

FISHERIES	HOUSING AND TOWN	PSYCHOLOGY
FORESTRY	PLANNING	Child Psychology
GEOLOGY	INDUSTRIAL DEVEL-	PUBLIC ADMINISTRA-
HEALTH SERVICES	OPMENT AND	TION
Anaesthesiology	MANAGEMENT	PUBLIC FINANCE
Bacteriology	IRON AND STEEL	PUBLIC INFORMATION
Cardiology	INDUSTRY	SERVICES
Dentistry	LIBRARY SCIENCE	Journalism
Genito-Urinary Surgery	MATHEMATICS	Radio Broadcasting
Hospital Administration	METEOROLOGY	PULP AND PAPER
Microbiology	MINING	MANUFACTURE
Neo-Natal Pathology	Labour Safety	RAILWAYS
Neuro-Pathology	OPTICS	RIVER SURVEY AND
Nutrition and Dietetics	OIL AND GAS WELL	CONSERVANCY
Nursing	CONSERVATION	ROAD & RIVER TRANS-
Obstetrics & Gynaecol-	OIL TECHNOLOGY	PORT
ogy	PALEONTOLOGY	SOCIAL WELFARE
Ophthalmology	PHOTOGEOLOGY	STATISTICS
Pediatrics	PHOTOGRAMMETRY	TELECOMMUNICA-
Pharmacology	PHOTOLITHOGRAPHY	TIONS
Physiology	PHYSICS	THE MANUFACTURE OF
Psychiatry	Nuclear Physics	FILMS FOR TEACH-
Public Health	POLICE ADMINISTRA-	ING IN PRIMARY
Radiology	TION	SCHOOLS
Tuberculosis		

I cannot too strongly emphasize the importance of this technical training to the whole area. As these countries in South East Asia develop, more and more they find themselves woefully short of every kind of technician. In this connection we must remember that they are very largely agricultural countries and that in their normal village life they have virtually no contact whatsoever with things mechanical. When mechanical contrivances, therefore, begin to move in, there is no trained body of technicians able to service them. In this same connection one must take into consideration the woeful lack of overall educational facilities for teaching even the three R's. I suppose over the whole area the illiteracy rate is 80 to 85 per cent, and in some areas must run as high as 90 per cent. Naturally this overall high rate of illiteracy makes teachers, particularly in the elementary grades, very difficult to find. The result is that many of the teachers used are poorly qualified. School equipment, textbooks and other school requisites are few and far between. Most of these countries, and certainly India, Pakistan and Ceylon, have set a goal of free compulsory education up to the age of fourteen or fifteen, but this goal is today more a hope than a realized fact. In the very poor districts enrolment in schools is low and a large number of the children who do enrol fall out because of the necessity of assisting their families—this is particularly so in rural areas. Also, these countries have very severe language problems. In their new burst of nationalism, they are inclined to emphasize their indigenous languages, in which there are very few textbooks. Actually language takes up far more time of children in schools in these countries than it does here. First the child must learn its mother tongue, then the national languages of its country, in Pakistan for instance Urdu, in India, Hindi. If it is a Moslem child, it must also learn Arabic so that it can study the Koran in the original; if a Hindu child in Hindu colleges, then it must learn Sanskrit so that it can study the Vedas.

It will be seen, therefore, that quite a lot of the child's time is taken up in these countries by language study, and if the child moves on to higher