar teaching hours given by							*Total teachers' hours*	*Teachers' hours per 10 undergraduates*
	Fellows or lecturers of undergraduates' college	Fellows or lecturers of other colleges	Persons holding a university but not a college post	Persons not holding any university or college post	Jointly	All out-college teachers	All teachers		
Literae Humaniores	100	—	—	—	—	—	100	*18*	*0·7*
Classical Honour Mods.	92	—	—	—	8	8	100	*50*	*1·7*
Theology	100	—	—	—	—	—	100	*3*	*0·3*
Modern History	66	3	—	30	—	34	100	*178*	*1·9*
English	77	1	1	21	—	23	100	*90*	*1·4*
Modern Languages	58	13	2	27	—	42	100	*131*	*1·9*
Geography	71	—	—	29	—	29	100	*7*	*0·3*
Jurisprudence	100	—	—	—	—	—	100	*26*	*0·4*
PPE	64	7	4	24	1	36	100	*101*	*1·3*
Mathematics	89	6	—	6	—	11	100	*18*	*0·4*
Physics	87	—	—	13	—	13	100	*23*	*0·5*
Chemistry	84	—	—	16	—	16	100	*25*	*0·5*
Animal Physiology	50	—	—	50	—	50	100	*2*	*0·1*
Zoology	67	33	—	—	—	33	100	*3*	*0·3*
PPP	82	—	6	12	—	18	100	*17*	*1·4*
Engineering	100	—	—	—	—	—	100	*5*	*0·3*
Metallurgy	80	—	—	20	—	20	100	*5*	*1·4*
All subjects	73	5	1	21	1	27	100	*702*	*1·0*

SOURCE: Tutorial Organizers Survey.

NOTE: See notes to Table 100 and note to Table 125.

Table 130. *Persons giving college classes or seminars attended by undergraduates from one college only, by college of undergraduates. Teachers' hours: Michaelmas Term 1964*

OXFORD — PERCENTAGE

College	College class or seminar teaching hours given by							*Total teachers' hours*	*Teachers' hours per 10 undergraduates*
	Fellows or lecturers of undergraduates' college	Fellows or lecturers of other colleges	Persons holding a university but not a college post	Persons not holding any university or college post	Jointly	All out-college teachers	All teachers		
Balliol	94	—	—	6	—	6	100	*35*	*1·2*
Brasenose	85	11	—	4	—	15	100	*27*	*1·0*
Christ Church	79	—	—	7	14	21	100	*29*	*0·8*
Corpus Christi	100	—	—	—	—	—	100	*7*	*0·4*
Exeter	75	4	—	21	—	25	100	*24*	*1·0*
Hertford	88	—	—	13	—	13	100	*8*	*0·5*
Jesus	70	5	—	20	5	30	100	*20*	*0·9*
Keble	66	—	7	28	—	34	100	*29*	*0·9*
Lincoln	74	16	—	11	—	26	100	*19*	*0·9*
Magdalen	88	—	—	13	—	13	100	*24*	*0·9*
Merton	80	7	—	13	—	20	100	*15*	*0·7*
New College	78	4	—	17	—	22	100	*46*	*1·4*
Oriel	58	—	—	42	—	42	100	*12*	*0·6*
Pembroke	79	16	—	5	—	21	100	*19*	*0·7*
Queen's	71	8	—	21	—	29	100	*38*	*1·6*
St. Catherine's	81	8	—	12	—	19	100	*26*	*0·8*
St. Edmund Hall	40	6	—	54	—	60	100	*48*	*1·6*
St. John's	62	19	—	19	—	38	100	*21*	*0·9*
St. Peter's	80	—	—	20	—	20	100	*15*	*0·7*
Trinity	76	4	4	16	—	24	100	*25*	*1·3*
University	85	—	—	15	—	15	100	*27*	*1·0*
Wadham	82	—	—	18	—	18	100	*28*	*1·2*
Worcester	71	10	19	—	—	29	100	*21*	*0·8*
Lady Margaret Hall	58	3	—	40	—	42	100	*40*	*1·7*
St. Anne's	53	3	—	43	—	47	100	*30*	*1·2*
St. Hilda's	76	—	—	24	—	24	100	*21*	*0·9*
St. Hugh's	64	9	5	23	—	36	100	*22*	*1·0*
Somerville	73	—	—	27	—	27	100	*26*	*1·3*
All colleges	73	5	1	21	1	27	100	*702*	*1·0*

SOURCE: Tutorial Organizers Survey.

NOTE: See note to Table 102 and note to Table 125.

impossible to tell how many times. Further, the distinction between in-college and out-college teachers does not apply. It is not possible, therefore, to give tables in the same form as for college classes and seminars, and the distributions in Table 131 are approximate since there may be differences between the categories of teacher in the extent of double counting. The totals of hours (including the double counting) were 150 in arts; 16 in social studies; and 41 in science, giving 207 in all. These totals exclude Permanent Private Halls. Totals by college groups were 155 for men's colleges; 52 for women's colleges; and 19 for Permanent Private Halls. Most of the inter-college classes and seminars were given for undergraduates in their first year (89 hours) or third year (79 hours).

248. Table 131 shows that about 80 per cent. of inter-college classes and seminars[1] were given by fellows or lecturers of colleges and some 12 per cent. by persons not holding any university or college post. A higher than average proportion was given by college fellows and lecturers for women and for third-year undergraduates. This proportion was below average in science.

Teaching arrangements in Oriental Studies

249. There are few college posts in Oriental Studies, and teaching is organized by the faculty.[2] Table 132 gives details of the tutorial and class teaching. This shows that in terms of teaching hours per undergraduate, tutorials are slightly below the average, but class teaching is very much more used than the average.

Written work by undergraduates

250. Undergraduates were asked how many essays and other written exercises they had written in the survey week. Over all, undergraduates wrote an average of 1·1 essays, compared with an average of 1·5 tutorials. In arts, the average number of essays was the same as the average number of tutorials in the first year, but in subsequent years there were fewer essays than tutorials. In social studies there were rather more essays than tutorials in the first year, and about the same number in subsequent years.[3] In science the number of essays was considerably less than the number of tutorials, although the difference decreased with year. But in science other written exercises (such as solving problems in mathematics) replace essays to a much greater extent than in arts and social studies. (Table 133.)

[1] Those reported by tutors at Permanent Private Halls are excluded, although some attended by their undergraduates will be included if also attended by undergraduates at the colleges proper.

[2] We are grateful to Professor A. F. L. Beeston, Laudian Professor of Arabic, for pointing this out, and for supplying the information presented here.

[3] Although the number of essays is here compared with the number of tutorials, some of the essays were no doubt written for classes and seminars.

Table 131. *Persons giving college classes and seminars attended by undergraduates (except those at Permanent Private Halls) of more than one college. Teachers' hours: Michaelmas Term 1964*

OXFORD

PERCENTAGE

College class or seminar teaching hours given by	For undergraduates in									
	Arts	Social studies	Science	Men's colleges	Women's colleges	1st year	2nd year	3rd year	4th and subsequent years	All undergraduates
Fellows or lecturers of colleges	85	81	63	77	90	75	79	90	50	81
Persons holding a university but not a college post	4	—	12	6	2	3	6	5	33	5
Persons not holding any university or college post	9	19	20	14	6	21	12	3	—	12
Jointly	1	—	5	2	2	—	3	3	17	2
All teachers	100	100	100	100	100	100	100	100	100	100

SOURCE: Tutorial Organizers Survey.

NOTE: The figures in this table are approximate only, as a result of double counting. See para. 247.

Table 132. *Tutorial and class arrangements in Oriental Studies. Michaelmas Term 1964*

OXFORD

	For undergraduates in year							All undergraduates
	1	1+2	2	2+3	3	3+4	4 and over	
Number of undergraduates (by year of residence)	14	—	20	—	17	—	12	63
(by year in Oriental Studies School)	17	—	25	—	17	—	4	63
Tutorial hours by								
Holders of university post	3	—	17	—	18	—	7	45
Postgraduates	—	—	1	—	1	—	—	2
Others	—	—	5	2	1	—	1	9
All teachers	3	—	23	2	20	—	8	56
Tutorial hours per undergraduate	0·2	.	1·0	.	1·2	.	2·0	0·9
Class hours by								
Holders of university post	15	2	6	—	3	1	—	27
Postgraduates	3	2	—	—	—	—	—	5
Others	2	—	—	—	—	—	—	2
All teachers	20	4	6	—	3	1	—	34
Class teachers' hours per 10 undergraduates	12·9	.	3·2	.	2·1	.	1·3	5·4

SOURCE: Professor A. F. L. Beeston.

NOTES

1. Years are based on time actually spent in Oxford (except that undergraduates with Senior Status are treated in the same way as in the Tutorial Organizers Survey); no account is taken of years spent away from Oxford.
2. Since a number of undergraduates change to Oriental Studies from other Schools, undergraduates are classified both by their year of residence and their year in the Oriental Studies School. For the details of teaching, undergraduates are classified by the latter.
3. 1+2 indicates that first- and second-year undergraduates are taken together.
4. Two of the holders of university posts held college lecturerships with tutorial, but not teaching, duties; two held professorial fellowships; and none of the remainder held a college post.
5. The category 'other teachers' comprises a man holding no post in Oxford who was doing substitute teaching for a university lecturer on leave of absence, and a junior research fellow.
6. In calculating teachers' hours per undergraduate, teaching given to groups of undergraduates from two years is divided equally between the two years.

Table 133. *Average number of essays and other exercises written by undergraduates per week by subject group and year. Michaelmas Term 1964.*

OXFORD NUMBER

Subject group		Year			All years
		First	Second	Third	
Arts	Essays	1·1	1·2	1·4	1·2
	Other written exercises	2·1	0·9	0·8	1·3
Social studies	Essays	1·7	1·7	1·8	1·8
	Other written exercises	1·2	0·5	0·2	0·6
Science	Essays	0·5	0·6	0·8	0·6
	Other written exercises	1·2	1·0	0·9	1·0
All subjects	Essays	1·0	1·1	1·3	1·1
	Other written exercises	1·6	0·9	0·7	1·1

SOURCE: Undergraduate Survey.

251. It is much more difficult to interpret the figures for 'other written exercises' since this includes a wide range of different kinds of work, and it is not clear what constitutes an appropriate unit in the different cases. It is likely that undergraduates doing a particular type of work did not all adopt the same unit, and, even if they had, the problem of comparing different types of written work remains. (For example, how many mathematical problems equals one prose?) For these reasons the only fairly firm conclusion about 'other written exercises' which can be drawn from Table 133 is that in arts and social studies they were much less important in the second and third years than in the first year. In science there was only a small decline with year.

252. Tables 134 and 135 give similar details by subject and college.

Lectures

253. The average number of lectures attended is given in Table 95 above. Tables 136 and 137 give distributions of undergraduates according to the number of lectures attended.

Practicals

254. Table 138 gives the average hours of practical work in subjects in which some practical work was reported.

Table 134. *Average number of essays and other exercises written by undergraduates per week by subject. Michaelmas Term 1964*

OXFORD NUMBER

Subject	Average number per undergraduate per week of	
	Essays	Other written exercises
Literae Humaniores	1·8	0·2
Classical Honour Mods.	0·4	1·8
Theology	0·8	1·2
Modern History	1·4	1·1
English	1·4	0·8
Modern Languages	1·3	2·2
Oriental Studies	0·9	1·2
Geography	0·9	0·6
Music	1·1	2·9
Jurisprudence	1·9	0·6
PPE	1·6	0·6
Mathematics	—	1·3
Physics	0·4	1·7
Chemistry	1·0	0·7
Biochemistry	1·6	0·2
Animal Physiology	1·0	0·8
Zoology	1·1	0·1
Botany	1·0	0·8
Geology	1·0	1·0
PPP	1·4	1·0
Natural Science	0·5	1·8
Physics, Mathematics, and Engineering	0·1	1·7
Biology	0·9	0·2
Engineering	0·2	1·7
Metallurgy	1·0	0·5
Agriculture and Forestry	1·0	0·5
All subjects	1·1	1·1

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

Collections

255. Collections are college examinations, usually sat at the beginning of a term, which are used to test undergraduates' progress. Tutorial organizers were asked whether they set Collections and, if so, whether penalties were imposed for bad performance. The replies are summarized in Table 139. This table gives distributions of tutors rather than of the undergraduates for whom they organize teaching. Therefore, as in Table 106, 'small' subjects will have a relatively high weighting. Caution is needed in interpreting

Table 135. *Average number of essays and other exercises written by undergraduates per week by college. Michaelmas Term 1964*

OXFORD NUMBER

College	Average number per undergraduate per week of	
	Essays	Other written exercises
Balliol	1·1	0·6
Brasenose	1·0	1·0
Christ Church	1·3	0·8
Corpus Christi	1·2	0·6
Exeter	1·0	1·1
Hertford	1·0	1·6
Jesus	1·0	1·2
Keble	1·0	0·7
Lincoln	1·1	1·1
Magdalen	1·3	1·1
Merton	0·8	1·0
New College	1·1	1·0
Oriel	0·8	1·7
Pembroke	0·9	1·4
Queen's	0·9	1·1
St. Catherine's	1·2	1·0
St. Edmund Hall	1·2	1·4
St. John's	1·0	1·0
St. Peter's	1·3	0·8
Trinity	1·0	1·0
University	1·1	1·1
Wadham	1·2	1·0
Worcester	1·3	0·8
Men's colleges	1·1	1·0
Permanent Private Halls	1·3	0·8
Men's societies	1·1	1·0
Lady Margaret Hall	1·6	1·7
St. Anne's	1·3	1·1
St. Hilda's	1·3	1·4
St. Hugh's	1·0	1·6
Somerville	1·2	1·4
Women's colleges	1·3	1·4
All societies	1·1	1·1

SOURCE: Undergraduate Survey.

NOTE: See note to Table 102.

Table 136. *Number of lectures attended by undergraduates per week, by subject group and year. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject group	Number of lectures attended per week	Year			All years
		First	Second	Third	
Arts	None	2	25	25	17
	1–2	11	37	30	26
	3–5	48	22	28	33
	6–9	32	12	16	20
	10 and over	7	4	1	4
	All	100	100	100	100
Social studies	None	4	28	22	17
	1–2	8	28	26	20
	3–5	34	32	33	33
	6–9	54	9	15	28
	10 and over	—	3	3	2
	All	100	100	100	100
Science	None	—	8	6	4
	1–2	2	14	9	8
	3–5	11	27	30	22
	6–9	48	39	35	41
	10 and over	39	13	20	24
	All	100	100	100	100
All subjects	None	2	19	18	13
	1–2	7	28	22	19
	3–5	33	26	30	29
	6–9	42	21	22	29
	10 and over	16	7	8	10
	All	100	100	100	100

SOURCE: Undergraduate Survey.

NOTE: The data relate to the third week in the term.

the replies, since many tutors stated that although penalties may be imposed as a result of performance in Collections, such performance is only one of a number of factors taken into account in considering whether to impose penalties. Where mild penalties (such as having to resit the Collection) were mentioned they were recorded as such. But where the penalty was not specified, it may have been a mild one and may only be imposed where other adverse evidence about an undergraduate's progress is available. A fifth of the replies reported no Collections, and a further fifth reported no penalties. The latter proportion was much higher (36 per cent.) for the women's colleges. About half (a third for women's colleges) reported penalties were applied when appropriate, and a tenth mentioned mild penalties, or penalties for scholars.

Table 137. *Number of lectures attended by undergraduates per week by subject. Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Percentage of undergraduates attending stated number of lectures per week						*Average number of lectures attended per week*
	None	1–2	3–5	6–9	10 and over	All	
Literae Humaniores	15	15	10	50	10	100	*4·9*
Classical Honour Mods.	11	38	7	22	22	100	*5·1*
Theology	—	13	26	43	17	100	*6·1*
Modern History	20	30	41	9	—	100	*2·6*
English	29	26	33	11	—	100	*2·5*
Modern Languages	11	22	45	21	2	100	*3·8*
Oriental Studies	29	14	—	43	14	100	*4·6*
Geography	6	15	26	47	6	100	*5·6*
Music	—	38	13	50	—	100	*4·5*
Jurisprudence	20	19	24	35	3	100	*3·9*
PPE	15	21	41	22	1	100	*3·5*
Mathematics	7	7	26	29	30	100	*6·9*
Physics	10	18	33	29	10	100	*5·1*
Chemistry	—	7	16	48	29	100	*7·4*
Biochemistry	10	—	40	50	—	100	*5·1*
Animal Physiology	5	10	41	44	—	100	*4·9*
Zoology	—	—	29	57	14	100	*6·5*
Botany	—	—	60	40	—	100	*5·4*
Geology	—	—	—	50	50	100	*8·5*
PPP	13	33	13	40	—	100	*3·5*
Natural Science	—	—	—	75	25	100	*9·2*
Physics, Mathematics, and Engineering	—	—	—	35	65	100	*10·2*
Biology	—	—	13	88	—	100	*7·4*
Engineering	6	—	—	44	50	100	*8·3*
Metallurgy	—	—	—	67	33	100	*8·5*
Agriculture and Forestry	—	—	50	25	25	100	*6·3*
All subjects	13	19	29	29	10	100	*4·7*

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100 and note to Table 136.

WASTAGE AND CHANGE OF COURSE

Wastage

256. At the request of the University Grants Committee, the University has twice collected information from colleges about undergraduate wastage. The results are summarized in Tables 140 and 141. The first table relates to undergraduates matriculating in 1952–3, and the second to 1957–8 matriculations. Each inquiry was carried out after four years, and in each

Table 138. *Average number of hours per week spent by undergraduates doing practical work in laboratories by subject. Michaelmas Term 1964*

OXFORD HOURS

Subject	Average hours doing practical work
Geography	0·9
Physics	11·4
Chemistry	9·1
Biochemistry	13·8
Animal Physiology	11·0
Zoology	5·0
Botany	10·6
Geology	7·5
PPP	1·6
Natural Science	14·2
Physics, Mathematics, and Engineering	8·9
Biology	18·7
Engineering	3·7
Metallurgy	7·5
Agriculture and Forestry	5·8

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

Table 139. *Use made of Collections. Michaelmas Term 1964*

OXFORD PERCENTAGE

Use made of Collections	Percentage of tutorial organizers (except those in Permanent Private Halls) in						Percentage of tutorial organizers in Permanent Private Halls
	Arts	Social studies	Science	Men's colleges	Women's colleges	All colleges	
No Collections	14	2	26	18	24	19	34
No penalties	23	23	18	18	36	20	30
Penalties (not specified)	53	61	50	56	31	52	34
Mild penalties	3	4	—	1	3	2	2
Penalties for scholars	7	11	6	7	6	7	—
All	100	100	100	100	100	100	100

SOURCE: Tutorial Organizers Survey.

NOTES

1. A very small number of replies stating that rewards are given as a result of Collections are included under 'no penalties'.
2. A very small number of replies stating that Collections are organized by the department concerned are included under 'no Collections'.
3. This table gives the distribution of returns made by tutors, and is not weighted by the number of undergraduates in each return. It therefore gives the distribution of subjects within colleges, and not that of undergraduates, according to the treatment of Collections.

case 1 per cent. of undergraduates were still reading for their degree. In a number of respects a similar pattern emerged from each inquiry. Wastage, i.e. those who had left without obtaining a degree, amounted to 7 per cent. for each inquiry, while wastage for academic reasons was $4\frac{1}{2}$–5 per cent. Wastage for academic reasons was higher for men than for women. It was slightly higher in arts and social studies than in science. The close similarity between the two sets of figures suggests that wastage rates did not change appreciably during the nineteen-fifties.

Table 140. *Reasons for wastage by subject group and sex. First-degree students entering in October 1952*

OXFORD PERCENTAGE

	Arts and social studies	Science	Men	Women	All
Completed course successfully	92·1	93·1	91·8	95·1	92·3
Course not completed by October 1956	1·0	0·8	1·1	0·3	1·0
Left without success:					
sent down for academic failure	2·7	1·1	2·7	1·0	2·4
left for other reasons	2·5	1·9	2·2	3·3	2·4
completed course but failed	1·6	3·0	2·2	0·3	1·9
All entrants	100	100	100	100	100
Number	*1,460*	*364*	*1,518*	*306*	*1,824*

SOURCE: Registry.

NOTES

1. Those who were sent down for disciplinary reasons (4 men and 4 women) are included under 'left for other reasons'.
2. Those shown as completing their course successfully include some who took longer than the normal period.

257. A slightly different analysis of wastage (and change of course) among undergraduates matriculating in 1958–9 is given in Table 142. Being based on university records only, it is not possible to specify reasons for wastage, nor to separate those who sat a Second Public Examination and failed from those who went down without doing so. However, it is possible to distinguish between those who did, and did not, pass a First Public Examination, and it is also possible to classify by type of school.

258. The proportion who achieved a degree (including pass degrees) was 92 per cent. This is in good agreement with Tables 140 and 141 and so are

the differences between subjects and between men and women. About a third of the wastage took place without a pass having been obtained in a First Public Examination (there is, of course, a causal connexion); this must correspond closely with wastage in the first year. Wastage was below average for undergraduates from direct-grant and maintained schools, and above average (and twice as great as for direct-grant and maintained schools) for those from independent schools.[1] Among other undergraduates (from other types of school, from overseas, and from universities) wastage was high.

Table 141. *Reasons for wastage by subject group and sex. First-degree students entering in October 1957*

OXFORD PERCENTAGE

	Arts	Social studies	Science	Men	Women	All
Completed course successfully	92·5	90·5	92·0	91·9	92·2	91·9
Course not completed by October 1961	0·5	0·8	2·0	1·1	—	1·0
Left without success: sent down for academic failure	3·7	4·0	2·6	3·8	1·2	3·5
left for other reasons	2·4	2·3	1·8	1·7	5·8	2·2
completed course but failed	1·0	2·5	1·5	1·5	0·9	1·4
All entrants	100	100	100	100	100	100
Number	*1,342*	*528*	*650*	*2,176*	*344*	*2,520*

SOURCE: Registry.

NOTES

1. Those who were sent down for disciplinary reasons (5 men) are included under 'left for other reasons'.
2. See Note 2 to Table 140.

259. Statistics presented by the Robbins Committee[2] show that nationally the wastage rate is about twice that at Oxford and, in contrast to the position at Oxford, is higher in science than in arts and social studies. A survey quoted by the Robbins Committee showed a very similar relationship between wastage and type of school for Oxford and Cambridge as that in Table 142.

[1] The figures in Table 142 are for men and women together. For men alone the proportions who obtained a first degree are the same except that 95 per cent. from direct-grant schools achieved a degree, and 78 per cent. of 'others' did so.

[2] Undergraduate wastage is discussed in Robbins Report, Appendix Two (A), Part IV, Section 1, pp. 125–38.

Table 142. *Wastage and change of course, by subject group, sex, and type of school. Undergraduates entering in 1958–9*

OXFORD — PERCENTAGE

	Arts	Social studies	Science	Men	Women	Independent boarding	Independent day	Direct-grant	Maintained	Other	All
No change in subject	84	78	81	81	88	77	82	92	86	70	82
Changed before First Public Examination	3	3	8	4	5	5	4	3	4	1	4
Changed after First Public Examination	6	7	4	6	2	8	4	2	6	8	6
All obtaining a first degree	93	88	94	92	96	90	91	96	96	79	92
Did not take, or did not pass a Second Public Examination and: passed a First Public Examination (or had Senior Status)	5	7	5	6	3	6	6	4	3	15	5
did not pass a First Public Examination	3	5	1	3	1	4	3	1	1	6	3
All undergraduates entering in 1958–9	100	100	100	100	100	100	100	100	100	100	100
Number in sample	*678*	*268*	*321*	*1,098*	*169*	*476*	*116*	*192*	*397*	*86*	*1,267*

SOURCE: 1958–9 matriculations sample.

Change of course

260. Table 142 also gives a summary of change of course by undergraduates who entered in 1958–9. Some 10 per cent. of undergraduate entrants changed their course of study, 4 per cent. before the First Public Examination, and 6 per cent. after it. The 'course' is here defined as an Honour School, and an undergraduate is regarded as having changed his course unless the School he states he proposes to read when he matriculates and his Second Public Examination are the same, and his First Public Examination is in the same subject.[1] If the First Public Examination for an undergraduate who changed course was not in the same subject as his proposed course, he is recorded in the table as changing before the First Public Examination, and as after it otherwise.[2] The proportion changing subject in science was slightly higher than in other subjects, and was higher among men than among women.

261. The numbers of those changing course are given in Table 143. The total of 128 comprises the 10 per cent. of all undergraduates shown as changing course in Table 142. Since the sample was one-half of all undergraduates entering in 1958–9, estimates of the total numbers can be obtained by doubling the figures in the table. But the numbers are small, and the breakdown is detailed, so such estimates would be very approximate.

262. About a tenth of the changes were from an Honour School to the Pass School. About a quarter were from Literae Humaniores to other Schools. Most of the undergraduates concerned took Classical Honour Moderations and then changed. A third are accounted for by other changes within the arts and social studies group of subjects and a further fifth by changes within the science group. Changes from science to arts and social studies and vice versa (including those from Literae Humaniores) each accounted for about a tenth of the changes.

263. A question was asked in the Undergraduate Survey about change of course. The results are not directly comparable with those for entrants in 1958–9 because some first- (and perhaps second-) year undergraduates will have changed after replying to the questionnaire, and the dividing line between early and late changes was drawn differently. In the survey, 8 per cent. of the sample said they had changed or intended to change, 4 per cent. having changed within four weeks of coming up. The 4 per cent. saying

[1] The various branches of the Honour School of Natural Science are treated as different courses.

[2] The First Public Examinations in science are not single subject examinations, and there were a few cases where it was doubtful when the change in course took place. In such cases it was assumed to have occurred before the First Public Examination.

Table 143. *Original and final subject of undergraduates who changed course. Undergraduates entering in 1958–9*

OXFORD — SAMPLE NUMBER

Original subject	Changed to: Literae Humaniores	Theology	Modern History	English	Modern Languages	Oriental Studies	Geography	Music	Jurisprudence	PPE	Mathematics	Physics	Chemistry	Animal Physiology	Zoology	Geology	PPP	Engineering	Metallurgy	Forestry	Pass School	All subjects
Literae Humaniores	—	1	1	7*	2	5	—	—	3	5	—	—	—	1	—	—	6	—	—	—	—	31
Theology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1
Modern History	1	—	—	—	1	1	1	—	1	2	—	—	—	—	—	—	—	—	—	—	3	10
English	1	1	—	—	—	—	1	—	1	3	—	—	—	—	—	—	1	—	—	—	1	9
Modern Languages	—	—	1	—	—	2	—	—	—	2	—	—	—	—	—	—	—	—	—	—	1	6
Geography	—	—	—	1	—	—	—	—	1	—	—	—	—	—	—	1	—	—	—	—	—	3
Jurisprudence	1	—	4	1	1	—	—	—	1††	2	—	—	—	1	—	—	—	—	—	—	3	14
PPE	—	—	5	2	2	—	—	—	—	—	—	—	—	—	—	—	3	—	—	—	1	13
Mathematics	—	—	—	—	—	—	—	1	—	2	—	1	—	—	—	—	—	1	—	—	—	5
Physics	—	—	1	—	1	—	1	—	—	1**	1	1**	1**	—	—	—	—	4	—	—	—	11
Chemistry	—	—	1	1	—	—	—	—	—	—	1	2	—	1	1	2	—	1	2	—	—	12
Biochemistry	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1
Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	2
Zoology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1
PPP	1	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	2
Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
Engineering	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—	2
Forestry	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1†	4
All subjects	4	2	13	14	7	8	3	1	7	18	2	6	1	4	2	4	11	6	2	1	12	128

SOURCE: 1958–9 matriculations sample.

NOTES

* One had proposed course D.Phil.
** Proposed course B.Sc.
† Proposed course diploma.
†† Proposed course B.Litt.
1. The sample on which the numbers are based was one-half of undergraduates.

Table 144. *Change of course by undergraduates by subject group. Undergraduates in residence in Michaelmas Term 1964*

OXFORD

SAMPLE NUMBER

Subject group (before change)	Undergraduates who changed or intended to change				Wished to change but could not because			All who changed or wished to change	
	Changed in first 4 weeks	Changed after first 4 weeks	Intended to change	All	Insufficient knowledge	Too late	Other reasons	Number	*Percentage of all undergraduates in sample*
Arts	17	20	3	40	6	4	12	62	*12*
Social studies	8	6	—	14	2	4	2	22	*10*
Science	16	13	1	30	3	1	11	45	*12*
All subjects	41	39	4	84	11	9	25	129	*12*

SOURCE: Undergraduate Survey.

NOTE: The sample on which the table is based was one-sixth of undergraduates in their first, second, or third years in Michaelmas Term 1964.

they changed after four weeks must have come from the second and third years, so that if later changes occur with the same frequency among the freshmen, the total number changing will have been 10 per cent., as for entrants in 1958–9.

264. Undergraduates were also asked whether they had wished to change, but had been unable to do so. About half as many as had actually changed had wanted to do so, this proportion being the same in the three subject groups. (See Table 144.)

265. Table 145 gives for the Undergraduate Survey a detailed breakdown on the lines of Table 143. The general pattern of changes in these two tables are similar. Table 146 gives details of the way in which undergraduates *wished* to change subject, and it shows that the desired changes were realistic in that they broadly followed the pattern of actual changes.

Preliminary Examinations

266. Two topics related to undergraduate wastage are the number of times Preliminary Examinations are taken before a pass is achieved, and the number of undergraduates taking longer than three years to achieve a degree.

267. The number of times undergraduates in the sample of 1958–9 matriculations took the various Preliminary Examinations is shown in Table 147. This table underestimates the number of attempts a candidate makes, as he is only recorded if he achieves success in part of the examination. It is the usual practice in Oxford to send down an undergraduate who has twice failed a First Public Examination. In several subjects the numbers were small, but in the larger subjects the best performances were in English and Modern Languages, and the worst in Geography and Natural Science.

Undergraduates taking over three years

268. In 1963–4, 2·7 per cent. of undergraduates were in their fourth or subsequent years, excluding those in four-year Schools. Undergraduates spend four or more years for a number of reasons, of which the most important are: to catch up after changing subject (likely to affect Oriental Studies and PPP); because a year was spent abroad, especially by those reading Modern Languages or Oriental Studies; and because of illness or for other non-academic reasons.[1] Table 148 suggests that the last reason accounts on average for 1½–2 per cent. of undergraduates.

[1] In 1963–4 the proportion of undergraduates taking four years in biological subjects was unusually high as a consequence of the reorganization of courses in biology which took place.

Table 145. *Original subject and changed subject of undergraduates who had changed course, or who intended to change. Undergraduates in residence in Michaelmas Term 1964*

OXFORD — SAMPLE NUMBER

Original subject	Changed (or intended to change) to																				
	Theology	Modern History	English	Modern Languages	Oriental Studies	Geography	Music	Jurisprudence	PPE	Mathematics	Physics	Chemistry	Biochemistry	Animal Physiology	Zoology	Botany	PPP	Engineering	Engineering and Economics	Agriculture	All subjects
Literae Humaniores	1	1	2	2	1	—	—	2	5	—	—	—	—	—	—	—	4	—	—	—	18
Theology	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Modern History	—	—	1	—	—	1	—	1	2	—	—	—	—	—	—	—	1	—	—	—	6
English	—	1	—	—	—	—	—	1	1	—	—	—	—	—	—	—	2	—	—	—	5
Modern Languages	1	—	1	1*	1	—	—	—	4	—	—	—	—	—	—	—	—	—	—	—	8
Geography	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1
Music	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Jurisprudence	—	2	1	—	—	—	1	—	2	—	—	—	—	—	—	—	—	—	—	—	6
PPE	—	4	2	—	—	—	—	1	1*	—	—	—	—	—	—	—	—	—	—	—	8
Mathematics	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	3
Physics	—	—	1	1**	—	—	—	—	2	2	—	—	—	—	—	—	1	—	—	—	7
Chemistry	—	—	1	—	—	—	—	—	2	—	2	—	—	1	—	—	—	—	—	1	7
Biochemistry	—	1	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1	3
Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1
Zoology	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	2
Botany	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	1
Geology	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	1
PPP	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Engineering	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	2	—	3
Agriculture	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1
All subjects	2	11	10	4	2	2	1	6	20	3	2	1	1	3	1	1	8	1	3	2	84

SOURCE: Undergraduate Survey.

NOTES

* Pass School. ** Originally D.Phil. student in Physics.

1. See note to Table 144.

Table 146. *Subject and desired subject of undergraduates who wished to change course but could not. Undergraduates in residence in Michaelmas Term 1964*

OXFORD — SAMPLE NUMBER

Subject	Wished to change to													
	Literae Humaniores	Theology	Modern History	English	Modern Languages	Oriental Studies	Music	Jurisprudence	PPE	Chemistry	Medicine	PPP	Engineering	All subjects
Theology	—	—	—	—	—	—	—	—	1	—	—	—	—	1
Modern History	—	—	—	3	—	—	—	1	4	—	—	1	—	9
English	—	—	—	—	—	—	—	—	3	—	—	—	—	3
Modern Languages	1	1	—	2	1*	—	—	1	1	—	—	—	—	7
Geography	—	—	—	—	—	—	—	—	2	—	—	—	—	2
Jurisprudence	1	—	—	2	—	1	—	—	1	—	—	—	—	5
PPE	—	—	1	1	—	—	1	—	—	—	—	—	—	3
Mathematics	—	—	1	1	—	—	1	—	1	—	—	—	—	4
Physics	—	—	—	—	1	—	1	—	—	2	1	—	1	6
Chemistry	—	—	—	—	—	—	—	—	—	—	1	—	—	1
Animal Physiology	—	—	1	—	—	—	—	—	—	—	—	1	—	2
Zoology	—	—	—	—	—	—	—	—	1	—	—	1	—	2
All subjects	2	1	3	9	2	1	3	2	14	2	2	3	1	45

SOURCE: Undergraduate Survey.

NOTES
* A different main language.
1. See note to Table 144.

Table 147. *Number of times Preliminary Examinations were taken. Undergraduates who matriculated in 1958–9 and who took a Preliminary Examination*

OXFORD PERCENTAGE

Subject	Number of times taken with some success			All	*Number in sample*
	1	2	3		
Theology	50	50	—	100	*10*
Modern History	81	19	—	100	*194*
Classical Languages	100	—	—	100	*9*
English Language and Literature	88	12	—	100	*95*
Modern Languages	89	11	—	100	*141*
Oriental Studies	100	—	—	100	*7*
Geography	73	27	—	100	*48*
Music	71	29	—	100	*7*
PPE	82	18	—	100	*119*
Geology	100	—	—	100	*1*
Natural Science	57	36	7	100	*198*
Physiology	100	—	—	100	*1*

SOURCE: 1958–9 matriculations sample.

NOTES

1. Outright failures are not included.
2. Only those who subsequently passed a Second Public Examination are included above. Of others who took a Preliminary Examination, the proportion taking the examination with some success once only is at least as high as above, except for PPE where the percentage was 71. But it is impossible to tell from the information abstracted whether a pass in the whole examination was obtained by those who did not subsequently pass a Second Public Examination.

DEGREE PERFORMANCE

269. A number of forms of variability can be observed in degree results. There are definite trends over time; there can be quite large year-to-year fluctuations in particular subjects; and there are systematic differences between subjects.

270. The trend has been for the proportion of 'good' degrees (firsts and seconds) to increase over time. Table 149 gives figures (prepared by the Kneale Committee) for a selection of the major subjects in arts and social studies spanning twenty years. There is an increasing proportion of firsts and seconds over all, and in each subject except Literae Humaniores and PPE. The proportion has been stable in PPE but has declined considerably in Literae Humaniores. Since competition for entry to Oxford has become increasingly severe, it is not surprising that the degree performance of undergraduates should have improved. The decline in performance in Literae Humaniores (assuming that the years quoted are not exceptional)

Table 148. *Percentage of first-degree students in more than their third year by course and sex. 1963–4*

OXFORD PERCENTAGE

Course	Men	Women	Men and Women
Literae Humaniores	—	2·2	0·3
Theology	8·2	—	7·7
Modern History	2·1	1·3	1·9
English	1·9	0·9	1·6
Modern Languages	7·0	1·2	5·6
Oriental Studies	5·0	50·0	7·8
Geography	1·5	2·9	1·7
Music	—	—	—
Jurisprudence	2·6	—	2·4
PPE	1·4	4·8	1·9
Mathematics	1·0	3·6	1·5
Physics	0·7	—	0·7
Chemistry	2·0	—	1·8
Biochemistry	—	—	—
Animal Physiology	8·1	—	6·9
Zoology	6·4	7·3	6·7
Botany	8·3	11·8	9·8
Geology	2·8	—	2·6
PPP	10·3	10·0	10·3
Engineering	—	.	—
Engineering and Economics	—	.	—
Metallurgy	3·2	.	3·2
Agriculture	3·8	—	3·4
Forestry	—	.	—
Pass School	22·6	—	21·9
All courses	2·8	2·2	2·7

SOURCE: Registry.

NOTES

1. Fourth-year students in subjects in which the normal course lasts for four years (Literae Humaniores, Biochemistry, and Forestry) are counted as in their third year for this table.
2. Students taking the Second B.M. are excluded.
3. A student's standing for this table is based on years of study for a particular course. Therefore, students reading a second Honour School would not necessarily be counted as in their fourth or subsequent year.

might be a result of the expansion of science; able pupils who in the past would have taken classics at school may now take science, and the entry to the School of Literae Humaniores may have declined in quality.[1] Nevertheless, it is surprising that the proportion of firsts and seconds in 1959 was less than in Modern History, English, and Modern Languages.

[1] It should, however, be noted that the proportion of firsts in Literae Humaniores is high compared with other arts subjects. See Tables 150 and 151.

Table 149. *Percentage of those classed gaining first- or second-class honours*

OXFORD	PERCENTAGE		
Subject	1938	1954	1959
Literae Humaniores	69·7	65·7	61·5
Modern History	52·8	65·7	67·0
English	57·9	68·8	74·1
Modern Languages	67·7	72·6	73·1
Jurisprudence	44·9	54·9	56·7
PPE	56·4	56·6	55·8
Total of the above six Schools	57·6	64·0	65·4

SOURCE: *Report of the Committee on the Structure of the First and Second Public Examinations*, Supplement* No. 3 to the *University Gazette* (March 1965).

271. The position with regard to firsts is different. The long-term trend has been for the proportion of firsts to fall. Miss Tomlinson and Mrs. Paul of St. Hilda's, in a letter to the *Oxford Magazine*, 29 October 1959, cite statistics showing that, for men, the proportion of firsts was about 15 per cent. in the 1920's, and has fallen steadily since then to about 8 per cent. at the end of the 1950's. (But it rose slightly in 1960–4; see para. 274 below.) For women the proportion has remained steady. Nationally there has also been a long-term fall in the proportion gaining firsts.

272. Each year the *Oxford Magazine* publishes details of degree results. A comparison of successive years shows some quite large year-to-year variations, even in the larger Schools. The fluctuations in Modern History in recent years are an example of this. The proportions of firsts, and of firsts and seconds, among all those classed in the Modern History School, were 4·4 per cent. and 61·1 per cent. in 1962; 7·8 per cent. and 62·9 per cent. in 1963; 3·7 per cent. and 55·0 per cent. in 1964; and 8·1 per cent. and 75·8 per cent. in 1965.

273. Because of the irregular year-to-year fluctuations, results for 1955–64 have been aggregated into two sets, each spanning five years. Results for 1955–9 appear in Table 150, which is based on those receiving a class. Since 1959 the *Oxford Magazine* has published more detailed figures, showing those who receive an *aegrotat*, are overstanding for honours, or who fail. The results for 1960–4 are therefore presented in two ways. Table 151 is drawn up in the same way as Table 150, and Table 152 shows the fails, etc. These tables should give a picture of the recent trends and of differences between subjects.

Table 150. *Class of degree by Honour School. Undergraduates classed in 1955–9*

OXFORD — PERCENTAGE

Subject	Class of degree				All	*Number*
	1st	2nd	3rd	4th		
Literae Humaniores	12·4	53·8	30·7	3·1	100	*716*
Theology	3·3	49·8	40·0	6·9	100	*305*
Modern History	5·7	61·8	30·5	1·9	100	*1,604*
English	6·8	60·2	29·7	3·4	100	*1,059*
Modern Languages	4·5	67·0	26·7	1·8	100	*1,123*
Oriental Studies	17·9	56·4	20·5	5·1	100	*39*
Geography	2·6	49·1	44·7	3·5	100	*340*
Music	16·9	42·4	35·6	5·1	100	*59*
Arts	6·5	59·7	31·0	2·8	100	*5,245*
Jurisprudence	4·6	48·2	38·3	8·9	100	*955*
PPE	8·0	44·0	40·5	7·6	100	*1,005*
Social studies	6·3	46·0	39·4	8·2	100	*1,960*
Arts and social studies	6·4	55·9	33·3	4·3	100	*7,205*
Mathematics	15·3	48·7	30·3	5·7	100	*353*
Physics	11·9	57·2	25·7	5·1	100	*369*
Chemistry	15·2	62·0	20·9	2·0	100	*460*
Biochemistry	15·6	59·4	21·9	3·1	100	*32*
Animal Physiology	5·9	49·3	39·8	5·0	100	*337*
Zoology	15·2	51·4	29·5	3·8	100	*105*
Botany	14·3	63·3	16·3	6·1	100	*49*
Geology	14·9	42·6	34·0	8·5	100	*47*
PPP	14·0	53·0	31·0	2·0	100	*100*
Engineering	12·7	20·4	37·6	29·3	100	*157*
Metallurgy	.	.	.	.	.	—
Agriculture	2·8	50·0	41·7	5·6	100	*36*
Forestry	3·3	37·7	47·5	11·5	100	*61*
Science	12·3	51·5	29·8	6·4	100	*2,106*
All subjects	7·8	55·0	32·5	4·7	100	*9,311*

SOURCE: *Oxford Magazine.*

Table 151. *Class of degree by Honour School. Undergraduates classed in 1960–4*

OXFORD — PERCENTAGE

Subject	Class of degree				All	*Number*
	1st	2nd	3rd	4th		
Literae Humaniores	12·8	51·1	33·7	2·5	100	*814*
Theology	3·4	52·5	35·4	8·7	100	*322*
Modern History	5·2	55·6	36·5	2·7	100	*1,749*
English	6·4	61·5	29·1	3·0	100	*1,126*
Modern Languages	5·9	67·6	24·9	1·6	100	*1,127*
Oriental Studies	15·4	54·9	20·9	8·8	100	*91*
Geography	5·8	58·6	31·5	4·1	100	*362*
Music	17·6	61·5	19·8	1·1	100	*91*
Arts	7·0	58·6	31·4	3·0	100	*5,682*
Jurisprudence	6·1	57·5	30·9	5·5	100	*938*
PPE	6·6	53·3	35·8	4·2	100	*1,324*
Social studies	6·4	55·0	33·8	4·8	100	*2,262*
Arts and social studies	6·8	57·6	32·1	3·5	100	*7,944*
Mathematics	17·6	50·3	26·3	5·9	100	*495*
Physics	12·4	51·5	34·1	2·0	100	*660*
Chemistry	14·5	61·4	20·4	3·7	100	*627*
Biochemistry	13·9	65·3	19·4	1·4	100	*72*
Animal Physiology	10·6	65·0	21·0	3·3	100	*329*
Zoology	11·3	74·5	11·3	2·8	100	*141*
Botany	12·5	68·8	16·7	2·1	100	*48*
Geology	14·6	41·6	32·6	11·2	100	*89*
PPP	12·0	50·4	34·4	3·2	100	*125*
Engineering	12·1	33·1	33·9	20·9	100	*239*
Metallurgy	9·1	68·2	22·7	—	100	*22*
Agriculture	8·3	56·3	31·3	4·2	100	*48*
Forestry	9·3	20·9	46·5	23·3	100	*43*
Science	13·4	54·6	26·7	5·4	100	*2,938*
All subjects	8·6	56·8	30·6	4·0	100	*10,882*

SOURCE: *Oxford Magazine.*

Table 152. *Result of Second Public Examination by Honour School. Undergraduates taking Second Public Examination in 1960–4*

OXFORD — PERCENTAGE

Subject	1st class	2nd class	3rd class	4th class	Fail	*aegrotat* or overstanding	All	*Number*
Literae Humaniores	12·6	50·5	33·3	2·4	0·7	0·4	100	*823*
Theology	3·2	49·7	33·5	8·2	4·7	0·6	100	*340*
Modern History	5·1	54·9	36·0	2·7	1·1	0·3	100	*1,773*
English	6·3	60·3	28·6	3·0	1·0	0·9	100	*1,148*
Modern Languages	5·8	66·4	24·5	1·6	1·5	0·3	100	*1,147*
Oriental Studies	14·6	52·1	19·8	8·3	4·2	1·0	100	*96*
Geography	5·8	58·4	31·4	4·1	0·3	—	100	*363*
Music	17·4	60·9	19·6	1·1	—	1·1	100	*92*
Arts	6·8	57·6	30·9	3·0	1·3	0·4	100	*5,782*
Jurisprudence	5·6	53·3	28·7	5·1	5·9	1·4	100	*1,012*
PPE	6·6	52·8	35·5	4·2	0·7	0·2	100	*1,336*
Social studies	6·2	53·0	32·5	4·6	2·9	0·7	100	*2,348*
Arts and social studies	6·6	56·3	31·4	3·4	1·8	0·5	100	*8,130*
Mathematics	17·3	49·6	25·9	5·8	1·0	0·4	100	*502*
Physics	11·6	48·2	31·9	1·8	5·1	1·4	100	*706*
Chemistry	14·4	61·1	20·3	3·7	0·5	—	100	*630*
Biochemistry	13·9	65·3	19·4	1·4	—	—	100	*72*
Animal Physiology	10·5	64·1	20·7	3·3	0·3	1·2	100	*334*
Zoology	11·2	73·4	11·2	2·8	—	1·4	100	*143*
Botany	12·5	68·8	16·7	2·1	—	—	100	*48*
Geology	14·3	40·7	31·9	11·0	2·2	—	100	*91*
PPP	11·8	49·6	33·9	3·1	0·8	0·8	100	*127*
Engineering	10·3	28·1	28·8	17·8	13·5	1·4	100	*281*
Metallurgy	9·1	68·2	22·7	—	—	—	100	*22*
Agriculture	8·0	54·0	30·0	4·0	2·0	2·0	100	*50*
Forestry	8·5	19·1	42·6	21·3	8·5	—	100	*47*
Science	12·9	52·5	25·6	5·2	3·0	0·8	100	*3,053*
All subjects	8·4	55·2	29·8	3·9	2·1	0·6	100	*11,183*

SOURCE: *Oxford Magazine.*

NOTES

1. In Chemistry and Metallurgy, undergraduates spend a year doing research after the Second Public Examination, and do not receive a class until this has been examined. This table relates to chemists and metallurgists who obtained a class (or failed to obtain one) in 1960–4.
2. A candidate who has passed his twelth term since matriculation cannot (with certain exceptions) be awarded an honours degree, and is said to be 'overstanding'.
3. In 1964, Examiners could award a Pass Degree on the Honour School examination. Such degrees are included under '*aegrotat* or overstanding'. In previous years, it is likely that many such candidates were included under 'fail'.

274. Over all there was an increase over the period in the proportions of firsts, and of firsts and seconds. The proportion of firsts rose in each subject group, and in half the individual subjects. The proportion of firsts and seconds fell slightly in arts, and rose in social studies and science. Most of the major subjects were close to the trend of their subject group, but there was a fall in the proportion of firsts and seconds in Physics, from 69 per cent. to 64 per cent.

Table 153. *Result of Second Public Examination by Honour School. Undergraduates taking Second Public Examination in 1960–4*

OXFORD — PERCENTAGE

Subject	1st class	1st or 2nd class	3rd class	4th class, *aegrotat*, over-standing, or fail	All	*Number*
Literae Humaniores	12·6	63·1	33·3	3·5	100	*823*
Theology	3·2	52·9	33·5	13·5	100	*340*
Modern History	5·1	60·0	36·0	4·1	100	*1,773*
English	6·3	66·6	28·6	4·9	100	*1,148*
Modern Languages	5·8	72·2	24·5	3·4	100	*1,147*
Oriental Studies	14·6	66·7	19·8	13·5	100	*96*
Geography	5·8	64·2	31·4	4·4	100	*363*
Music	17·4	78·3	19·6	2·2	100	*92*
Arts	6·8	64·4	30·9	4·7	100	*5,782*
Jurisprudence	5·6	58·9	28·7	12·4	100	*1,012*
PPE	6·6	59·4	35·5	5·1	100	*1,336*
Social studies	6·2	59·2	32·5	8·2	100	*2,348*
Arts and social studies	6·6	62·9	31·4	5·7	100	*8,130*
Mathematics	17·3	66·9	25·9	7·2	100	*502*
Physics	11·6	59·8	31·9	8·3	100	*706*
Chemistry	14·4	75·5	20·3	4·2	100	*630*
Biochemistry	13·9	79·2	19·4	1·4	100	*72*
Animal Physiology	10·5	74·6	20·7	4·8	100	*334*
Zoology	11·2	84·6	11·2	4·2	100	*143*
Botany	12·5	81·3	16·7	2·1	100	*48*
Geology	14·3	55·0	31·9	13·2	100	*91*
PPP	11·8	61·4	33·9	4·7	100	*127*
Engineering	10·3	38·4	28·8	32·7	100	*281*
Metallurgy	9·1	77·3	22·7	—	100	*22*
Agriculture	8·0	62·0	30·0	8·0	100	*50*
Forestry	8·5	27·6	42·6	29·8	100	*47*
Science	12·9	65·4	25·6	9·0	100	*3,053*
All subjects	8·4	63·6	29·8	6·6	100	*11,183*

SOURCE: *Oxford Magazine.*

NOTE: See notes to Table 152.

275. A simplified form of the information on 1960–4 is given in Table 153. This shows the proportion of firsts, of firsts and seconds, of thirds, and of fourths, *aegrotats*, overstanding for honours, and fails.

Differences between subjects

276. The proportion of firsts was much higher in science than in arts and social studies. This holds good not only for Oxford, but nationally.[1] Among arts subjects, a high proportion of firsts were awarded in Literae Humaniores, Oriental Studies, and Music. The proportion of firsts in Mathematics was also high.

277. In terms of firsts and seconds, the difference between science and other subjects was much smaller. (Nationally the proportion of firsts and seconds was lower in science in 1959.[1]) The proportion of firsts and seconds was well above average in Modern Languages, Music, Chemistry, Biochemistry, Animal Physiology, Zoology, Botany, and Metallurgy (but the total number of candidates was small in Biochemistry, Botany, and Metallurgy). It was below average in Theology, Physics, Geology, Engineering, and Forestry (in the last of which numbers were small).

278. Table 153 thus shows wide variations in degree results between subjects. But considerable variations occur nationally.[2]

279. There were 3·9 per cent. in the fourth class; 2·1 per cent. failed; and 0·6 per cent. received *aegrotats* or were overstanding for honours. That is, 6·6 per cent. of candidates failed to achieve at least a third-class degree. This proportion was highest in science, due mainly to the very high proportion, 33 per cent., in Engineering. In arts it was high in Theology and Oriental Studies with 13·5 per cent. each, but was less than 5 per cent. in other arts subjects. Other subjects in which there were more than 5 per cent. weak candidates were Jurisprudence, PPE (but only just), Mathematics, Physics, Geology, Agriculture, and Forestry. Of these, there were more than 10 per cent. in Jurisprudence, Geology, and Forestry.

Factors affecting degree performance

280. The class of degree awarded can be used as a criterion by which different groups of undergraduates may be compared, and this approach has been used in Part II. Four factors which may have a bearing on degree performance are considered here. They are: whether there was a change of subject; whether a scholar, exhibitioner, or commoner; sex; and type of school attended.

[1] Robbins Report, Appendix Two (A), Part IV, Section 2, Table 21, p. 144.

[2] Robbins Report, Appendix Two (A), Part IV, Section 2, Table 22, p. 146. In two cases at least, the pattern is similar to that at Oxford. In classics and mathematics the proportion of firsts is high both nationally and at Oxford, but in neither case is the proportion of firsts and seconds especially high.

Table 154. *Degree performance by change of course. All undergraduates entering in 1958–9 who obtained a degree*

OXFORD PERCENTAGE

Undergraduates who	1st class	2nd class	3rd class	4th class	Other	All	*Number in sample*
Did not change course	9	56	30	3	1	100	*1,040*
Changed before First Public Examination	8	43	43	2	4	100	*53*
Changed after First Public Examination	4	45	32	5	13	100	*75*
All	9	55	31	3	2	100	*1,168*

SOURCE: 1958–9 matriculations sample.

Change of course

281. The 10 per cent. of undergraduates who changed course obtained less good degrees than those who did not change. There are two possible explanations of this: that the weaker candidates changed course; or that changing in itself had an adverse effect on an undergraduate's chance of a good (first- or second-class) degree. Any undergraduate who changes his subject is likely to find himself somewhat behind those who have not changed. This applies to those who change early in their undergraduate career if their work in the sixth form was directed towards the subject they originally intended to read. For those who change after the First Public Examination, both explanations are likely to apply; they include some who fail to live up to their earlier promise and others who change for other reasons, and are somewhat handicapped thereby.

282. It is impossible to determine how many undergraduates in the sample changed course because they failed to live up to their earlier promise. But the proportion of award holders (though not the proportion of scholars) was higher among those who changed than among those who did not. Thus those who changed course did not consist mainly of the weakest undergraduates (as judged at the time of admission). Both award holders and commoners in both groups changing course obtained a lower proportion of firsts and seconds than did their counterparts who did not change.

Scholars, exhibitioners, and commoners

283. Tables 155 and 156 show in detail the performance of award holders, undergraduates in the main subject groups, and men and women. Throughout, scholars obtained a much greater, and exhibitioners a considerably

greater, proportion of firsts than did commoners. In all subjects award holders obtained 67 per cent. of all firsts. When firsts and seconds are considered, substantial differences persist between the three groups.

Table 155. *Degree performance by subject group and status as scholar, exhibitioner, or commoner. All undergraduates entering in 1958–9 who obtained a degree*

OXFORD PERCENTAGE

Subject group	Scholar, exhibitioner, or commoner	1st class	2nd class	3rd class	4th class	Other	All	*Number in sample*
Arts	Scholar	19·8	60·3	18·3	0·8	0·8	100	*131*
	Exhibitioner	11·1	55·6	30·0	1·1	2·2	100	*90*
	Commoner	2·2	54·2	37·5	3·9	2·2	100	*408*
	All	7·2	55·6	32·4	2·9	1·9	100	*629*
Social studies	Scholar	26·3	57·9	15·8	—	—	100	*19*
	Exhibitioner	8·7	65·2	21·7	4·3	—	100	*23*
	Commoner	4·1	56·9	36·4	2·6	—	100	*195*
	All	6·3	57·8	33·3	2·5	—	100	*237*
Science	Scholar	29·6	49·3	18·3	1·4	1·4	100	*71*
	Exhibitioner	14·7	64·7	20·6	—	—	100	*34*
	Commoner	8·6	50·3	30·5	7·6	3·0	100	*197*
	All	14·2	51·7	26·5	5·3	2·3	100	*302*
All subjects	Scholar	23·5	56·6	18·1	0·9	0·9	100	*221*
	Exhibitioner	11·6	59·2	26·5	1·4	1·4	100	*147*
	Commoner	4·3	53·9	35·5	4·5	1·9	100	*800*
	All	8·8	55·1	31·1	3·4	1·6	100	*1,168*

SOURCE: 1958–9 matriculations sample.

NOTE: Status as scholar, exhibitioner, or commoner relates to awards held on entrance.

Sex

284. Women who matriculated in 1958–9 obtained an unusually low proportion of firsts, and those in our sample had a lower proportion of firsts and seconds combined than did all women graduating in 1961 (see Tables 68 and 75). This latter result is a consequence of sampling fluctuations. Table 68 shows that in other years there was a markedly better performance from women, and that women consistently gain a higher proportion of firsts and seconds than do men.

Table 156. *Degree performance by status as scholar, exhibitioner, or commoner, and sex. Undergraduates entering in 1958–9 who obtained a degree*

OXFORD PERCENTAGE

	1st class	2nd class	3rd class	4th class	Other	All	*Number in sample*
MEN							
Scholar	23·2	56·2	18·7	1·0	1·0	100	*203*
Exhibitioner	12·2	60·3	25·2	0·8	1·5	100	*131*
Commoner	4·8	52·8	36·0	4·6	1·8	100	*672*
All men	9·4	54·5	31·1	3·4	1·6	100	*1,006*
WOMEN							
Scholar	27·8	61·1	11·1	—	—	100	*18*
Exhibitioner	6·3	50·0	37·5	6·3	—	100	*16*
Commoner	1·6	59·4	32·8	3·9	2·3	100	*128*
All women	4·9	58·6	30·9	3·7	1·9	100	*162*
ALL UNDERGRADUATES							
Scholar	23·5	56·6	18·1	0·9	0·9	100	*221*
Exhibitioner	11·6	59·2	26·5	1·4	1·4	100	*147*
Commoner	4·3	53·9	35·5	4·5	1·9	100	*800*
All undergraduates	8·8	55·1	31·1	3·4	1·6	100	*1,168*

SOURCE: 1958–9 matriculations sample.

NOTE: See note to Table 155.

Type of school

285. The performance of men when classified by the type of school they attended is given in Table 157. In terms of firsts alone, those from independent day and direct-grant schools with 12 per cent. had the best performance, followed by those from maintained schools with 10 per cent. When firsts and seconds are considered, undergraduates who attended maintained schools had the best performance. They had 72 per cent. against an over-all figure of 64 per cent. This high performance is largely a result of the much above average performance of commoners from maintained schools; scholars from these schools did not do as well as other scholars.

286. The number of women is too small to permit such a detailed breakdown. Table 158 gives a breakdown by type of school, and Table 159 is similar to Table 157 but for men and women.

Table 157. *Degree performance by type of school and status as scholar, exhibitioner, or commoner. Men undergraduates entering in 1958–9 who obtained a degree*

OXFORD PERCENTAGE

Type of school (or university)	Scholar, exhibitioner, or commoner	1st class	2nd class	3rd class	4th class	Other	All	*Number in sample*
Independent boarding	Scholar	23·2	53·7	20·7	1·2	1·2	100	*82*
	Exhibitioner	8·5	48·9	38·3	—	4·3	100	*47*
	Commoner	3·0	45·9	42·2	5·2	3·7	100	*270*
	All	7·8	47·9	37·3	3·8	3·3	100	*399*
Independent day	Scholar	25·0	60·0	10·0	—	5·0	100	*20*
	Exhibitioner	10·5	63·2	26·3	—	—	100	*19*
	Commoner	6·2	54·2	35·4	4·2	—	100	*48*
	All	11·5	57·5	27·6	2·3	1·1	100	*87*
Direct-grant	Scholar	24·2	63·6	9·1	3·0	—	100	*33*
	Exhibitioner	25·0	58·3	16·7	—	—	100	*24*
	Commoner	3·6	48·8	41·7	4·8	1·2	100	*84*
	All	12·1	53·9	29·8	3·5	0·7	100	*141*
Maintained	Scholar	21·7	58·3	20·0	—	—	100	*60*
	Exhibitioner	10·0	72·5	15·0	2·5	—	100	*40*
	Commoner	6·5	60·8	27·6	4·7	0·5	100	*217*
	All	9·8	61·8	24·6	3·5	0·3	100	*317*
University	All	9·6	59·6	28·8	1·9	—	100	*52*
All	Scholar	23·2	56·2	18·7	1·0	1·0	100	*203*
	Exhibitioner	12·2	60·3	25·2	0·8	1·5	100	*131*
	Commoner	4·8	52·8	36·0	4·6	1·8	100	*672*
	All	9·4	54·5	31·1	3·4	1·6	100	*1,006*

SOURCE: 1958–9 matriculations sample.

NOTES

1. The last panel of the table includes ten undergraduates from other types of school.
2. See note to Table 155.

Table 158. *Degree performance by type of school. Women undergraduates entering in 1958–9 who obtained a degree*

OXFORD PERCENTAGE

Type of school	1st class	2nd class	3rd class	4th class	Other	All	*Number in sample*
Independent boarding	10·0	60·0	26·7	3·3	—	100	*30*
Independent day	5·6	55·6	27·8	5·6	5·6	100	*18*
Direct-grant	7·0	62·8	18·6	7·0	4·7	100	*43*
Maintained	—	55·4	43·1	1·5	—	100	*65*
All undergraduates	4·9	58·6	30·9	3·7	1·9	100	*162*

SOURCE: 1958–9 matriculations sample.

NOTE: The last line of the table includes two undergraduates from other types of school, and four from universities.

287. The performance of women in the sample is the reverse of that of men, with the best performance from women who attended independent boarding schools, followed by those from direct-grant, independent day, and maintained schools.[1]

Comparisons with other universities

288. A comparison of 1959 degree results at different universities was made by the Robbins Committee.[2] The over-all comparison shows that 7·5 per cent. gained firsts at Oxford, compared with 6·4 per cent. at Cambridge, 8·4 per cent. at London, 7·9 per cent. at the larger civic universities, and 4·4 per cent. at the smaller civic universities in England. At Oxford 65·4 per cent. gained firsts or seconds. This was more than at civic universities, but less than at Cambridge (68·2 per cent.) and London (68·0 per cent.). But there are two difficulties about this comparison. First, there is a significantly smaller proportion of firsts in arts and social studies than in science, and Oxford is more heavily weighted in the former subjects. Secondly, the percentages quoted above are of all students graduating, not of all gaining honours degrees, and the proportion of honours degrees is higher at Oxford than at other universities. The proportions obtaining ordinary or pass degrees was 0·5 per cent. at Oxford; 9·4 per cent. at Cambridge; 14·5 per cent. at London; 30·2 per cent. at the larger civic universities; and 19·3 per cent. at the smaller civic universities. Some of these will have been reading for ordinary or pass degrees, and others will have been awarded them on the results of an honours examination. The Robbins Committee reported

[1] But, as noted in paragraph 284, the sample of women is not representative of all women in the year in question, which was itself an unusual one so far as women's degree results are concerned. There is no reason to suppose that the sample of men is atypical in this way.

[2] Robbins Report, Appendix Two (A), Part IV, Section 2, Tables 23 and 24, pp. 147–8.

Table 159. *Degree performance by type of school and status as scholar, exhibitioner, or commoner. All undergraduates entering in 1958–9 who obtained a degree*

OXFORD — PERCENTAGE

Type of school (or university)	Scholar, exhibitioner, or commoner	1st class	2nd class	3rd class	4th class	Other	All	*Number in sample*
Independent boarding	Scholar	23·5	54·1	20·0	1·2	1·2	100	*85*
	Exhibitioner	8·5	48·9	38·3	—	4·3	100	*47*
	Commoner	3·4	47·1	41·1	5·1	3·4	100	*297*
	All	7·9	48·7	36·6	3·7	3·0	100	*429*
Independent day	Scholar	26·1	60·9	8·7	—	4·3	100	*23*
	Exhibitioner	9·5	66·7	23·8	—	—	100	*21*
	Commoner	4·9	52·5	36·1	4·9	1·6	100	*61*
	All	10·5	57·1	27·6	2·9	1·9	100	*105*
Direct-grant	Scholar	25·6	64·1	7·7	2·6	—	100	*39*
	Exhibitioner	21·9	56·3	18·8	3·1	—	100	*32*
	Commoner	2·7	53·1	36·3	5·3	2·7	100	*113*
	All	10·9	56·0	27·2	4·3	1·6	100	*184*
Maintained	Scholar	20·0	58·5	21·5	—	—	100	*65*
	Exhibitioner	8·7	67·4	21·7	2·2	—	100	*46*
	Commoner	5·2	60·1	30·3	4·1	0·4	100	*271*
	All	8·1	60·7	27·7	3·1	0·3	100	*382*
University	All	10·7	58·9	28·6	1·8	—	100	*56*
All	Scholar	23·5	56·6	18·1	0·9	0·9	100	*221*
	Exhibitioner	11·6	59·2	26·5	1·4	1·4	100	*147*
	Commoner	4·3	53·9	35·5	4·5	1·9	100	*800*
	All	8·8	55·1	31·1	3·4	1·6	100	*1,168*

SOURCE: 1958–9 matriculations sample.

NOTES

1. The last panel of the table includes 12 undergraduates from other types of school.
2. See note to Table 155.

that two-thirds to three-quarters of those obtaining pass degrees in Great Britain did so after taking pass courses.[1] But the proportion taking pass courses is much higher in Scottish universities[2] and will be correspondingly lower in universities in England and Wales.

[1] Robbins Report, Appendix Two (A), Part IV, Section 2, para. 38, p. 139. Medical subjects are excluded.

[2] Forty-four per cent. of third-year students (excluding medical students) were taking pass courses in Scottish universities in 1961–2. Robbins Report, Appendix Two (B), Part III, Section 1, Table 5, p. 211.

289. In making inter-university comparisons of degree results, to exclude those who receive ordinary or pass degrees is appropriate if universities have a common standard for distinguishing between honours and pass work. It is by no means obvious that this is so, for a university with relatively large pass schools alongside its honour schools may be more likely to insist that weak candidates take a pass course and to give a pass degree to weak honours candidates than one with no separate pass schools. And a university such as Oxford, with a fourth class, may be more likely to give an honours degree to weak candidates than other universities.

Table 160. *Class of degree of undergraduates receiving honours degrees, by subject group and university group. England, 1959*

PERCENTAGE

	Percentage in		All honours degrees
	1st class	1st or 2nd class	
ARTS AND SOCIAL STUDIES			
Oxford	7	67	100
Oxford and Cambridge	6	70	100
London	5	85	100
Larger civic	5	84	100
Smaller civic	3	79	100
SCIENCE (EXCLUDING APPLIED SCIENCE)			
Oxford	13	67	100
Oxford and Cambridge	10	74	100
London	13	76	100
Larger civic	15	84	100
Smaller civic	8	72	100
ALL SUBJECTS			
Oxford	8	67	100
Cambridge	7	75	100
Oxford and Cambridge	7	70	100
London	10	80	100
Larger civic	11	85	100
Smaller civic	5	78	100

SOURCE: Robbins Report, Appendix Two (A), Part IV, Section 2, Tables 23 and 24. *Oxford Magazine*, 15 October 1959 (Oxford only).

NOTES

1. Medical subjects are excluded.
2. In the figures for Oxford (but not for Oxford and Cambridge) the fourth class is excluded.

290. In the absence of detailed information on the way in which universities draw the line between honours and pass degrees, it seems more reasonable, however, to base a comparison of the size of the classes on undergraduates achieving honours degrees rather than on all those graduating,

and this is done in Table 160. But for Oxford the fourth class is also excluded. On this basis, the proportion of firsts at Oxford was above that at other universities in arts and social studies. In pure science the proportion of firsts at Oxford was the same as at London, higher than at Cambridge, but lower than at larger civic universities.[1] But the proportion of firsts and seconds was considerably below that at other universities in both subject groups.

291. Differences in degree results could be due to differences in the calibre of undergraduates or to differences of standards. They could also result, in part, from differences in wastage rates. And it is possible that the collegiate structure at Oxford enables a larger proportion of the weaker undergraduates to achieve a third-class honours degree.

292. The Robbins Committee cite statistics on a different basis which show that of all *entrants* in 1956 to universities in England, 7 per cent. obtained firsts at Oxford and Cambridge, London, and the larger civic universities, and 3 per cent. at the smaller civic universities. The proportions obtaining firsts or seconds were 63 per cent. at Oxford and Cambridge, 56 per cent. at London, 50 per cent. at larger civic, and 48 per cent. at smaller civic universities. The A level qualifications of entrants to Oxford and Cambridge were better than those of entrants to London, which, in turn, were better than those of entrants to civic universities. Thus, looked at in this way, undergraduates at Oxford and Cambridge (who were better qualified on entry than undergraduates at other universities) obtained no more firsts than at London or larger civic universities, but more firsts and seconds. And the A level qualifications correlate with the proportion of firsts and seconds, but not with the proportion of firsts.[2] Comparisons on this basis would be appropriate if universities have the same minimum standard for admission.

293. Thus both Table 160 and the previous paragraph show that the proportion of firsts at Oxford was as high as, or slightly higher than, the proportion at other universities. But Table 160 shows the proportion of firsts and seconds to be considerably below that at other English universities (including Cambridge), whereas the approach on which the previous paragraph is based shows Oxford and Cambridge with a higher proportion of firsts and seconds than other universities. Neither approach, however, leads to conclusions about the relative standards at different universities, since the calibre of the undergraduates could differ. To meet this difficulty,

[1] Pure science and applied science are shown separately in the Robbins Report as the pattern of degree results is different in the two cases. Applied science is not shown in Table 160 as the numbers at Oxford are small. Performance in applied science at Oxford was somewhat lower than at other universities in terms of firsts, and much lower in terms of firsts and seconds.

[2] Robbins Report, Appendix Two (A), Part IV, Tables 27 and 28, p. 151. Medical students are excluded.

the Robbins Committee examined the degree performance of State Scholars, who form a reasonably homogeneous group.[1] All State Scholars, whether or not they obtained degrees, who went down in 1956–7 to 1959–60 were included. In arts, the proportion who obtained firsts was the same at Oxford and Cambridge as at all universities (12 per cent.); the proportion of firsts and seconds was 81 per cent. at Oxford and Cambridge, and 83 per cent. at all universities. In pure science the corresponding figures were (with those for Oxford and Cambridge given first): 18 per cent. and 21 per cent. for firsts; and 73 per cent. and 74 per cent. for firsts and seconds. There is no reason to suppose that the calibre of State Scholars at Oxford and Cambridge was lower than at other universities, nor that there was an appreciable difference in their calibre as between Oxford and Cambridge. These results, taken together with those in Table 160 (which show Oxford with a higher proportion of firsts, and a lower proportion of firsts and seconds than for Oxford and Cambridge together) therefore suggest that the standard for a first at Oxford is not very different from the average for all universities,[2] but that the standard for a second at Oxford is higher.

Table 161. *Awards held by undergraduates in 1964*

OXFORD

Awards made by	Number of undergraduates receiving financial benefit from awards in Michaelmas Term 1964	Amount paid in 1964 to undergraduates in respect of awards held		
		Derived from Trust funds	Other	Total amount
		£	£	£
Men's colleges	2,206	71,718	48,866	120,584
Permanent Private Halls	8	1,245	—	1,245
Men's societies	2,214	72,963	48,866	121,829
Women's colleges	231	7,710	1,544	9,254
Undergraduate societies	2,445	80,673	50,410	131,083
University	43	3,859	—	3,859

SOURCE: Registry and colleges.

NOTES

1. Open and closed scholarships and exhibitions are included, whether awarded on entrance or subsequently. Prizes, grants, or awards for travelling are not included.
2. Awards held by Part II chemists and metallurgists are not included. For details see Table 232.
3. For one college the amount derived from Trust Funds is an estimated figure.

[1] Robbins Report, Appendix Two (A), Part IV, Table 29, p. 153.

[2] Unless the calibre of State Scholars who went to Oxford was above average, in which case the evidence would suggest that the standard for a first at Oxford is higher than the average for all universities.

AWARDS HELD BY UNDERGRADUATES

294. Table 161 shows the number of awards (other than honorary awards) held by undergraduates in Michaelmas Term 1964. Most of the awards had been made on entrance but those made subsequently are also included. The total amount paid out in 1964 is given, and also the amounts derived from Trust Funds. The average value of awards was £55 a year for the men's societies, £40 for the women's colleges, and £90 for the university awards.

Table 162. *Oxford graduates who read for advanced degrees as percentage of all graduating. Undergraduates matriculating in 1958–9*

OXFORD — PERCENTAGE

B.A. subject	Percentage of those graduating who read for advanced degrees
Literae Humaniores	6
Theology	—
Modern History	5
English	6
Modern Languages	8
Oriental Studies	—
Geography	6
Music	29
Jurisprudence	2
PPE	4
Mathematics	12
Physics	18
Chemistry	43
Biochemistry	63
Animal Physiology	6
Zoology	8
Botany	25
Geology	—
PPP	15
Engineering	13
Metallurgy	100
Agriculture	13
Forestry	—
Arts and social studies	5
Science	22
All subjects	10

SOURCE: 1958–9 matriculations sample.

NOTES

1. Most of those included above graduated in 1961.
2. Candidates for Part II Chemistry are automatically registered for a B.Sc. In this table only those who had taken a B.Sc. by 1964, or who were registered for a D.Phil. are included.
3. The table includes those who came up to begin to read for the degrees of B.Litt., B.Sc., B.Phil., B.C.L., and D.Phil.

UNDERGRADUATES WHO SUBSEQUENTLY READ FOR ADVANCED DEGREES

295. Of the undergraduates who matriculated in 1958–9 and who received a first degree, 10 per cent. returned to Oxford to read for an advanced degree. (The proportion who continued with any kind of postgraduate study at Oxford will have been somewhat higher.) Details are given in Table 162. The proportion who read for advanced degrees was much higher in science (22 per cent.) than in arts and social studies (5 per cent.).

USE OF LIBRARIES AND PURCHASE OF BOOKS

296. During the third week of Michaelmas Term 1964, 53 per cent. of undergraduates used the Bodleian Library, 40 per cent. used departmental and faculty libraries, and 85 per cent. used college libraries (Tables 163–5). Undergraduates used libraries least in their first year, and most in their third year, but in the case of college libraries there were comparatively small differences between undergraduates in different years. There is a great deal of variation between subjects which reflects the particular library facilities available in them.

297. The City libraries were used by only 6 per cent. of undergraduates, while other libraries (of which the Union Library was the most important) were used by 8 per cent. (Table 166).

298. In the Undergraduate Survey undergraduates were asked about their purchases of books since the beginning of the term. It is likely that a considerable proportion of the books bought during the term were bought in this period, but total purchases during the year cannot be inferred from these figures. Table 167 gives the number of books and Table 168 the expenditure. Nearly twice as many books were bought in arts as in science, with social studies lying between. But average expenditure was highest in social studies and lowest in arts.

299. The average number of books, average expenditure, and the percentage of undergraduates buying some books were all highest for first-year undergraduates.

SUBSEQUENT CAREERS

300. This section relates to men who matriculated in 1958–9 only. Their first occupation after graduation is analysed by the subject and class of their degree (the three main subject groups are shown and also the two large mixed-subject Schools of Literae Humaniores and PPE).[1] It is based on the sample of 1958 matriculations.

[1] The numbers are relatively small, and the results for Literae Humaniores and PPE will be subject to greater sampling fluctuations than will those for the larger groupings. These Schools are also included in the figures for the appropriate subject group.

Table 163. *Percentage of undergraduates using the Bodleian Library, by subject and year. Third week, Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Year			All years
	First	Second	Third	
Literae Humaniores	.	—	79	75
Classical Honour Mods.	45	23	—	33
Theology	17	40	29	30
Modern History	56	85	80	73
English	41	69	74	63
Modern Languages	7	6	12	8
Oriental Studies	.	—	100	43
Geography	40	33	67	47
Music	—	—	.	—
Jurisprudence	69	72	67	69
PPE	27	75	77	60
Mathematics	64	12	42	39
Physics	50	46	57	51
Chemistry	46	58	87	65
Biochemistry	50	100	100	80
Animal Physiology	73	64	80	72
Zoology	.	100	100	100
Botany	.	50	—	40
Geology	.	50	.	50
PPP	67	83	100	80
Natural Science	67	—	.	50
Physics, Mathematics, and Engineering	35	.	.	35
Biology	71	—	.	63
Engineering	.	—	29	13
Metallurgy	33	100	50	50
Agriculture and Forestry	.	.	—	—
All subjects	43	53	66	53

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

Table 164. *Percentage of undergraduates using departmental and faculty libraries, by subject and year. Third week, Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Year			All years
	First	Second	Third	
Literae Humaniores	.	—	26	25
Classical Honour Mods.	—	14	—	7
Theology	83	60	57	65
Modern History	4	56	78	44
English	69	56	58	61
Modern Languages	89	97	96	93
Oriental Studies	.	100	100	100
Geography	70	100	92	88
Music	100	100	.	100
Jurisprudence	3	4	3	3
PPE	35	62	79	59
Mathematics	—	4	5	3
Physics	—	—	—	—
Chemistry	—	13	—	4
Biochemistry	—	—	—	—
Animal Physiology	7	—	—	3
Zoology	.	57	100	79
Botany	.	100	100	100
Geology	.	100	.	100
PPP	100	83	100	93
Natural Science	33	100	.	50
Physics, Mathematics, and Engineering	21	.	.	21
Biology	57	100	.	63
Engineering	.	67	100	81
Metallurgy	—	—	100	33
Agriculture and Forestry	.	.	100	100
All subjects	28	45	49	40

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

Table 165. *Percentage of undergraduates using college libraries, by subject and year. Third week, Michaelmas Term 1964*

OXFORD PERCENTAGE

Subject	Year			All years
	First	Second	Third	
Literae Humaniores	.	100	95	95
Classical Honour Mods.	91	95	100	93
Theology	83	60	86	74
Modern History	95	96	91	94
English	97	97	89	94
Modern Languages	84	91	84	86
Oriental Studies	.	50	33	43
Geography	60	83	83	76
Music	25	50	.	38
Jurisprudence	90	84	94	90
PPE	80	85	97	87
Mathematics	60	64	89	70
Physics	50	88	86	86
Chemistry	89	96	93	93
Biochemistry	75	75	50	70
Animal Physiology	60	79	80	72
Zoology	.	71	71	71
Botany	.	50	—	40
Geology	.	50	.	50
PPP	50	100	100	80
Natural Science	67	100	.	75
Physics, Mathematics, and Engineering	91	.	.	91
Biology	71	100	.	75
Engineering	.	78	100	88
Metallurgy	100	—	100	83
Agriculture and Forestry	.	.	—	—
All subjects	82	85	88	85

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

Table 166. *Percentage of undergraduates using City and other libraries by subject. Third week, Michaelmas Term 1964*

OXFORD	PERCENTAGE	
Subject	City libraries	Other libraries
Literae Humaniores	—	15
Classical Honour Mods.	7	9
Theology	4	43
Modern History	6	9
English	15	9
Modern Languages	4	5
Oriental Studies	14	—
Geography	3	9
Music	—	—
Jurisprudence	1	7
PPE	7	10
Mathematics	—	9
Physics	8	8
Chemistry	2	6
Biochemistry	10	—
Animal Physiology	5	—
Zoology	7	7
Botany	—	20
Geology	—	—
PPP	20	7
Natural Science	—	—
Physics, Mathematics, and Engineering	3	—
Biology	25	—
Engineering	6	—
Metallurgy	—	—
Agriculture and Forestry	—	—
All subjects	6	8

SOURCE: Undergraduate Survey.

NOTE: See notes to Table 100.

Table 167. *Average number of books bought by undergraduates by subject group and year. First three weeks of Michaelmas Term 1964*

OXFORD NUMBER

Subject group	Books bought during first three weeks of term	Year			All years
		First	Second	Third	
Arts	Average number for all undergraduates	10·4	4·2	4·3	6·4
	Average number for undergraduates buying at least one book	10·8	5·4	5·9	7·7
	Percentage of undergraduates buying at least one book	*97*	*77*	*74*	*83*
Social studies	Average number for all undergraduates	6·9	3·7	4·1	5·0
	Average number for undergraduates buying at least one book	7·1	4·5	5·1	5·7
	Percentage of undergraduates buying at least one book	*97*	*82*	*81*	*87*
Science	Average number for all undergraduates	6·8	2·0	1·4	3·5
	Average number for undergraduates buying at least one book	7·0	2·7	2·3	4·5
	Percentage of undergraduates buying at least one book	*97*	*75*	*63*	*79*
All subjects	Average number for all undergraduates	8·4	3·4	3·4	5·2
	Average number for undergraduates buying at least one book	8·7	4·3	4·7	6·3
	Percentage of undergraduates buying at least one book	*97*	*77*	*72*	*83*

SOURCE: Undergraduate Survey.

Table 168. *Average expenditure by undergraduates on books, by subject group and year. First three weeks of Michaelmas Term 1964*

OXFORD £

Subject group	Expenditure on books bought during first three weeks of term	Year			All years
		First	Second	Third	
Arts	Average expenditure for all undergraduates	6·6	3·7	3·7	4·7
	Average expenditure for undergraduates buying at least one book	6·9	4·8	5·2	5·8
Social studies	Average expenditure for all undergraduates	9·6	4·6	4·8	6·5
	Average expenditure for undergraduates buying at least one book	10·0	5·9	6·2	7·7
Science	Average expenditure for all undergraduates	11·3	3·7	2·8	6·2
	Average expenditure for undergraduates buying at least one book	11·9	5·1	4·5	8·0
All subjects	Average expenditure for all undergraduates	8·9	3·9	3·6	5·6
	Average expenditure for undergraduates buying at least one book	9·2	5·1	5·3	6·9

SOURCE: Undergraduate Survey.

301. About half the men who entered as undergraduates in 1958–9 and who received a degree entered employment following graduation. A third undertook further study or training (Tables 169 and 170). Most of the remainder were not in employment at the time the records were completed (about six months after graduation), i.e. they were seeking employment or were not available for it.

302. The proportion entering employment was average in arts (but was above average in Literae Humaniores); was above average in social studies (mainly because of the high proportion reading Jurisprudence entering employment); and was below average in science (in which 33 per cent. continued with academic study).

Table 169. *First occupation of graduates by subject. Men who entered in 1958–9*

OXFORD PERCENTAGE

	Arts	Lit. Hum.	Social studies	PPE	Science	All subjects
Academic study—home	10	13	1	3	30	13
Academic study—overseas	3	1	5	7	3	3
Teacher training	13	4	4	6	4	9
Other specialized training	5	3	7	7	12	7
Returned to own country overseas	1	—	7	8	2	2
Entered employment—home	44	58	58	49	38	45
Entered employment—overseas	4	1	4	5	2	4
Other	18	17	13	15	8	15
Not known	2	3	—	1	2	2
All	100	100	100	100	100	100
Number in sample graduating	*530*	*72*	*215*	*119*	*261*	*1,006*

SOURCE: Appointments Committee and 1958–9 matriculations sample.

NOTE: The category 'other' includes those already in employment or not available for employment; and those seeking employment at the time the records were completed (about six months after graduation).

Table 170. *First occupation of graduates by degree performance. Men who entered in 1958–9*

OXFORD PERCENTAGE

	Degree				
	1st class	2nd class	3rd class	Others	All
Academic study—home	42	14	4	4	13
Academic study—overseas	12	4	—	—	3
Teacher training	4	10	9	—	9
Other specialized training	6	8	7	8	7
Returned to own country overseas	3	2	3	—	2
Entered employment—home	21	45	54	42	45
Entered employment—overseas	1	4	3	8	4
Other	9	11	19	28	15
Not known	1	1	1	10	2
All	100	100	100	100	100
Number in sample graduating	*95*	*548*	*313*	*50*	*1,006*

SOURCE: Appointments Committee and 1958–9 matriculations sample.

NOTE: See note to Table 169.

303. Not surprisingly, the proportion continuing with academic study was highest among firsts, only 22 per cent. of whom entered employment.

Table 171. *Type of employer by subject. Men entering in 1958–9 who entered employment on graduation*

OXFORD PERCENTAGE

Type of employer	Arts	Lit. Hum.	Social studies	PPE	Science	All subjects
Home Civil Service and Foreign Service	10	24	4	9	8	8
Overseas Civil Service	2	—	—	—	5	2
Local government	3	2	5	—	—	3
Schools	19	26	2	5	13	13
Universities	—	—	2	2	2	1
Agriculture	1	2	2	—	1	1
Industry	26	14	23	34	52	31
Commerce	16	21	24	33	5	16
Legal	3	2	28	3	4	10
Public authorities and services	1	2	2	2	3	2
Publishing	4	—	4	7	2	4
Entertainment and cultural	5	2	2	2	1	3
Other	9	2	3	3	4	6
All	100	100	100	100	100	100
Number in sample entering employment	*233*	*42*	*125*	*58*	*100*	*458*

SOURCE: Appointments Committee and 1958–9 matriculations sample.

304. Those who entered employment are further analysed in Tables 171–4. The Home Civil Service and Foreign Service accounted for 8 per cent. of all undergraduates, but for 24 per cent. of those who read Literae Humaniores. 13 per cent. became school teachers (and a further 9 per cent. of all who graduated entered teacher training). About a quarter of graduates in arts and social studies entered industry, compared with half the science graduates.[1] Industry and commerce together accounted for around 45 per cent. in arts and social studies, and for 57 per cent. in science. The main features of Table 172 are the high proportion of those with firsts entering the Home Civil Service and Foreign Service (this figure is, however, based on a small number), and the high proportion of those with thirds entering industry and commerce.

[1] As throughout this paragraph, these are the proportions of those who entered employment. Since the proportion of those graduating who entered employment was higher in arts and social studies than in science, the differences between the subject groups in the proportions of those *graduating* who entered industry (12 per cent. in arts and social studies and 20 per cent. in science) is smaller.

Table 172. *Type of employer by degree performance. Men entering in 1958–9 who entered employment on graduation*

OXFORD PERCENTAGE

Type of employer	Degree				
	1st class	2nd class	3rd class	Others	All
Home Civil Service and Foreign Service	35	12	1	—	8
Overseas Civil Service	—	2	1	9	2
Local government	—	4	2	—	3
Schools	20	12	12	23	13
Universities	—	2	1	—	1
Agriculture	—	1	1	5	1
Industry	10	31	34	27	31
Commerce	15	13	21	14	16
Legal	5	15	6	—	10
Public authorities and services	5	1	2	5	2
Publishing	—	3	5	5	4
Entertainment and cultural	5	2	5	9	3
Other	5	4	10	5	6
All	100	100	100	100	100
No. in sample entering employment	*20*	*247*	*169*	*22*	*458*

SOURCE: Appointments Committee and 1958–9 matriculations sample.

Table 173. *Type of work by subject. Men entering in 1958–9 who entered employment on graduation*

OXFORD PERCENTAGE

Type of work	Arts	Lit. Hum.	Social studies	PPE	Science	All subjects
Administration	18	19	8	12	—	12
Teaching	20	29	4	7	14	14
Scientific research	1	—	—	—	24	6
Design, development, routine analysis, etc.	1	2	4	9	17	5
Production, operation, and maintenance	1	—	2	—	6	2
Buying and selling	12	5	10	16	1	9
Financial	11	29	18	24	2	11
Legal	3	2	34	3	6	12
Social and personnel	2	2	—	—	—	1
Editing, journalism, libraries, museums	5	—	4	7	2	4
Films, TV, radio, and drama	3	2	1	2	1	2
Other	22	10	15	21	27	21
All	100	100	100	100	100	100
No. in sample entering employment	*233*	*42*	*125*	*58*	*100*	*458*

SOURCE: Appointments Committee and 1958–9 matriculations sample.

NOTE: The category 'other' includes general traineeships and postgraduate apprenticeships.

Table 174. *Type of work by degree performance. Men entering in 1958–9 who entered employment on graduation*

OXFORD PERCENTAGE

Type of work	Degree				
	1st class	2nd class	3rd class	Others	All
Administration	35	13	8	—	12
Teaching	25	14	12	23	14
Scientific research	5	6	6	—	6
Design, development, routine analysis, etc.	5	5	5	9	5
Production, operation, and maintenance	—	2	3	9	2
Buying and selling	—	7	13	9	9
Financial	10	10	12	14	11
Legal	5	17	8	—	12
Social and personnel	—	—	2	—	1
Editing, journalism, libraries, museums	5	4	4	9	4
Films, TV, radio, and drama	—	1	3	5	2
Other	10	21	24	23	21
All	100	100	100	100	100
No. in sample entering employment	*20*	*247*	*169*	*22*	*458*

SOURCE: Appointments Committee and 1958–9 matriculations sample.

NOTE: See note to Table 173.

305. Tables 173 and 174 give the type of work taken up by those who entered employment. This is closely related to the type of employer in many cases, but the tables show separately the main types of work in industry and commerce.

306. Most of those in the sample graduated in 1961. For similar details of the employment of those graduating in later years see the Annual Reports of the Appointments Committee.