

Miguel de Unamuno. Much of their educational outlook derived from the works of Ortega y Gasset. Practical measures were embodied in Argentine law between 1919 and 1922. From Argentina, the reform movement spread to many other Latin American countries and influenced legislation on university government especially in Bolivia, Colombia and Cuba.

The Second World War brought far-reaching changes in the life of Latin America which were not without their impact on the growth of universities. High prices from the belligerents for raw materials meant an astronomical increase in national wealth. At the same time, attempts were made to create locally industries for the production of commodities which had hitherto been imported. To fulfil these national and industrial ambitions, a supply of university-trained men would be needed. With this in mind, some of the more perspicacious governments arranged that part of the newly acquired wealth should be diverted either to the improvement of existing institutions or to the creation of new universities. The best examples of this new policy are the superlative modern buildings constructed for the University of São Paulo in the midst of Brazil's rapidly growing industrial area.

To-day, there is no country in Latin America without at least one university. There are eighty-eight throughout the region, although some have only two or three faculties and some are little more than a loose confederation of otherwise independent faculties. The largest institutions, with more than ten thousand students each, are the National University of Mexico and the Universities of Havana, Buenos Aires and La Plata. Argentina has at least three other universities with between five and ten thousand students each, and Uruguay, Chile and Peru one university each of comparable size.

Nearly all of them have important features in common—they are part of the State system of education, their powers and functions are carefully prescribed by law, and they are mostly subject to direct interference by the president of the nation, the ministry of education, or some governmental equivalent. The exceptions are the so-called

*universidades particulares*, or private universities, of which the University of Concepcion, Chile, is the best secular example. The majority are Roman Catholic (for example, Santiago de Chile, Lima, Bogota), either concerned with the education of priests or founded to preserve the faithful from the militant secularism characterizing some of the State universities, which were controlled by positivists, humanists and others hostile to clerical influences in education. A certain measure of government control is nevertheless exercised through the State recognition of their degrees.

State control is also clearly seen in finance. Universities generally are dependent on the State for practically three-quarters of their annual income.

As in Spain and Portugal, the teacher in Latin America, whether at school or university level, enjoys a degree of respect, almost veneration, unknown to his counterparts in Anglo-Saxon countries, but the esteem in which he is held is in inverse proportion to the rewards of his profession. University teaching therefore becomes a part-time occupation, as few men of standing would be content to exist on a meagre university salary. Most teachers are professional men—lawyers, doctors, engineers, or even novelists or journalists—who spare a few hours a day for their classes, or perhaps leave them to a trusted assistant.

Most students come from the urban conglomerations around the university and live at home or with relatives. Newly planned campuses now include *residencias*, but these are exceptional. Usually, the student has some part-time employment, often connected with the profession for which he is preparing himself, and, towards the end of his course, he may be married, with a young family of his own. Lack of continuity often characterizes a student's career, as his circumstances or predilections change, and he may remain a student for a surprisingly long time. This, in some measure, explains the high enrolment figures announced by some institutions. The University of Mexico City thus claims more than 22,000 students, a high proportion of whom are unlikely to be full-time.

## OVERSEAS SERVICE IN BRITISH COLONIAL TERRITORIES

THE Overseas Service Bill, which received an unopposed second reading in the House of Commons on January 21, is an enabling Bill to implement the policy outlined in the White Paper of May 1956 on the Overseas Civil Service. In moving the second reading, the Secretary of State for the Colonies, Mr. A. Lennox-Boyd, said that formidable difficulties had been encountered in the proposed policy for a central register and pool, particularly in guaranteeing a continuing career, that is, a succession of jobs of ascending importance and level of responsibility for an officer recruited into the central pool initially for a particular job in a particular territory. On March 26, 1957, the Lord Privy Seal had announced that the creation of a pool of administrative and technical officers must await evidence of substantial demand for their services and that regular employment for them could be foreseen for several years. Meanwhile, Clauses 2 and 3 of the Bill provided for the making of Orders to govern pensions

earned while in the Overseas Service and for the preservation of pension rights already acquired. When the Bill became law the Governments of the Colonies would be asked to enact comparable legislation. Clause 4 contained special provisions relating to police officers and Clause 6 covered the appointment of officers to a wide variety of public services under overseas Governments, municipal or local authorities or public corporations or to any Federal Government or outside authority such as the East African High Commission.

Mr. Lennox Boyd said that at the constitutional conference last June he had signed agreements for special lists with the four Nigerian Governments but so far only about 120 out of the 2,000 eligible pensionable officers in the service of these Governments had applied to join. Sir John Martin was in Nigeria examining the position, and the application of the special list procedure was the subject of current negotiations with the Government of Malaya. In

conclusion, Mr. Lennox Boyd said that, in 1957, 1,689 officers were selected for appointment to the administrative or professional branches compared with 1,467 in 1956, and of these, 284, mostly on contract, were to Nigeria. Mr. Lennox-Boyd and other speakers paid warm tribute to the work, the loyalty, the efficiency, the integrity and the quality of the Overseas Service. In replying to the debate, he added that, although there was a substantial gap between demand and supply, we were recruiting at four times the pre-war rate over the whole field. At the end of 1957 there were 130 vacancies in administration and 1,384 in all branches, compared with 170 and 1,456, respectively, in 1956, and the proportion of vacancies to the total number of overseas

officers in the service was now about 7 per cent. In Ghana, about 400 officers, or 50 per cent of those entitled to compensation, had retired since July 1955. Mr. Lennox-Boyd defended the Government's policy in regard to compensation as holding a reasonable balance between justice to those officers who wished to retire and the duty to try to induce them to stay. He explained that the recruitment and employment of experts under the technical co-operation scheme were covered by administrative action and it was not intended to change this procedure. Foreign Office appointments to South East Asia Treaty Organization posts were normally filled by secondment, but if a person from the Overseas Civil Service were recruited the provisions of the Bill could be applied if necessary.

## MANAGEMENT TRAINING

IN the fourth Graham Clark Lecture to the Institution of Civil Engineers on December 17, on "The Engineer and Management", Sir Ewart Smith said that while science and its practical applications through engineering and chemical technology had shown that we were potentially able to meet any standard of national welfare mankind could desire, subject to some limit to world population with regard to natural resources, the rate of advance in science and technology was not being matched by progress in our ability to control and manage. Sir Ewart suggested that this might be due to our neglect in human affairs and organization of the guiding principles of simplicity, symmetry (or balance) and continuity. More research, better analysis and far better teaching in management subjects were needed, and it did not seem to be appreciated that the very growth of complexity and specialization increased the need to train with great care those who will have the responsibility of training the specialists.

Discussing selection and training for management, Sir Ewart emphasized the importance of regular, multiple and independent assessments of ability to men and management alike. Far too much weight was often placed on written examinations during the period of formal training, and in industry there was usually little systematic study of people to assess their potential and the best lines for their development. A main responsibility of the highest management should be to pick its own potential successors

and to train them with the utmost care, from the early years of service, and Sir Ewart welcomed recent discussion on the general content of educational courses; it should be a question of how science and the humanities could be reunited in everyone who claimed to be reasonably educated, and he thought that the main change had to take place in the schools rather than in the universities. It was a mistake to think that three years was still an adequate period for a full university course in scientific and technological subjects, and Britain was almost unique among the great nations in its failure to make the changes in this respect which modern conditions demanded. More time should be spent in teaching people how to use knowledge, and where they could find it in codified form when they required it in their working life. Good education, moreover, depended primarily on good teachers and relatively little on buildings and equipment. Emphasizing the importance of the engineer in management, Sir Ewart suggested that the main reason for our failure to utilize their services here has been the present acute shortage of technologists, which tends to confine them to specialist work. There was no reason to suppose that the incidence of natural ability, initiative and enthusiasm had diminished, but for Britain to attain her full economic strength the engineer must play a full part in leadership and in developing the most effective forms of organization and methods of management for a changing world.

## THE LINNAEUS TRADITION AND OUR TIME

IN his presidential address to the Swedish Academy on December 20, Mr. Dag Hammarskjöld took as his subject "The Linnaeus Tradition and our Time". He considered Linnaeus's contribution towards the development of values which it is the task of the Academy to safeguard. Freshness and precision, enthusiasm without lyricism, an instinctive eye for meaning and causality raised the great travel accounts and his other Swedish writings far above the criticism he himself foresaw, and enriched his country's literature by values as essential to our emotions as the Nature they mirror. Nevertheless,

his style would scarcely have found its freshness had he not been guided by his sense for the striking and for the unexpected associations of humour. Linnaeus's Swedish works are perhaps read to an increasing extent even outside the circle of experts.

The relationship of a nation—and a generation—to older literature tells something about the continuity of spiritual life. Outside the limits of *belles lettres*, the works of Linnaeus occupy a place of their own in Sweden, whereas other books which have much to offer are neglected.