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Council Paper 8

YOUTH ACTIVITIES IN THE HIGHLANDS

A

PRELIMINARY REPORT

FOR

THE HIGHLANDS AND ISLANDS DEVELOPMENT BOARD

May 1966

P.E. Durham

YOUTH ACTIVITIES IN THE HIGHLANDS

The terms of reference of this investigation were:

(1) To find out the number and the names of organisations (and the names and addresses of office bearers) which are catering for young people's (especially school children's) activities in this field divided if possible into (a) Highland organisations (b)Scottish organsiations outside the Highlands and (c) U.K. organisations;

(2) To find out (a) what kind of activity each organisation sponsors (b) what kind of young person does each cater for (c) where they operate in the Highlands; and (d) if possible, the source of their funds;

(3) To bring out a comprehensive list setting forth the information collected together with such explanatory report as may be necessary; and

(4) To express an opinion, or recommendation, as to the potentialities for an extension of opportunity for youth activities in the Highlands on the initiative of the Board.

Principle Recommendation

The most important recommendation made as a result of this investigation is that the Board should without delay commission a research study into Highland and Island education and into the education provided in Scandanavia and other regions facing similar problems.

It is suggested that youth activities cannot be considered separately from education of which they are increasingly a part.

YOUTH ACTIVITIES IN THE HIGHLANDS

The information required under (1) and (2) of the terms of reference of this investigation has been obtained but it has become apparent that the listing of all such information under (3) would take much time and serve little useful purpose. If such a comprehensive list is required it can easily be compiled from the correspondence with those listed in Appendix A within the Youth Activities in the Highlands file (No. 671)

2. In an endeavour to compress an exceptionally broad field into a report sufficiently brief to be readable it is quite inevitable that a number of conclusions will be given baldly, but the author of this report is prepared to offer justification in greater detail either to the Board as a whole or to any individual member of the Board for any of the opinions expressed or recommendations made. It became clear quite early on in the work that many social considerations not directly connected with youth but more with community life within the region were of relevance to this survey.

3. Youth activities within the Highlands and Islands have been roughly divided into Recreational, Physical and Character Training and Adventure, Educational, and Voluntary Service and Experimental. It is quite obvious that these are broad headings; that almost all these activities have an educational and social element; that many not considered under Character Training and Adventure will contribute both character training and adventure; that there is a large field of adult endeavour within the region in which young people participate; in fact, that the headings are arbitary and that a different set of headings and divisions might have been just as appropriate.

(a) RECREATIONAL

4. Most of the organisations active in the region already receive some government and local authority support. The Scottish Education Department make grants varying from 1/5 to ½ of the Scottish headquarters expenses of such organisations as: the Boy Scouts, Boys Brigade, Girl Guides, Girls Brigade, Y.M.C.A., Scottish Association of Boys Clubs, Scottish Association of Youth Clubs, etc.; the Department of Agriculture and Fisheries for Scotland do the same for the Scottish Association of Young Farmer's Clubs; the Ministry of Defence almost entirely finances the Army Cadet Corps and the Air Training Corps and assists the Navy League to finance the Sea Cadet Corps. The Scottish Council of Physical Recreation and the Scottish Youth Hostels Association, which are also grant aided, are considered in the next section. In addition youth activities are also carried out by Churches, the Salvation Army and An Comunn Gaidhealach.

5. Many local clubs are based on schools, churches or village centres; it is quite clear that which organisation is active in any one community depends more on the interest of some enthusiastic and public spirited individual than on the nature of the organisation. This is particularly noticeable in the more sparsely populated areas but even between army cadets, air cadets and sea cadets there is almost always one predominant organisation in any area and this depends more on leadership than on the individual interest of members in land, sea or air.

6. It is a little difficult to see what general assistance the Board can give to aid these Recreational activities which are further considered under (c) Educational. The 1964/65 Annual Report of the Scottish Standing Conference of Voluntary Organisations sums the situation up when it writes:

"Schools/

GOVERNMENT ASSISTANCE TO ORGANISATIONS WORKING WITH YOUTH IN SCOTLAND

ORGANISATION	AGES	TOTAL INCOME (S - Scottish N - National)	GOVERNMENT GRANT
Boy Scouts	7½ - 21	S £16,000	£3,450
Boys Brigade	12 - 19	N £59,000	£3,885
Girl Guides	7½ - 21	S £14,200	£2,500
Girs Brigade	7 - 19	S £3,420	£ 980
YWCA (Scottish)	-	S £9,350	£5,000
Air Training Corps	13½ - 20	-	100%
Army CadetCorps	14 - 19	-	100%
Sea Cadet Corps	12 - 18	-	100%
Scottish Ass. of Boys Clubs	14 - 18	S £11,590	£6,250
Scottish Ass. of Young Farmers Clubs	14 - 26	S £17,000	£5,500
Scottish Ass. of Youth Clubs	14 - 18	S £11,350	£6,500
Scottish Council of Physical Recreation	over 14	S £100,650	£52,000
Scottish Girls Training Corps	13 - 20	-	-
YMCA'S Scottish National Council	-	-	£950
Scottish Youth Hostels Ass.	-	-	£5,000
An Comunn Gaidhealach	-	-	
Scottish Council of Social Service	-	S £26,600	£9,000

- -

Scottish Education Department Grants to Headquarter Expenses of Youth Organisations Total - £40,000

The Scottish Education Department also made capital grants of £250,000 towards building schemes costing £700,000

Local Education Authority grants to youth activities, total - £230,000

"Schools are becoming more and more outward looking and community minded. The whole pattern of Youth Service will be altered when in 1970 the school leaving age is raised to 16 and another age group of adolescents come within the school gates. We need a continuous reassessment with emphasis on quality rather than quantity. Time is not on the side of the voluntary organisations but there is a great fund of goodwill for them and they would be helped to make a valuable contribution if they showed a willingness to keep abreast of the needs of the times."

7. One specific request for help which might be borne in mind is that the Army Cadets would like to find an area to camp where they can organise adventure training and can make loud bangs without fear of disturbing other people or game. Another is that the Inverness Girl Guides are looking for a suitable building or disused school with a little space as a camping area.

(b) PHYSICAL AND CHARACTER TRAINING AND ADVENTURE

8. There are four establishments giving physical and adventure training in the Highlands and Islands. They are: The Scottish Council of Physical Recreation Centre at Glenmore Lodge (which receives a grant of over £50,000 from the Scottish Education Department to meet an expenditure of £100,000); The Outward Bound Trusts Moray Sea School, which is both self supporting and well booked throughout the year for 26-day courses costing £45 for up to 100 boys per course; The Toch H. Loch Eil Centre which is run by the Dulverton Trust giving 21-day courses costing £30 for up to 60 boys; and The Dockland Settlements West Highland School of Adventure giving 26-day courses costing £45 for up to 60 boys (and, on one experimental course, girls) which is virtually run by Major John Wills. It is of interest that Lord Dulverton and Major Wills are brothers.

9. These establishments are bringing young people into the region and are serving a most useful purpose in the television age. The Wardens of both Glenmore Lodge and the West Highland School of Adventure have indicated that they believe too few young people from within the Board's region are making use of their establishments.

10. It might be useful for the Board to indicate their support of the four schools, two of which have vacant places in most of their courses.

11. The Duke of Edinburgh's Award has stimulated members of many school and voluntary organisations to worthwhile individual endeavours in physical and character training within the Highlands and Islands as elsewhere in Britain. The activities of the Scottish Youth Hostels Association, of the National Trust and of the Schools Hebridean Society also all have some element of adventure and initiative training.

12. In a memorandum to the Chairman of the Board dated 1st December the Secretary of the S.Y.H.A. indicated some gaps in the youth hostel chain they would like to fill. It might be helpful if the Chairman was to write a letter to the proprietors of, in particular, Moidart, Knoydart, Applecross, Assynt, Fairburn and Mullardoch estates asking for their co-operation. A summary of the S.Y.H.A. requests and a suggested letter is appended as Appendix B.

13. The National Trust for Scotland runs three adventure camps. One, at Brodick in the Isle of Arran, has a field officer available, accepts group bookings for one week or more, and has a programme equally divided between work projects and recreation. The work projects are devoted to bracken cutting, rhodondendron clearing, tree pruning, litter clearing and similar useful development and maintenance tasks. The other two camps at Kintail and Balmacara used to be run on similar/

similar lines to Brodick but the cost was too great and they now accept group bookings for one week or more and assist those who want to do voluntary work to find such work in the area. These camps are not however staffed any longer and so group leaders have to accept full responsibility for the running of the camps.

14. The Schools Hebridean Society organises expeditions in the Hebrides and on the adjoining West Coast. Its expeditions in 1966 are:-

aged 16½ years and over	-	Lewis, August 23 to September 9.
15 - 16½ years	-	Harris, July 27 to August 11.
14 - 15½ years	-	Jura, July 27 to August 11.
13 - 14½ years	-	Colonsay, August 12 - 27.

These expeditions appear well conceived and led and they carry out surveys and investigations. Last year the Isle of Scarp was surveyed and a study made of its Botany, geomorphology, weather, hydrography and seals. The younger camp in Jura climbed mountains and studied the industries and caves of the island. At Raasay a study was made of crofting, fishing, geology, fossils and weather and the party sailed and canoed on a sea loch. While at Morven the area was mapped and surveyed, the ruins of an old crofting township was studied and the party went canoeing. All the expeditions made a classified list of birds seen.

15. The Chairman of the Society, who is a master at Manchester Grammar School, has asked the Board to assist him in finding useful work to do.

(c) EDUCATIONAL

(1) Within the Region

16. Many of the activities listed in the earlier two sections are supported directly or indirectly at a local level by Education Authorities. (See Appendix C). Inevitably and correctly many of the youth activities for children of school age are centred on the local school, and in many cases this may continue after the boy or girl leaves school. The concern of an Education Authority should be to turn its children into balanced adult members of the community of which they will eventually form a part. Its success ought to be measured not only by its ability to educate the abler children in skills many of which are foreign to and cannot be practised within the region but also by its ability to impart to both the bright and the dull a knowledge of and an interest in their home environment. The problems facing the Region are such that only if children are taught about them and how in their leisure pursuits to take advantage of their own local amenities are they likely to face the challenge of developing a viable life within the region. There is little evidence so far that Highland Education Authorities regard leisure activities for children as an essential part of education, or of enthusiasm to experiment with imaginative schemes of out door education or field study centres. It is particularly noticeable that most time and effort is devoted to developing youth activities and clubs in the areas where most children of secondary school age are found for most of the year. These areas, due to the centralisation of education by the use of hostels, are in the larger towns or islands - in fact in the more densely populated areas. Thus for two thirds of the year the rural areas are devoid of children of secondary school age and the organisation of the gregarious form of young persons activity which the modern adolescent demands is well nigh impossible, and the concentration of adolescents, and in particular the more able adolescents, in hostels in Lerwick, Kirkwall, Stornoway, Dornoch and Golspie, Dingwall, Stornoway, Inverness, Fort William, Oban, Campbelltown and Dunoon is contributing to a lack of community life elsewhere. The/

The Honorary Director of Community Service Volunteers writes "Surely the heart of the problem in the Highlands and Islands is to involve local people in activities for the benefit of their own community. I feel strongly that we need to think of youth activities that will mean something to young people in the Highlands and Islands, not just for a few weeks only during the holidays, but throughout the year. Because of geographical and other factors, I would feel that we must associate many of these activities with the local schools. It is the school which brings the young people together."

17. It was only possible to reply "I fear that, in the education of our teachers and education authorities, we in the Highlands and Islands have a long long way to go. But it must be remembered that, under our present educational organisation, based on counties whose boundaries were governed by the baronial squabbles of 200 years ago, many communities are utterly drained in term time of school children over primary school age."

18. From the Principle Lecturer in Social Study at Moray House College of Education comes the same idea as from Mr. Alec Dickson. He states that the number of posts for youth workers in the Highlands and Islands are fewer, and the salaries offered lower, than elsewhere in Scotland. He continues "Unless young people are provided with a community of well-being, of life and interest then they will not remain in their home areas. The solution, in my opinion, is more activity by education authorities to provide youth centres and similar facilities, with an emphasis on social provision. In rural areas such centres will be centralised in pockets of population and it would seem to me that the development of the building of youth and community wings on to Secondary Schools is a step in the right direction."

19. Miss R. Ann Mackay, B.D., Organiser for Senior Youth (Clubs and Fellowships) of the Church of Scotland who worked until recently in the Highlands, makes the same point as Mr. Ashley.

"My own view is that the real lack is one of leadership rather than opportunities. By this I mean that such opportunities as exists are not being utilised to the full because the majority of the communities are drained of so many of those people - both from among the youth themselves, and the adults interested in young folk - who have the imagination and initiative to develop the potential facilities".

20. In a very thoughtful and constructive letter the Director of An Comunn Gaidhealach writes:-

"There is a definite lack of social and recreational activity in West Highland areas whereby the interest of youth can be channeled to productive effort and maintained at a consistent level over a period of years. This is largely due to the fact that the potential leaders of the community have to leave the area both for schooling, University and to follow careers. Such as return have little experience of organising social activities and although the inclination may be there it has to be developed. There is a great deal to be done in developing innate leadership and projecting a sense of pride in Highland communities and the Board could very well initiate this as part of the overall social plan.

Any leadership which could be developed will be among Junior Secondary School leavers because they are the people who are likely to stay and contribute to development. The Educational system does little to foster in them pride or interest/

interest in their own activities or in their local history or local industry and this would seem to be one of the first requirements."

21. He suggests: that a study be made of Scandanavian folk schools; that at present, apart from a little local history, the teaching of which, though encouraged by L.E.A.s is often more honoured in the breach than in the observance, there is a grave lack of study of the arts, crafts, traditions, geography and history of the region; that this is partly because teachers have been either trained at colleges in the South or brought from other areas; and that this weakness points to the need of a Highland College of Education which might grow into a Highland University;

22. From all the evidence gathered from Education Authorities in the seven crofter counties emerges a conviction that all is far from well in the education and organisation of the activities of Highland and Island youth. There emerges a conviction that far too much continues to be done because "we have always done it that way" and that the time for change is overdue.

23. In the next section, on educational activities of schools outside the region, will be found two examples of imaginative use of the resources of the Highlands in education. The warden of Glenmore Lodge wrote "I feel strongly about the expansion of opportunities which exist in the Highlands for young people out-of-doors. There is still a strong body of opinion which argues that since country folk live out-of-doors there is no need to provide them with expensive facilities or training. I believe the reverse to be true. These are just the people who need to be shown how best to enjoy their superb natural environment". It is submitted that this comment on physical education and recreation is equally appropriate to general education. That the creation of a course of Highland Studies to be a G.C.E. subject should be the ambition of a Greenwich headmaster (see paragraph 41) and not the aim of any Highland education authority is a tragedy.

24. In considering Secretariat Paper No. 59 on Comprehensive Schools the Board agreed to refer the questions raised in it to the Consultative Council for their consideration and advice. The present time of change in the National policy on education, with the raising of the school leaving age approaching, seems particularly appropriate for a bold and detached examination of education within the Region. Without doubt a study of the organisation of education in Norway and Sweden, Nova Scotia and perhaps Newfoundland should be carried out as a matter of urgency. This background knowledge ought to be available before the proposed meeting with Education Authorities and Chief Inspectors of Schools takes place, and until this is done, it is well nigh impossible to suggest how youth activities by Highland youth can be extended on the initiative of the Board.

25. It is submitted that the Board would be wise to avoid involvement in the existing set-up but that, instead, as a matter of extreme urgency, it should institute a research study into Highland and Island education, of which Youth Activities are an essential part. It is submitted that this study should be independent of all existing authorities and that its terms of reference must be very wide.

26. Professor Nisbet, Professor of Education at Aberdeen University is quoted in a letter to the Chairman from Mr. G. Mackie, at that time M.P. for Caithness and Sutherland, as believing that "education, certainly up to the age of 15, comparable to and, in fact, better than education in large suburban secondary schools can be provided in small rural groups if the trouble is taken to set up the facilities required. These facilities include travelling teachers, laboratories, films, short wave radio, etc."

27./

27. It could be that the extra cost of such facilities would be far less than the social and economic cost of denying them and only a proper independent study can answer such a question.

(c) EDUCATIONAL (Continued)

(2) From outside the region

(a) University

28. Consideration was given in the last section to youth activities carried out by young people living within the region. This section now considers activities within the Highlands and Islands of those who live outside the region.

29. As might be expected, the University of Aberdeen being the only British University North of the Grampians, takes a close interest in the Board's region. At Tarradale House, Muir of Ord, they run a field centre which endeavours to create an interest in the study of Highland affairs. They have interpreted their endowment to include parties from schools and had there as visitors schools from Sutherland, Banffshire, Aberdeen and a number of places in the South of England. There is no Instructor at Tarradale House because most of those using the centre have some particular interest such as Botany, Geology or Geography and prefer to make their own academic arrangements.

30. Professor O'Dell writes:-

> "I feel there could well be an extension of such facilities for the Highland area and it could be, provided there is not a foolish multiplication of facilities, a useful chain of field centres. Kindrogan House, Perthshire, Strathpeffer Hotel and Carbisdale Castle have all been used for such field centres. We, ourselves, have had parties in Shetland also and have long felt that there could be some co-ordination of school residential facilities open to outsiders, on the lines of Balmacara House, where one Aberdeen school sent a party last Session. A chain could well be set up at centres such as Shetland, Orkney, Lewis/Harris, the Assynt country, and so on.
>
> We have found that one of the great assets of Tarradale House is that it is extremely well placed for a variety of terrain for people who are studying physical or human conditions, with a variety of landscapes which may be studied with relatively short journeys, whereas a centre such as Kindrogan, has considerable distances of similar terrain to cover before they come to different environment."

31. The disadvantage of this proposal lies in possible duplication of the chain of youth hostels and in the difficulty of making sufficient use of outlying centres outside the popular spring to autumn season. But it is worthy of consideration.

32. Edinburgh University student clubs operating in the region include the Canoe Club, which has canoed on the Caledonian Canal, the Mountaineering Club, who climb in Glencoe and own a bothy at Glenlichd in Kintail, and the Ski Club, who ski both in the Cairngorms and at Glenshee. The University are building a £30,000 permanent Field Centre at Firbush Point, Killin and this will be in operation this year. The centre, accommodating 40, will be used during the week for field studies in geography, geology, botany, zoo-ology etc. and at weekends and throughout vacations as a centre for expeditionary sports - canoeing, mountaineering, riding, ski-ing on Ben Lawers and dinghy sailing on Loch Tay.

33. Edinburgh University Students expressed the needs they feel most keenly as

(a) Extension of the ski grounds, access roads and accommodation (however spartan), particularly in the CAIRNGORM area and to the NORTH facing corries in the Ben Lawers area.

(b) Provision of cairn-marked through routes along and across the mountains, with reconditioned crofts or purpose-made high level bothies for shelter.

(c) Planned integration of use of inland water areas (lochs and rivers) and ACCESS to them, subject to adequate but considerably relaxed condition of entry - if necessary confined to organised and responsible parties in the first instance - by private and public bodies concerned, whether individual landowners or (for example) hydro-electric, water board or forestry interests.

34. The University of St. Andrews Student & Representative Council have forwarded a scheme to the University Grants Committee to establish a field centre somewhere in the Highlands, not too distant from St. Andrews, but this is not yet an authorised project. Should permission to proceed be obtained the Director of Physical Education has promised to consult the Board.

35. It appears that Glasgow University and the University of Strathclyde both make considerable use of the Scottish Council of Physical Recreation's Inverclyde National Recreation Centre as well as mountaineering and ski-ing in the Highland region and sailing in the Clyde and on the West Coast. Glasgow Corporation own a site at the head of Loch Goil which they may either use as a school centre or let to Fife Education Committee for the same purpose.

36. Amongst other activities of the Scottish Council of Physical Recreation and the Scottish Tourist Board in the region are yacht cruising holidays sailing from Tobermory to the Hebrides in five sailing yachts based on an M.F.V., sailing instruction at the Oban Sailing School, pony trekking at Newtonmore, Drumnadrochit, Succoth, Fort Augustus and Dunvegan, trout and salmon fishing instruction at Grantown-on-Spey, Kingussie, Nethy Bridge, Skye and Loch Maree and ski-ing instruction at many centres.

(b) School

37. Two school field centres are at present being established in the region. One of these, a field study centre at Inverlair Lodge in Inverness-shire, has already been aided by the Board with a grant towards rehabilitation of the Lodge. The Board's help in this was sought by Lord Kilbrandon, the Chairman of the Inverlair-Braehead Committee.

38. The headmaster of Braehead Junior Secondary School, Mr. R.F. Mackenzie, amongst whose books is "Escape from the Classroom", intends 30 of his pupils, and later maybe pupils from other Fife schools, to spend a month at Inverlair as an integral part of their education. An outline of Mr. Mackenzie's educational philosophy is included as Appendix D. Should the advanced ideas of Mr. Mackenzie become more generally accepted, it is possible that many similar centres could dot the region with a welcome influx of life and activity.

39. The second development offers equally exciting prospects. In April 1966 the old and derelict Inverliever Lodge sited at the bottom end of Loch Awe was blown up by the R.E.s. In its place is being built a/

a field centre for Crown Woods School by the Inverliever Lodge Trust. This Trust has raised £20,000, including Grants from the Inner London Education Authority and from the Borough of Greenwich. They are starting with a kitchen to feed 90, a dining and assembly hall and one dormitory block to sleep 20 with necessary washing and drying facilities for 40. This will allow 20 to sleep under cover and a further 20 under canvas. There is also married accommodation for a resident warden. Subsequently a second dormitory block will be built to allow 40 to sleep under cover and 40 more under canvas.

40. The idea behind Inverliever is to provide facilities for a wide range of physical and academic interests, which will lead to an enrichment and extension of subjects taught at school and provide opportunities for the pursuit by young people who have left of such worthwhile leisure activities as geology, archaeology, painting, sailing and so on. Children will go to Inverliever during term time. What they do will be the responsibility of the master or mistress who takes them. When they leave school they will be encouraged to go back under their own steam to pursue bona fide activities, either by themselves or under the sponsorship or leadership of a youth club or organisation. Inverliever will provide facilities for advanced academic work as well as make possible curricular reform which will help those who find it hard to tackle subjects as they are traditionally presented in the classroom. By stimulating interests in this way and by providing such facilities the Trust believes Inverliever will enable young people to spend their leisure time better than many of them do now.

41. The Headmaster would like to create a course of Highland Studies which would be a G.C.E. subject, and this is one of the things this particular school, Crown Woods, would like to do at Inverliever, not forgetting that the journey to and from Inverliever, up the western side of the country and down the eastern half, can be an education in itself. Last summer five boys cycled there and back, camping en route.

42. The Trust hope Inverliever will be the first of many similar schemes. Their case is that the local authority of each congested area in the S.E., and elsewhere for that matter, should have access to a settlement in the Highlands for its young people. In the I.L.E.A. area alone about 35,000 boys and girls leave school each year, in Greenwich about 3,000. Once it is shown that Inverliever is a workable scheme they hope it will be taken as a pattern for other areas. Inverliever will introduce about 500 young people to the Highlands each year. A great many such centres will be needed to ventilate London and this is why they are anxious to demonstrate the value of Inverliever as a prototype. The contribution to Highland development of a programme on these lines would be considerable.

43. It is recommended that the Board take an active interest in such schemes as Inverlair and Inverliever. They will bring local employment in isolated areas and will purchase provisions, food and fuel locally. Inverliever expects to have two land rovers or minibuses and a number of boats and canoes based locally. It is submitted that similar establishments could be attached to secondary schools within the region and not only to forward looking schools elsewhere.

44. In particular the Board has been asked to press for an amendment of the Social and Physical Training Grant Regulations 1939 which preclude capital grants being made by Government towards such schemes outside England and Wales. There are no such legislative barriers to activities by a Scottish Authority in England and Wales.

45./

45. A number of suitable houses for similar activities could be found available and empty within the region. As an example, the County Development Officer of Caithness is trying to find a use for Stirkoke House near Wick which is in sound repair and is available now. The Board could usefully investigate the extention of such field centres by listing the available sites and houses and then making known its ability and willingness to help.

(d) VOLUNTARY SERVICE AND EXPERIMENTAL

46. As this survey progressed it became increasingly apparent that a new form of youth activity began to develop in the South a few years ago. In the philosophy of many of the long established youth organisations is an underlying idea of service; for example, it is to be seen in the Boy Scouts and Girl Guide's promises and Law, in the Scottish Girl's Training Corps' Promise, in the Boys Brigade and Girls Brigade's Object and in the National Association of Youth Clubs' purpose. But the traditional National Youth Organisations are finding that, because children mature much earlier, the majority do not bother with such organisations subsequent to leaving school. In the annual report of the Scottish Education Department published in May 1966 it is stated that only 1/3rd of school leavers ever take part in the activities of any youth organisation thereafter. Many school leavers, particularly the less intelligent,find well paid unskilled work waiting for them and their evenings and weekends are devoted to television, dancing, drinking and the other gregarious activities of the affluent age. Very often before long boredom sets in due to inability to make use of leisure properly and the lack of any objective. That is when trouble starts. A proposed study into the needs of Rural Youth in a changing Rural Community was discussed in a Consultation at Dunblane in May 1966 and amongst those who have shown interest in such a scientific study, and the feed back of suggested action to improve social and community life, are the faculty of Social Science Edinburgh University, the Agricultural Economics Department of Newcastle University, the N.F.U. of Scotland, Young Farmers Clubs, the Council of Social Service and the Department of Agriculture and Fisheries for Scotland. The Consultation members decided they would approach the Kilbrandon Council about this and it is submitted that the Board should take an active interest in this proposal. (See Appendix E).

47. Most young people have been trained to be of readiness to give help where it is needed, but only the adult community can offer the actual opportunities of service. The problem often lies in discovering work which needs to be done and which can be done by unskilled volunteers. With this in view a Scottish organisation "Enterprise Youth" has been formed in Edinburgh by a distinguished committee with a great knowledge and experience of organising youth activities. This organisation was formed to promote opportunities for voluntary service, to encourage volunteers if necessary, and to co-ordinate the efforts of different groups trying to make service more effective. Already they are listing organisations with tasks that need doing and organisations who are active and experienced in voluntary work and bringing them together.

48. The need of such an organisation as Enterprise Youth operating within the Highland and Island area became apparent before the existence of Enterprise Youth was known to the author of this survey. In February a letter was written to the Development and Planning Officers of all Crofter County Authorities suggesting that some form of voluntary service and work camp was desirable and giving some extracts from letters received as follows:

49. The Scottish Union of Students, whose only two work camps in 1966 consist of wage-earning raspberry and potato picking, writes:

"As/

"As you will see, the nature of the present camps is not conducive to the improvement of local amenities, and certainly serves no social purpose, other than the enjoyment of the student participants. However, it is obvious that most students do prefer doing something a little worthwhile, as the response to over-seas camps has shown us, and apparently the only reason why no other type of camp is being run by us in Scotland is that we could not find any council or organisation who wanted us to help them. It seems to me on the other hand that your Board might be better able to secure suitable tasks for the students to undertake, and I give this to you as a suggestion.

It might help you to know that overseas work camps have carried out such projects as building simple churches, libraries, village schools and settlements, and roads, as well as tree-felling and factory work. The usual method is, of course, for the students to provide basic unskilled or semi-skilled labour, and for them to work in conjunction with local craftsmen. This sort of work is usually undertaken without payment, but board and lodging are usually provided.

We should certainly be most grateful if your Board could find any outlets for us in this kind of work, and I shall look forward to hearing from you again in the future".

50. Mr. George Houston, Lecturer in Political Economy at Glasgow University writes:

"While participation of youth in some of the development plans can no doubt be achieved by making project officers aware of its desirability, I think consideration should be given to establishing a special "Youth Project" in one area. Four of the main economic activities in the Highlands (farming, forestry, fishing and provision of recreational facilities) appeal to many young people because of their out-door nature, but do not attract many as permanent occupations. I think it possible and worthwhile to harness even the short-term enthusiasm of succeeding age groups of young people (from inside and outside the Highlands) in order to establish some particular development project. It could be simply building a recreational centre - or it might be to establish a recreational centre that combined labour service with recreation; or it might be connected with some other economic development scheme. This is not an easy thing to do, and its psychological impact might be much more important than its immediate economic value, but I believe it is at least worthwhile investigating the possibility and encouraging the people involved in organising youth activities to think about it.

Could school children be brought in to the plans by ensuring proper coverage by radio and television of the progress of one particular project - or even, at this stage, of the study in depth of the problems of one area? Now that television is spreading more widely over the Highlands, I would think the B.B.C. should be interested in developing this as part of their school programmes. Certainly, communication with young people through the mass media would be essential to success".

51. Miss Fiona Armour-Brown who worked for 18 months in a Kibbutz writes:

"One of the wonderful things about Israel for the tourist is that you can stop at almost any Kibbutz or Mrshov or other type of collective village and you will be put up for the night and you can stay and earn your keep, and even some pay. The hope is always that the visitor will decide to stay forever/

forever, but in any case his casual labour is always useful. Why not have a place where the hundreds of young hitch-hikers in Scotland can hang up their rucksack for a while and get to know Scotland a bit better and do some work into the bargain. One has to be a bit careful, but it could work, for example market gardening needs a lot of cheap labouring."

52. The finding of the right type of development project has been discussed with the Chairman of the Crofters Commission and he has suggested that:

"So far as development work is concerned one must have active rather than declining communities and I feel that opportunities have perhaps been missed in the past because of the confusion of thought I have referred to, and the fact that most of us have been inclined to look on the I.V.S. and similar bodies as concerned with helping the helpless rather than stimulating the relatively active. A number of possible lines of enquiry suggest themselves. In Shetland where land improvement is going forward rapidly the time is approaching when it would be necessary to drive rough farm roads into the scattald to open up new areas for development. I am not quite sure that any communities in Shetland have yet reached the stage at which people might be prepared to offer hospitality in return for work on such a road, but it cannot be far off and would be well worth exploring. We could help there if you thought it worth while. Then there is a tremendous need for improvement in the amenities of many Highland villages - removing derelict houses, unsightly rubbish dumps, planting a few trees for shelter and ornament etc. Again it may take a little time to find communities prepared to respond to the offer of assistance in these things because the idea is relatively new and the demand has to be created, but the Commission will be very ready to assist in trying to identify suitable townships for this sort of approach and to stimulate interest. Indeed at our last meeting we decided to approach the proprietor of one group of townships which seems ripe for tourist development to see whether we could make a joint approach to the crofters encouraging them to take a step forward along these lines. It might be very helpful for us in this approach if we were able to say that students or I.V.S. assistance would be forthcoming. It also seems possible that some of the areas with lively tourist associations might welcome the assistance of students or others in identifying suitable hill walks, sign-posting them roughly and producing simple maps which the tourist association might later reproduce and sell to visitors. I have in mind the sort of simple map one can get in some of the Austrian holiday communities. It might also be worth while erecting a simple dry-stone or turf shelters at intervals along some of these walks and especially at vantage points."

53. My letter concluded by asking for suggestions for and help in finding projects lending themselves to voluntary labour participation.

54. No replies to this came from Orkney or Shetland. Of the other authorities, Argyll mentioned two possible projects and said they would write later. It was clear that they had no enthusiasm to plan voluntary activities of the type suggested, but that International Voluntary Service had managed to obtain their approval of a project to improve parking facilities at the village hall and to drain a football pitch at Tayvallich.

55. The Inverness County Planning Officer sent a list of possible interesting projects and has agreed to discuss with the Planning Committee whether they approve of some of them being planned for execution by voluntary labour. Some further suggestions have been made by the further education officer in Skye (See Appendix C).

56./

56. In Ross-shire both the Planning and the Development Officers have shown interest in activities making use of voluntary labour. The Planning Officer has already made use of Town and Country Planning Students to survey the village of Kinlochewe, which lies at a road junction made far more important by the building of the Balgy Gap Road. Amongst the recommendations made by the survey team which produced a comprehensive 70-page report were the removal of ruins, the clearing of unsightly rubbish dumps, the signposting and improvement of existing footpaths and hill walks, and the construction of a new hill walk on ground belonging to the Forestry Commission. Even this survey however does not complete the planning concerned, as it is necessary to decide which of their recommendations are acceptable to the County Council and the land owners concerned and then to do field work planning the construction in detail and seeing what materials not available in situ are required. It has been agreed with Mr. Taylor that 1967 will be the earliest that the work could be done.

57. The County of Sutherland have experience of the work of Sutherland Pioneer Service, a long term group of International Voluntary Service. A photo copy of the I.V.S. confidential report on this group's actions is available in the Youth Activities File. The team of five volunteers had intended to work for at least a year, but all the work planned and available had been completed after six months when the camp broke up. Most of the successful work was supported by the local District Council who were most co-operative, but Lochinver is well served with both a forward looking District Clerk and a forward looking County Council members. Few isolated communities are so fortunate. The hope that successful and acceptable work at Lochinver would provoke other communities to follow suit proved vain. Other communities jealously turned their backs instead of showing envy or enthusiasm to do likewise. The main lessons learned from Sutherland Pioneer Service have been agreed with the Development Officer as -

(a) A supervisor from completely outwith the area is accepted much better than some local person who is not part of the community being assisted.

(b) It is quite essential in future that much more detailed planning should be carried out in advance of any volunteers moving into an area.

(c) Skilled leadership on the site will prove most difficult to achieve and is crucial for success;

(d) Lochinver is probably the most go-ahead community on the west coast. There was spirited local opposition in Durness, who have also received considerable assistance, though this has died down now they have their water scheme, despite paying water rates;

(e) The experience of Sutherland confirms that for such work camps the most vital need is for good planning before and leadership during a project which uses amateur volunteer labour.

58. In Caithness the County Development Officer has accepted the principles of volunteer assistance readily and amongst schemes being considered and planned are the rehabilitation of the old harbour at Castletown (linked with tourism and shell fishing), the cutting of peat for old people and various schemes to tidy up past dilapidations and remove eyesores.

59./

59. Should the Board decide to encourage and patronise such voluntary work in the region there are certain principles which were established at a Youth Enterprise Conference in Edinburgh in March, which subsequent discussions have confirmed. These are:-

(a) There are many local jobs that need doing that could be done without outside aid by local communities if only someone would organise this activity. This is why the work of the Scottish Council of Social Service, which is supported by Government Funds, is so important.

(b) It is essential that assistance from outside is not given before it is certain that such assistance will not be actively opposed by the assisted community.

(c) Much closer links are required to co-ordinate voluntary service by the young with voluntary service by the adult community.

(d) It is desirable that local youth should join those doing social service from outside an area (this was achieved in the Inverlair work which was supported by the Board).

(e) It must never be suggested that charity is being offered to a community.

(f) No voluntary work must be done which could deprive a local tradesman of work.

(g) It must be accepted that hand labour should only be used for those projects where machines cannot do the bulk of the work.

(h) There is a great need for a clearing house between those with projects to be carried out and those who are keen to volunteer for such social work (Enterprise Youth are doing this and seek the Board's help in finding Projects).

(i) Funding is required to pay the costs of work camps, to build up a supply, and take care of, essential tools, and to help with accommodation and transport.

(j) <u>The most vital need is for good planning before, and leadership during any project using unskilled or semi skilled voluntary labour</u>.

60. It would seem that the Board has a role it could play in h, i and j above. Already an offer of 20 agricultural students to do voluntary work for 6 weeks in Skye has not been accepted for lack of suitable work. The Past President of the Edinburgh Baptist Students' Association writes of work camps in Westray 2 years ago and in Colonsay last year and of the great value that both the volunteers and the communities received from such endeavours.

61. The Director of Community Service Volunteers wrote -

"Having said all this, I do wonder whether the classic pattern of the work camp is in fact an answer to the problems of the Highlands and Islands. I can see that it is immensely rewarding for students from Glasgow and Edinburgh - and possibly from south of the border - to work for two or three weeks in the summer on constructional projects in the Highlands and Islands. But does this really activate the local young people? In fact participation by local youngsters from Highlands and Islands in such projects is minimal. Yet surely the heart of the problem is to involve local young people in worthwhile activities for the benefit of their own community. It will come back to this point again later in this letter.

Of/

Of course this does not invalidate the part that young people can play who are not themselves of the Highlands and Islands, but I feel that the time has come for it to be young people of non-university backgrounds whom we should be involving in this kind of experience in the Highlands and Islands. Students are, after all, an intellectual elite, who should really be able to organise their own projects. If there is a welcome readiness on the part of your Board to enable young people of non-Highland backgrounds to participate in projects of this kind, then I would feel strongly that it should be groups of young people who would not otherwise even have this enrichening opportunity. I have in mind Robert McKenzie's youngsters from Braehead at Buckhaven - and countless other Secondary Schools in Glasgow, Dundee, Kilmarnock and elsewhere, who may otherwise never have their eyes opened to the Highlands and Islands - and may never otherwise get a chance of feeling that they have something to give to the development of Scotland. I think of the wonderful opportunity to involve Approved Schools and Borstal lads in constructive projects in the Highlands and Islands, bringing new dimension to their training and rehabilitation. Young people of these backgrounds need to be helped, if they are ever to have this kind of experience; University students, on the other hand, should be well able to help themselves - and their mental and social development does not require this experience so much.

Please do not infer from this that I am discounting the value of what intelligent young people of University calibre can achieve, but I would feel that the role of volunteers of University background is to help involve others in this kind of experience. In other words, rather than have twenty students engaged together in some raspberry or potato picking camp, I would prefer to see each one of them individually leading a group of Secondary School youngsters in some constructive enterprise. This is the way that we, ourselves, use intelligent young volunteers. Rather than put them together in some collective undertaking we allocate them individually to projects where their responsibility is to involve groups of young people of different backgrounds in worthwhile endeavours. In this way the contribution of each volunteer of student calibre achieves maximum affectiveness.

I feel strongly that we need to think of youth activities that will mean something to young people in the Highlands and Islands, not just for a few weeks only during the summer holidays - but throughout the year. Because of the geographical and other factors, I would feel that we must associate many of these activities with the local schools. It is the school which brings the young people together and which does absorb quite a large part of their life. Here in the South, the notion that young people, whilst at school, should be involved in community service, is becoming more and more accepted. Rather than being regarded as a luxury "frill" or just an appendage, it could indeed become almost the heart of the whole educational process. If we think of the things which young people could be doing in their immediate neighbourhood, reaching out from their local school, then one can envisage immediate and practical possibilities occuring all over the Highlands and Islands - with a minimum of additional staff, equipment, expenditure and trouble."

62. The author of this survey replied -

> " I accept your point about university leadership of others and agree wholeheartedly that the school is the place to start interesting and involving local young people. I fear that in the education of our teachers and education authorities we in the Highlands and Islands have a long long way to go. But it must be remembered that, under our present educational organisation based on counties whose boundaries are governed by baronial squabbles of 200 years ago, many of the more isolated communities are utterly drained in term time of school children over primary school age while others are drained of all the more able children with only junior secondary school children left. One cannot start in the school when the school is fifty miles on the other side of the mountains from the child's home. With leadership, something can be done in the hostels where most Highland children spend eight months of their time but it is not in the children's own home community".

63. It is clear that this desirable form of voluntary service involving young people in their community will only be possible at present in the score of sites of centralised urban secondary schools. Only after a research study has discovered the facts and any action proposed has been taken is Mr. Dickson's suggestion going to be practical generally within the region. Until then it is recommended that the Board should continue to encourage, foster and, when planning is complete, support financially and materially the types of community assistance under consideration in this section. With this in view it is desirable that the Board should accept an invitation given in April to appoint a representative to join the Committee of Enterprise Youth, who are already involved in such activities throughout Scotland and half of whose costs are met by the Scottish Education Department.

64. It is possible that the Board may eventually wish to investigate what is involved in carrying out such projects themselves. Should they decide to do this, then information on the activities of Enterprise Youth and the use of their "volunteers wanted" sheets would be still the most valuable as, in some cases, skills not available within the region may be required from some volunteers.

65. This survey is not concluded but it seems desirable that the Board should now consider an interim report on the progress made in five months work and, after due thought, decide the particular directions in which they wish to proceed. Without the results of a research study into the problems revealed by this survey it is not possible to bring this investigation to a useful conclusion.

RECOMMENDATIONS

Research

66. The most important recommendation is that the Board should without delay commission a research study into Highland and Island education and into the education provided in Scandanavia and other regions facing similar problems.

It is suggested that youth activities cannot be considered separately from education, of which they are increasingly forming a part. (Paras 24 - 26).

67. The research study into the needs of Rural Youth and Communities in a Changing Rural Society, appears to have particular relevance to the Board's area and it is recommended that the Board should take an active interest in this proposal. (Para 46)

Use of the Countryside

68. It is recommended that:-
(a) assistance should be given to the Scottish Youth Hostels Association in their endeavours to complete their chain of hostels (Para 12)
(b) consideration should be given to investigating the provision of a camping area for the Inverness Girl Guides and of an isolated camping and exercise area for the army cadets, and to requests of a similar nature that may be made to the Board (Para 7)

Use of Field Centres

69. It is recommended that:-

(a) Highland education authorities should be encouraged to make more use of existing physical and adventure training facilities in the region (Para 23)
(b) The Board should decide to support and encourage the establishment of field centres within the region as part of education.(Paras 8-10)
(c) An endeavour should be made to discover useful work for the Schools Hebridean Society (Para 15)
(d) With (b) in mind it is suggested that vacant and available large houses should be discovered and that local authorities within and without the region should then be encouraged to make use of them (Para 45)
(e) The idea of co-ordination of a chain of residential field study centres should be borne in mind (Paras 30-31)
(f) The present provisions of the Social and Physical Training Grant Regulations 1939 appear to be proving a hindrance to the development of field centres within Scotland and the Board should make representations to the Secretary of State to this effect. (Para 44)

Planning and Execution of Voluntary Work to bring development, social or community benefit.

70. It is recommended that the Board should continue the investigation and encouragement of schemes to be carried out by volunteers within the region. (Paras 46 - 64)

71. It is recommended that the Board should not establish its own Clearing organisation between the work needing doing and those wanting to do it but should co-operate with, and make use of the information sheets of, Enterprise Youth who are already doing this work. With this in view the invitation to the Board to be represented on this committee made two months ago should be both acknowledged and accepted.(Para 63)

APPENDIX A

List of those consulted in the course of this survey.

(a) Organisations

An Comunn Gaidhealach: Mr. D. Mackay.

Air Training Corps: Wing Commander Fraser & Squadron Leader Mansfield.

Army Cadet Corps: Colonel R. MacLagan & Lieutenant T. Forsyth.

Army Cadet Force Association: A. Matheson.

Boys Brigade: H. Shirley.

Boy Scouts: R. Mitchell

Church of Scotland: Rev'd Hewitt and Miss A. Mackay.

Community Service Volunteers: A. Dickson

Enterprise Youth: Dr. I.M. Fraser, the Countess of Mar & Kellie and Mrs. Graham.

Fair Isle Bird Observatory: G. Waterston.

Girls Brigade: Miss L. Peattie.

Girl Guides: Miss G. Collins and Mrs. R. Lumsden.

International Voluntary Service: T. Smith and D. Kennaway.

Outward Bound Trust: R. Caldow.

National Trust: J. Stormonth Darling and T. Newlands.

Royal Society for the Protection of Birds: G. Waterston

Royal Scottish Forestry Society: Dr. R. Gorrie.

Salvation Army: Major E. Grainger.

Schools Hebridean Society: R. Abbot.

Scottish Association of Boys Clubs: C. Tait.

Scottish Association of Young Farmers Clubs: R. Gregor, W. Rae, Miss N. Howie and Miss A. Prentice.

Scottish Association of Youth Clubs: The Countess of Mar & Keltie and Miss J. Hastings.

Scottish Council of Physical Recreation: E. Langmuir and Mrs. M. Brown.

Scottish Council of Social Service: T. Pirie Glen M. Dickie & M. Wilton.

Scottish Girls Training Corps: Mrs. R. Forsyth.

Scottish National Council of Y.M.C.A.s: K. Dickson.

Scottish Ornithologists Unit: Mrs. G. Waterston.

Scottish Standing Conference of Voluntary Youth Organisations: T. Frizell.

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Scottish Union of Students: B. Young

Scottish Youth Hostels Association: A.C. Cromar.

Scottish Wild Life Trust: Mrs. J. Hayes.

Sea Cadet Corps: Captain I. Quarrie & Lt. Cdr. Michie.

Toc H. Loch Eil Centre: A. Hill.

West Highland School of Adventure: R. Logan Hunt & Ft.Lt. Watkins.

Young Ornithologists Club: A. Gillies.

Y.W.C.A.: Miss F. Mackenzie Whyte.

(b) Government Departments:

Scottish Education Department

Standing Consultative Committee of Youth & Community Service: W. Weatherston.

H.M. Inspector of further education in the Highlands: G. Morrison.

Department of Agriculture and Fisheries for Scotland: Miss J. Ross.

Crofters Commission: J.S. Grant.

(c) Education Authorities:

Argyll: T. Henderson & M. Macintyre.

Caithness: H. Stewart.

Fife: Dr. D. McIntosh, Dr. T. Thompson, R.F. Mackenzie, A. MacWilliam & Mrs. Balfour.

Inner London: Mrs. T. Middleton & W. Brooks.

Inverness: Dr. Maclean, T. McCaffer & J. Robertson.

Orkney: R. Mack & A. Bain.

Ross & Cromarty: R. Macdonald, T. MacIver & K. Smith.

Sutherland: J. McLellan.

Zetland: T. Spence & J.A. Peterson

(d) The County Planning and Development Officers of the seven Crofter Counties.

(e) Universities

Aberdeen: Professor A. O'Dell and Dr. T. Coull.

Edinburgh: Dr. Cunningham, Dr. Guild and L. Liddell.

Glasgow: Dr. G. Houston.

Newcastle: Professor House, Dr. T. Rogers and Miss M. Gilpin.

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St. Andrews: A. Strachan.

(f) Colleges of Education

Moray House College of Education: B. Ashley.

Aberdeen College of Education: Mrs. Louden.

(g) Individuals:

Dr. Ian Fraser, Miss F. Armour-Brown, Dr. Neil Gunn, Dr. Ian Grimble, Dr. Eric Linklater, Father John Maclean, Mr. I. McKinley, Mrs. D. Pyke, Mrs. J. Richardson.

Scottish Youth Hostels Association. This is a precis of the memorandum sent to the Chairman of the Board on 1st December by the Secretary of the S.Y.H.A. This Memorandum concludes:-

"IDEALS AND ECONOMICS: In the Highlands, the hostels give encouragement to young people to follow adventuresome pursuits and an opportunity to walk from place to place and to explore the coast from hostels situated at the ends of spur roads. The establishment of hostels in remote areas, however, is not of itself economically viable and most of the small, remote hostels are run at a loss as well as being extremely difficult to maintain. Were it not for the enthusiastic voluntary support which is given in maintaining and wardening these hostels, it would not be possible to continue to keep them going. Should any occasion arise, however, when assistance could be given from a financial point of view or from a material point of view to obtain better means of access or facilities for maintaining or wardening these hostels, this would be greatly appreciated".

"CONCLUSION: There is no doubt that the best publicity for the further development of tourist industry is the enthusiastic young hosteller who is looking to get away from the established tourist routes. Their glowing accounts of what they have seen and done return, with them, to their parents and elders and in later years hostellers often return to the Highlands as ordinary tourists".

In listing the various routes covered by hostel chains, the memorandum signposts some of the gaps they would like to fill.

(a) The West Coast Chain.

(i) Mull and Ardnamurchan A hostel for Iona Pilgrims is badly needed in addition to the existing excellent Tobermory hostel. A further one or two hostels in the Mainland area N.W. of Mull would be helpful.

(ii) Mallaig to Glenelg A hostel between these places, where there is no road, would be an advantage. Kinlochhourn would be ideal but approaches to Colonel Crossthwaite Eyre, M.P., the proprietor to Knoydart Estate, had proved fruitless.

(iii) Applecross to Torridon The chain from Glenelg to Kishorn is good but, if the S.Y.H.A. could obtain the use of the domestic science block and school meal building of the old Plockton School, this would form a useful associated hostel to the Kyle of Lochalsh hostel.

In the Applecross peninsular Captain Wills, who has bought the old Lonbain School, charges no rent for it, following the tradition of its former owners Ross and Cromarty County Council. However, access to this building is difficult as these is no road access and a hostel at Applecross and a second half way between Applecross and Inveralligin would make the area easier to service if the proprietor could be persuaded to agree.

Opinan school, which was used as a youth hostel, has reopened as a school and an alternative building to replace it would break the walking distance between Craig and Gairloch.

(iv) Wester Sutherland Sutherland Education Authority have been most co-operative and have made Achmelvich School permanently available with the addition of Stoer and Scourie Schools during summer school holidays.

The proprietor of Assynt Estate will not co-operate and thus a tremendous opportunity for development of youth hostels within walking distance of each other is being lost. "In no other part of the country are there such excellent paths, laid out for this purpose".

(b) Cross Country - East to West
While there is a well developed route from Cannich to Loch Duich/

Duich, no permission has been granted for youth hostels on two equally good walking routes via Loch Mullardoch and via Loch Monar, and an impression has been gained that visitors are not encouraged.

(c) Outer Isles There is a hostel at Stockinish, Harris but hostels in both Stornoway and Lochmaddy would be acceptable and might help develop the Outer Hebrides as a proper youth hostelling area.

A simple Board action which might bear fruit would be for a letter, signed by the Chairman, to be sent to the proprietors of Moidart, Knoydart, Applecross, Assynt, Fairburn and Mullardoch (which has recently changed hands and the ownership of which seems to be in some doubt) as follows:

"Dear (Name of Proprietor),

This board has been examining possible development of facilities for visitors within the Highlands and Islands. It has come to our notice that there appears to be a demand from the more venturesome and enterprising walkers (slightly different wording to the proprietor of Assynt) for some form of basic youth hostel building on the route from (give details of route and suitable siting).

The Scottish Youth Hostels Association have made clear that they believe that all that would be needed to meet this demand would be a very primitive roofed building fitted with bunks and giving an opportunity to cook and find shelter for the night. Experience has shown that only a very small minority of youth hostellers venture far from roads and it is only the more experienced and considerate walkers, possibly with an interest in such studies as geology, botany, ornithology, wild life or history, who are likely to use such facilities. The disturbance such walkers cause is minimal.

I would be grateful if you would consider this letter and let me know if you would be willing to assist in making such facilities available on your estate.

Yours sincerely,

(Chairman).

It seems important that the letter should be addressed personally by the Chairman and it is submitted that no threat of any sort is involved in the sending of this polite letter.

APPENDIX C

The reaction of those responsible for education in the Highlands and Islands to a request for information and suggestions of how the Board could help the extension of youth activities is summarised below:

Argyll County Council replied enclosing a full list of local organisations and Clubs in great detail, but offered no comment or suggestions. Their youth organiser obviously has detailed knowledge of local community activity. They had no proposals or suggestions to offer.

Caithness County Council replied immediately that they had no Youth Service Department and that the Education Committee's policy was to work through the various voluntary organisations, which they have helped with grant aid, equipment, the use of school premises, capital grants to assist the establishment of community centres and assistance towards the cost of part time youth leaders. A very full list of youth clubs and their activities within Caithness was forwarded.

The Director of Education had the following suggestions to make of assistance the Board could give -

(a) There might well be a good case for appointing a Youth service Officer for the Highland area who might devote a great deal of time to co-ordinating the efforts of the various organisations and advising Local Authorities on the best type of assistance they could be given. Such an official might in the first place prepare a comprehensive register of organisations.

(b) While I am in no doubt that my Authority has done a great deal of invaluable work in this field for many years I am equally certain that more could be done if funds were available. As you are aware there are many financial demands on Education Authorities at present and my authority have found it difficult to meet the needs of all the organisations which are worthy of help. In particular I think a great deal could be done by improving existing premises or providing additional premises i.e. buildings and playing fields.

(c) In recent years I think the facilities available for training Youth Leaders have been greatly improved and therefore I have stressed the need to find additional money to co-ordinate our efforts on a regional basis.

Inverness County Council produced a list of Youth organisations in the County stating that the information available to the County Organiser of Youth Service was not always up to the minute because of the vastness of the county. In a meeting with the County Organiser it became apparent that he knew nothing of youth activities in the outer islands and little of youth activities in Skye. It was soon apparent that a large proportion of Mr. McCaffer's energies were devoted to running the Inverness Youth Club, an active, successful and well patronised centre for boys and girls of 15 years and over. He admitted that the club occupied most of his time. It would appear desirable either for Mr. McCaffer to run the club and for a County Organiser of Youth Services to be appointed or for Mr. McCaffer to be the County Organiser of Youth Services and for there to be a youth leader to run the Club.

It was only on meeting Mr. A.C. Morrison, H.M. Inspector of Schools, that it was discovered that there is a further Education Officer in Skye with responsibility for youth activities. When approached Mr. Robertson supplied very full information on Skye youth activities and made clear that he was struggling against great odds due to the scatter of small groups in isolated townships, a disinclination to travel to youth activities, and utter dependance on voluntary leadership. As an example he quoted the Boys Brigade in Portree built up into a highly successful unit by Captain Macintosh. Since Captain Macintosh left early in 1966 this/ ...

this company of between 40 and 50 boys have not met because no leader can be found. On the other hand the new Maths Master at the High School is reforming the Boy Scouts and they may take over.

Mr. Robertson reacted with enthusiasm to a suggestion of social service work camps and mentioned as possible desirable social projects the conversion of a disused village hall at Waternish as an outdoor centre, modifications to the Dunvegan village hall, conversion of the Highland Home Industries factory into a village hall for Kilmuir, and much rubbish clearance.

In a visit to the Outer Hebrides it was found that youth activities were to a large extent directly or indirectly based on the Church in the R.C. Islands of South Uist and Benbecula. The islands have no Womens Rural Institute but there are five badminton clubs and weekly dances in three clubs. Most communities have weekly whist and there is an active football league with six local and two Army teams. As however football is played on Sunday afternoons the presbyterian island of North Uist does not participate. Once more the problem of the transport of isolated children into the various boys and girls clubs loomed large. The main clubs in South Uist & Benbecula are: at Daliburgh, one R.C. and one Church of Scotland church hall; at Bornish, an R.C. Church hall; at Eochar, a community centre in the old school; and in Benbecula, one church and one community hall. South Uist and Benbecula give the impression of lively areas with sound community life.

The Inverness County Education Authority are building a new school at Caol to deal with the expansion of population brought about by the pulp mill. Attached to this school is to be a £30,000 youth wing which has been designed with imagination and will have a full time youth leader.

Inverness-shire children and urban children from other areas are allowed to use schools during school holidays. At Abernethy there is a bunk house for 15 pupils with its own gym and an indoor swimming pool at the new school. This is used at the weekend and out of school hours by local children. At Abriachan the old school is available for education authorities and youth clubs to use, but there are neither bunks nor other facilities available which limits the use made of it.

In the winter weekends when snow conditions are good in the Grampians up to 100 children are given ski-ing instruction as part of school activities. The youth Service Organiser is optimistic that, if a new school is built at Aviemore the old school may become a county field centre with ski-ing and adventure training activities.

Another useful activity of Inverness-shire County Council lies in the making schools within the City of Inverness available out of term for the annual Comunn na h-Oigridh Camps for An Comunn. Between 200 and 250 young people are accommodated for 10 days in these camps with separate classes for native gaelic speakers and gaelic learners.

Orkney County Council emphasised the problems of an island county. Of the 40 active clubs, only seven are in the many smaller islands, the other 33 are in Mainland. As the County is so small, and as the sort of activities are typical, the following is the list of clubs: Youth Clubs (12); Boys Brigade and Lifeboy Companies (4 of each); Girl Guides (3); Brownies (3); Scouts (2); Cubs (2); Sea Cadets (3); Army Cadets (2); Girls Brigade (1); Young Farmers (3); Pony Club (1).

It is to be seen that in Orkney, and indeed in Inverness-shire, the Boys Brigade appear to command more support than the Boy Scouts. In the detailed list from Argyll it was clear that in that county the Boy Scouts were considerably more active than the Boys Brigade. These variations are almost always the result of the activities of one person who had, or has a particular way with youth and seem of little importance.

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The Depute Director of Education states that the Education Committee provide grants towards the cost of premises and equipment but the main drawback is the lack of voluntary Youth Leaders. However it was from Orkney that came eight of the fourteen club leaders to attend the one-week course to be organised by the Highland Leadership Training Committee in May, despite the belief that, due to remoteness from the centres of population, local training classes in each county run by specialists from various organisations, would be more successful in that they would reach a greater number of leaders and potential leaders than a one week course. It is cheering to find how go-ahead in their ideas the youth of Orkney are. There is an Orkney Youth Clubs Association and a County Council sponsored Orkney Youth Council on which a number of under-21-year-olds sit. It appears that in some areas the young are actually leading community activities. This virility and enterprise is a contrast to other Highland communities but it must be remembered that Orkney has prosperous rural and agricultural communities whose members mostly own the fertile red sandstone loam they farm.

Ross and Cromarty County Council have to divide their activities into Mainland and Lewis, so they need two of everything. There are two further Education Officers, who also give advice and assistance to youth clubs in general matters of organisation, programme planning etc. At present the only Club leaders are part-time volunteers, but the Education Authority intends to appoint two full time itinerant club leaders as soon as they can obtain qualified staff.

The Deputy Director of Education forwarded a list of independent and antonymous youth clubs, as well as a review of Recreational Facilities made in 1964.

Ross and Cromarty have provided the Chairman and Secretary of the Highland Counties Youth leadership Training Committee for the counties of Inverness, Ross and Cromarty, Sutherland, Caithness and Orkney. This Committee was set up as a result of a visit of representative of the Standing Consultative Council on Youth and Community Services in February 1965. It organised,or -to be more accurate - failed to organise, a weeks residential course in leadership training for January, 1966. As this course involved volunteers obtaining a weeks leave of absence from work it needed to be planned and publicised at least six months in advance. Instead less than a months notice was given, and, despite six club leaders from Orkney being willing to attend, the course was abandoned.

At a meeting of the Committee held in Dingwall in the middle of February only the Chairman, the Secretary, a representative from Sutherland and H.M. Inspector of Further Education in the Highlands were present. Not even apologies for absence were sent by other County Councils. This betrays either a depressing lack of interest in youth leadership training, or a lack of confidence in the Committee, or just sheer apathy. The course in youth leadership was eventually held in Lossiemouth in May and was attended by eight from Orkney, two from Sutherland, two from Lewis and two from the city of Inverness. Amongst those lecturing at this week's course was the further education officer for Lewis who has courageously publicly attacked the Gaelic Church comprising three denominations - Church of Scotland, Free Church and Free Presbyterians - for standing aloof from Youth Service. He states that neither ministers nor church members deign to cross the threshold of clubs in hall or school and that among the young people of the Island there is a restlessness, with many questioning the taboos enforced. Restrictions and the decrying of all forms of drama, films and dancing are only serving to alienate the young and weaken the position of the Church. Mr. Smith accepts that it is essential to gain the goodwill and active co-operation of the church no matter how long and difficult the process may be. In the meanwhile he has eight halls in the island in regular use mainly as youth clubs, five clubs meet in schools and at Ness a new hall has recently been built. This hall which accommodates 250 was built with local labour at a cost of £5,000, £2,800 of which was raised/

raised locally. Many church members secretly contributed to the fund but none were willing to acknowledge their contribution in public. At Leurbost Secondary School, the school building becomes a social club every Friday morning in an endeavour to foster youth and community spirit and cohesion. It is hoped that, when the new school buildings at Back come into use, the old school buildings may become a youth and community centre which the township lacks at present.

Sutherland County Council state that, due to the gathering of almost all the young people in the county in Brora, Golspie or Dornoch during term time, the Education Committee have not promoted with any vigour the formation of youth clubs. They adopt a generous attitude to extra curricular activities of secondary schools to allow pupils to take part in school games, attend camps and excursions at home and abroad, play golf and ski. A small rural school at Elphin, with 4 rooms, bathroom, kitchen and single large classroom and one or two outhouses, is being modified to sleep 16 with a shower, drying room, kitchen and store for canoes, skis and other equipment. The use of this centre, which it appears is intended purely as an outdoor recreational and adventure centre and not for school classes, will be granted to parties of school pupils from within and without the County and to voluntary organisations for a modest sum sufficient to cover heating, lighting and cleaning.

Zetland County Council have an active Youth and Community Organiser and a Youth and Community Council. Here as in Orkney, the problems of isolated island communities affect youth activities. Only in Lerwick and Scalloway are there youth centres, but the Youth Organiser is obviously very actively trying to foster youth activities throughout the archipelago. The Education Authority make Schools available for youth activities after school hours, but transport is needed if young people are to be brought in from the surrounding area.

The Director states that the position might be altered if authorities which are providing hostels for school children were to extend the distance which pupils might be driven daily and if they were to make it an integral part of their policy to provide leisure time activities and social services for secondary and other young people who reside in the area.

The Youth and Community Organiser, who has carried out a most useful and detailed survey dated October, 1965 of the Lerwick situation, includes a tabulation of the replies to a questionnaire sent to all young people residing in Lerwick or living in Lerwick hostels. He suggests, that, subject to the success of having centralised points where leisure activity could be carried out, financial assistance towards transport to these centres would be a great asset.

Subsequent to his letter however a letter from the Captain of the Girls Brigade in Whiteness to her Organising Secretary makes clear that the County Council are not supporting their Youth and Community Organiser.

> "I am sorry we cannot contribute to the Missionary or Overseas Fund this year. Our transport bill for the year is always £80 or over. Up till now the Education Committee have given us a grant towards this but this year we are not to be given a grant. It took every penny of our fund and more to pay for transport up till November, and I am having to pay the Council payments myself. In the circumstances I am sure you will understand why we cannot contribute to the other funds".

Report to Highlands & Islands Development Board
on work carried out in Highlands by Braehead Secondary
School, Buckhaven, Fife (19th January, 1966)

This is a (junior) secondary school of 550 boys and girls aged 12 - 16 in a mining area where the local pit is due for closure some time in the next five years.

1. Outline history of these activities.

Seven years ago the Forestry Commission rented us a 2-roomed cottage at Loch Rannoch and we sent 10 pupils there (girls' groups as well as boys) with one teacher for a week at a time. Over four years ago the British Aluminium Company made us a present of the 25 roomed shooting lodge at Inverlair in Lochaber. The school's intention was to send 30 pupils there for a month at a time. Fife County Council didn't support this scheme and for this reason we had to hand back £1,250 which the Carnegie Trust gave to us.

Therefore the work we have done is much less in scope than we had hoped to do. Fife Education Committee gives us an annual excursion grant of £72. All of this we use to buy petrol for these and other excursions.

Fife Education Committee gave us a full-time mountaineering instructor who has over the years built up for himself a good background knowledge of Highland history, geology and natural history. Throughout the year he takes groups of ten pupils at a time to the Rannoch Cottage, mountaineering huts, bothies, Youth Hostels, exploring the Highlands from Argyll to Cape Wrath and the Hebrides. A geography teacher who is an expert skier takes similar groups ski-ing on the Cairngorms. Last year a London Youth Club gave us £50 for ski-ing. This week an Edinburgh woman doctor sent us a cheque for £50. Otherwise all these activities are paid for by the pupils. Some of the pupils who would most benefit can't pay and don't go.

2. Recommendation on potentialities for an extension of opportunity for youth activities in the Highlands on the initiative of the Board.

When we get Inverlair going, we propose ultimately to send 30 pupils there for a month at a time. Inverlair will be the base camp from which groups of ten will set out on short treks to explore different areas, Catholic Lochaber, the Presbyterian Laggan valley, meeting in the Youth Hostels Liverpool apprentices, and Ghanaian students, (and ICI executives in hotels where you get a good tea for a couple of shillings after you come off the mountain). This is a social education. Back at Inverlair the different groups will pool their experiences and discuss them. And putting roots down into all this direct experience of new people and new country they will have a basis (a culture) on which to draw for creative work (in music, paint, writing) to try and expand their thoughts, practical and impractical.

The pattern will be to integrate the school work with the possibilities that Inverlair offers. In Fife the school "adopted" a forest (in co-operation with the Forestry Commission) and in the classroom the pupils studies ecology, uses of timber and economy of forests etc. Similarly we'd like to take part in soil/

soil reclamation in Lochaber, in the classrooms in Buckhaven studying soil chemistry, and Scottish history from the Ice Age which could be regarded as (in part) the story of soil reclamation. The pupils have visited Skye and Rhum, and followed the drove roads, and these visits are much richer in value if the pupils know beforehand of Viking invasions in the west, and the long treks to Falkirk and Smithfield. In order that pupils should get maximum benefit from their weeks at Inverlair we'll teach them to identify birds, flowers and rocks. We'll do an intensive study of the making of the Caledonian Canal and of Telford's contribution to the country's prosperity, the more especially since Telford came on the Scottish scene at a time of lethargy and intellectual bankruptcy (as now in the Highlands?) when possibilities lay neglected.

For example Scottish people were hungry while Dutch fishing "busses" were catching fish close to our own shores. A few decades later because of Telford's enterprise we were feeding Germany and Russia with herring.

What we are trying to do is to show to the pupils vividly that this is their country, to show them quite clearly that if they don't contribute to its future with every scrap of ability they possess, its future will be less bright for that reason. We are trying to get away from the "We - They" outlook, the idea that they don't really count in the scheme of things, that <u>others</u> run things. (This dissociation is the result of Scotland's educational system, the unintelligent and uncritical cramming of information about the deeds of a remote elite who run countries.) It is a re-linking that we are after. But in order to do that we have to show the pupils quite clearly and simply the story of Scotland's past and present. It <u>can</u> be done; it is only the experts flaunting their expertise, hugging the idea that a country's redevelopment is the province of specially endowed people, who propogate the idea that you can't thus educate the majority. The main contribution this school has made so far is to indicate that not only the physical energy but also the ability and initiative of so-called "ordinary" pupils is much greater than has been imagined. Our pupils made a crossing of the Mamores, cutting two hours from the previous (adult) record and then, after supper in Glen Nevis Youth Hostel, annoyed the Warden by playing hide and seek. This is a parable too.

3. <u>Snags, Problems and suggestions</u>

The first thing we would ask of the Highlands Development Board is the prestige of their published support. Education Committees reflecting parents' ideas, feel that this isn't really education. One of our pupils asked an English teacher, "This is fine, Miss. But when are we going to do <u>right English</u>?" The teacher said, "What do you mean by 'right English'?" The pupil replied, "Well picking out verbs and things."

I would go so far as to say that the fundamental thing the Highlands Board has to tackle is outlooks and attitudes. We have in the schools now the fittest (and, I would say, the ablest) generation of Scottish children there has ever been in history. If we are to develop this keenness we'll have to start in the Scottish Education Department, and ask the senior officials to relate their curriculum/

curriculum more clearly to living conditions. For example an 'O' grade history question was about Scottish foreign policy in 1560. This is information unrelated to anything. It is a cotton-wool cloud of thought which implies that there is a mystical value within it. But when you analyse it you see it is in fact only a cloud. To get marks the pupils memorise facts and neatly packaged adult opinions. This week at a staff meeting a teacher opposed letting some 'O' grade off for a week to join a trek to the Highlands, on the ground that they would miss some of this 'O' grade work in history. Normally we feel free to send first and second year pupils out on these treks, but SED pressure is making this increasingly difficult. An inspector suggested that the pressure should go on in the first year if we are to "get results". This applies to all Scotland.

I'd like to give another example. Last May a young teacher took a party of ten girls aged thirteen and fourteen for a week at Rannoch. Some were loud-mouthed and foul-mouthed and sexually experienced. Our industrial society, offering for their leisure endless hours in cafes listening to records, is forcing them into a too-early sophistication and preoccupation with sex. At Rannoch they climbed trees and identified gold-crests and watched looping caterpillars and spent much time just playing in the Dall Burn. But when they returned they had become (temporarily) children again. The Scottish Education Department is always asking how much information they have acquired, not understanding the harm we do them when we don't give them a chance to play in the burn.

Taking a lead from the SED, the County Council have also failed to understand these values. A councillor said that all we were doing was taking pupils for "picnics in the hills" and interrupting their real education. When we proposed that senior pupils as part of their technical education, should help in the renovation of Inverlair one councillor said we'd be putting Highland carpenters out of work and another objected to this use of "child labour". What can the Highland Board to do help overcome these attitudes? Interviewed on Panorama this week Mrs. Gandhi said that if she were to become Prime Minister of India one of the things she would emphasise would be "education in its widest sense, that is, openness to new ideas." That applies to the development of the Highlands of Scotland just as much as to the development of India.

In industry, private and nationalised alike (National Coal Board, British Aluminium, the Forestry Commission) we have found a flexibility of outlook, a sense of social responsibility and a readiness to help. (I'd like particularly to mention Mr. Garrow, Head Forester at Rannoch, who has understood the intention of our work and given us unfailing support. One of our pupils (on probation) damaged trees, annoyed animals, destroyed a cane chair and blew up a petrol drum. I went with some trepidation to discuss it with Mr. Garrow, wondering if he would angrily suggest the termination of our tenancy of a Forestry Commission cottage. He said, "These are the very boys who'll benefit most from a period at Rannoch. We'll cope.")

4. Conclusion

The Highlands have much more to offer to Scottish children than merely centres/

centres for Outward Bound courses. To an increasing extent counties will be taking over Highland lodges as Outward Bound centres and that is a good thing. But it is to under-estimate the contribution that the Highlands can make to the development of Scottish children. We want to do very much more than that. We want to revitalise Scottish education and few parts of the world offer such opportunities for bringing up children as the Scottish Highlands. We can use the Highlands as a research laboratory for a pilot experiment in how to bring up children (and that includes educating a generation who will know how to address themselves to the problem of restoring life to the Highlands). In this school we don't know the answers to the main Highland problems. We do suggest how an energetic effort to find those answers (and in the process the answers to many other problems) might be initiated. As it exists, Scottish Education is abstract; but children think in terms of concrete things. In the school we have roots of the ancient Caledonian forest taken out of bogs in Rannoch at 2,500 feet above sea level. We want to put the question to our pupils, 'Trees grew there before. Can they be made to grow again?' Long ago Highland fields supported and were fertilised by cattle; can the Great Glen experiments succeed in other marginal lands? But educational work of this scope can only be done intensively. It can be done only if the opportunities offered by Inverlair are integrated fully with the classroom work of one individual school, whose staff has volunteered for experimental work of this nature. In Braehead we have recruited such a staff. This work is as much on the frontiers as experimental work in nuclear physics or jet propulsion or antibiotics, and it demands freedom from preconceived ideas on education. We have such a staff. The opposition to their work is tremendous; a breakthrough in any sphere of human activity is bound to be attended by such opposition. At the moment the biggest danger threatening the continuation of this work is the possibility that this school will be merged with the local academic senior secondary school. The closing of this school will set back experimental work in education in Scotland by at least a decade, because other schools working along similar lines and other individual teachers will realise that the pressures are at present too great to offer much hope of success. We believe that our success can add to the strength of the Highlands Development Board because we are helping to modify traditional attitudes. The hope of the Board is ultimately in the next generation, that is to say, our pupils. If their ideas remain as rigidly traditional as those of their parents, the Board's success will be superficial, having no depth of soil. Therefore we ask the Board's help. The main help they can give us at this stage is to come out publicly in support of us, to say that they back this work as a pilot experiment. In two years, if they feel that this pilot experiment has justified itself we would hope that they would support us financially. For the present, we have a distinguished and influential Trustees Committee who hope to raise funds to get Inverlair going.

APPENDIX E

CONSULTATION ON THE NEED FOR RURAL STUDIES

at Scottish Churches' House, Dunblane

14th to 15th May 1966

The following took part:

Mr. W. Mitchell, Est of Scotland College of Agriculture, Glasgow.
Mrs. W. McDiarmid, Scottish Women's Rural Institutes, Crieff, Perthshire.
Mr. S. Bowden, Hamilton College of Education.
Mrs. S. Bowden, Hamilton College of Education.
Mr. P. Williamson, Jordanhill College of Education.
Mr. A. Richardson, Dundee College of Education.
Mr. G.C. Morrison, Scottish Education Dept., Braehead, Bulter.
Mr. P.E. Durham, Highlands and Islands Development Board, Inverness.
Mr. B.J. Ashley, Moray House College of Education, Holyrood Road, Edinburgh 8.
Dr. J.R. Coull, Dept. of Geography, Aberdeen University.
Mr. G.A. Milne, National Farmer's Union of Scotland.
Mr. J. Rogers, Newcastle University, Research Unit on Rural Adjustment.
Mr. M.A.M. Dickie, Scottish Council of Social Services, 10 Alva Street, Edinburgh.
Mr. M. Logan, Young Farmer's Club, Pardurine Farm, Rosewell, Midlothian.
Miss A.M.Y. Miller, Young Farmer's Clubs, Kellie Castle, Pittenweam, Fife.
Miss J.L. Ross, Dept. for Rural Development, St. Andrews House, Edinburgh.
Mr. D.G. Marwick, Scottish Education Dept., St. Andrews House, Edinburgh.
Rev. Dr. I.M. Fraser, Warden of Scottish Churches' House, Chairman.

In the time of residence, three main sessions were possible.

The first session started with an introduction. An interest on the part of the Scottish Association of Young Farmers' Clubs in discovering what was happening to young people in rural areas so that they might restructure their organisation to give relevant service met up with an interest on the part of the Churches in distinguishing the basic features of rural change so that they too might act on a basis of knowledge. At a certain point these had been related to the F.A.O. study on changes in rural areas affecting youth in Europe; and contact was being kept with Dr. Yang in Rome, so that any work done in Scotland might be related to this wider work.

Mention was made of the bibliography of existing material which had proved to be so valuable in itself, and which, it was hoped, would be added to and made much more complete.

The Young Farmers' Clubs Membership Survey and Dr. Littlejohn's assessment of the information it provided were given attention.

The purpose of meeting was to find whether an adequate controlling centre for pursuing the study might be found. The existing small committee had done a useful job in clearing the ground. From minutes and correspondence it could be seen that both Mr. Gregor and Dr. Fraser understood their work to be preparatory and contributory: and felt that the central direction must now be provided by some other body fully equipped to do so. Professional expertise and a secretariat were now required, if even that existing material which had been set out in the bibliography and which lay to hand in bodies like the Scottish Council of Social Services, were to be given adequate attention. Till this kind of work was began we would not even know what the important questions were.

It came out in discussion that all the bodies which were, from one angle or another, concerned with changes in rural areas especially as they affected youth, lacked the basic knowledge which could be provided by surveys, against which a check insights and form policies. The concentration of University Sociology/

Sociology Departments on urban matters was clear: but it was also pointed out that there was some sociological work being done on rural change, and that, in any case, sociology was a discipline which could be applied as readily to rural as to urban studies. It was a pity that the existing programmes were so concentrated on urban areas that it looked as if there was little likelihood of getting adequate concentration on change affecting rural areas for some years.

A certain amount of useful work could be done by a committee if people from the necessary fields of knowledge and experience were represented on it: but what seemed to be called for, in the case which drew us together, was specific investigation undertaken in a disciplined way. Work could also be farmed out to different bodies once the body was found which could hold all the strings together.

The question was raised several times whether, at the root of all this concern, there was some conviction that there existed a grave moral problem or a social problem in regard to the life of young people in rural areas. In answer to this it was said that what faced us all was a sheer lack of knowledge. The instance was given from Newcastle of an agricultural labour force which had been found to be declining between the ages of 16 and 21 - in a case like this what one basically needed to know was simply why interest in agriculture fell off and decline took place. Studies were needed on the economic bases for education. There seemed to be a foolproof case educationally for concentrating on larger schools and drawing young people away from country areas to attend them: but, in Northern Norway, the population had increased from 100,000 to 400,000 in conditions very similar to those obtaining in Scotland, and education had not been centralised in the same way. These were but indications of ways in which we were quite often committed to planning with an insufficient check on the realities, in the terms of which we should plan. We also tend to rely too much on academic research, when the research which is most needed is that which can be directly related to policies.

In the second session the company looked at a number of bodies in which the central direction and responsibility for studies might be located.

Mr. Dickie mentioned his interest in self-surveys, which could provide good basic technical information from pilot areas, and also lead to research in depth - which could take advantage of the indications thus provided re what questions were basic.

It was pointed out that a Training College like Moray House could be committed to work in this general field, but it would have to be in a specific area within its own educational concern. Many bodies might be willing to do this, the whole area of concern being covered thereby.

The possibilities looked at were as follows:

(a) The Highlands and Islands Development Board. The Board was faced with such immediate responsibilities and was so young in its life, that it should be thought of as a receiving body to take advantage of studies and use them in framing its own policies, rather than in initiating studies.

(b) The Scottish Council of Social Service offered a possible home. The main difficulty was that, with its present finance and personnel fully occupied, a development of staff and of office facilities would need to be envisaged: and this would take time and require new finance.

(c) A Government Department was considered. It was thought that such a department, being responsible to a minister and existing to carry out his policies not the policies of such as ourselves, could not appropriately be thought of as the controlling body, although various departments could give needed help at specific points.

(d)/

(d) A Social Science Faculty in a University was next looked at. There was some question about whether such a Faculty in one University could appropriately take directing responsibility for work, some of which would be done in other Universities. Dr. Coull said that, in practice, there need be no great difficulty in this: work they had done in Aberdeen jointly with Glasgow University was so clearly to the mutual benefit of both Universities, that no pride was touched at all. Dr. Littlejohn had indicated possibilities in regard to the Faculty of Social Science of Edinburgh University which might be followed up.

(e) The 'Kilbrandon Council' was looked at as a body set up for the kind of purpose in which we were interested. It was in itself not equipped for this type of project: but could bring in from the outside the necessary expertise to conduct and co-ordinate the work. It was specifically concerned with changing conditions as they affect young people and had run three regional conferences in which a basic handicap had roved to be the sheer lack of careful checked information which ha plagued us all - so they were well aware of this need.

In the final session careful thought was given to possibilities previously brought under review.

It was thought that the Kilbrandon Council, a University Faculty, and the Scottish Council of Social Service offered the best possibilities as potential controlling bodies. The Chairman should take this further by establishing direct contact.

It would be a new factor in the situation if Stirling University were to set up a department on rural studies or give its social science work such a bent of rural concern as might give a lead to the whole country, redressing the balance titled too much one way.

As a result of the consultation the following memorandum was produced:

THE NEED FOR ACTION

Substantial change is taking place in the life of Scotland - economic, social, educational etc; and deliberate planning is being undertaken to bring change about. To estimate effects and promote relevant policies in regard to these, a basis of factual knowledge of patterns of change is needed.

There is a lack of data. Representatives of a variety of bodies which have been brought into our discussion (see list attached) have found, whatever their interest in change in rural areas, that at some point they are held up for want of accurate factual knowledge. The committee, comprising representatives of St. Andrews House, Edinburgh University, the Scottish Council of Social Service, the Scottish Association of Young Farmers' Clubs, and the S.S.C.V.Y.O. are convinced that it is urgent that studies be undertaken to provide this knowledge.

The present committee has been able to investigate this situation from a number of angles. It has prepared a bibliography of existing material which it hopes will be added to and made comprehensive. It has taken account of the Young Farmers' Clubs membership survey. It is willing to continue in being for as long as may be required to hand over the fruits of its work and save another body from having to go through all the processes afresh. But it is convinced that its work was basically preparatory and that now it must be handed on.

If the Work needed to provide the data required is to be undertaken adequately, there must be a controlling and co-ordinating body which undertakes overall responsibility, farming out work to other bodies which have a particular interest in particular studies and calling on the help of specialists. The context of the work would need to be rural change in general, even though the particular concern is how this affects youth. Already we are assured that organisations which/

which have been contacted, individuals, and in particular Newcastle University in its programme of research into adjustment to rural change, are willing to be related to these studies and offer particular forms of contribution. The fields of planning, education, social services, community service, etc. would need to be linked with work of Government Departments.

We would suggest that which ever body might act as a sponsoring body, an expert committee chaired by someone like the head of the University Faculty or a person prominent in research would need to be convened to give the necessary professional devotion to studies. Alternatively it might be desirable to appoint an individual director with an adequate secretariat (and an expert committee) who was provided with adequate resources to undertake a large scale project and/or co-ordinate the individual projects of separate institutions.

The work already collated in the bibliography could be assessed. Out of this there might emerge some clarity about the gaps which exist in knowledge, the main questions to raise, the research needed, the re-surveying which might be profitable, etc.

It was thought that a good case could be made out for presentation to trusts, interested industries etc. There could be this basis of approach:

(1) Different parties, when they were dealing with matters concerning rural changes, had found themselves frustrated by want of data. What is proposed is not academic studies but studies which could be immediately related to plans and policies.

(2) In the present situation of preoccupation with urban studies, one large assault might mean a reorientation of interest in universities and colleges, which would have the effect of a better balance in future programming between urban and rural studies. That is finance provided at this point for three or four years of work, might tip the scales and mean that rural change received adequate attention in future.

(3) It was noted, that certain trusts were interested in work which might also be applicable to developing countries overseas in their need to cope with rural change. This factor should be kept in mind, since the studies envisaged would probably fit in very well with the interests of such trusts.

From other sources it might be possible to get finance for particular parts of the work e.g. from the Carnegie Universities Trust one might get support for research workers, and from the Development Commission support for particular projects in which they themselves were interested.

A particular approach should be made to Stirling University in support of feelers already put out, pointing out that work done on rural studies could provide a fresh contribution fo the life of Scotland. It would be most fitting should a new university supply this felt want, at a strategic time in the nation's history.