

SEMINAR-CONFERENCE ON EDUCATION IN PACIFIC COUNTRIES

to be held in Honolulu, Hawaii,
June 30 to August 7 under the
joint auspices of the UNIVERSITY
OF HAWAII and YALE UNIVERSITY

PROPOSED SYLLABUS OF STUDY

Introductory

The outline of topics here presented as a basis for study and discussion is a product of some months of preparatory work, in which persons in various countries were consulted. It is still provisional, and can be revised by the members of the seminar-conference as the meetings proceed.

Because of the great diversity of geographic and political units in the Pacific area, the subject matter is classified primarily according to common problems rather than countries. The early sessions will be devoted to analysing the modern scene of human contact and change in which education operates; likewise the historical shaping of national policies of education. Next the outstanding problems of education will be taken up one by one, as tentatively listed in the pages that follow. In each case the problem will be introduced by one or more statements as to how it manifests itself in specific areas, and how it is being dealt with there. The language problem, for example, can be demonstrated by representatives of areas like the Philippines and Melanesia, where it looms as especially important. On the basis of these sample situations, the seminar members can proceed with regional comparisons, and also analyse the problem effectively in its more general significance. A final group of sessions gives opportunity to discuss certain coordinating subjects, including the possibility of greater collaboration between workers in the field of education.

The main meetings of the seminar-conference will be held on five mornings of every week (Monday to Friday) for three hours each morning. The first period will be from 9:05 a.m. to 10:30 a.m.; the second period from 10:50 a.m. to 12:15 p.m. Certain evening lectures will also be given as part of the programme. Only these main sessions are provided for in the outline below. There will be ample opportunity for topics other than those mentioned to be considered, notably those of interest to special groups within the seminar-conference personnel. Where, too, a subject is not exhausted to the satisfaction of members in the general sessions, it can be continued in additional afternoon or evening discussions by those interested.

OUTLINE OF TOPICS

(Except for the evening lectures, the subjects named comprise statements that will open the way to regional comparisons and to discussion of the more general problems involved. For a more detailed exposition see the next section of the syllabus.)

<u>DAY</u>	<u>FIRST MORNING SESSION</u>	<u>SECOND MORNING SESSION</u>	<u>EVENING LECTURES</u>
1.	<u>Assembly and Welcome</u>	<u>Recent Educational Gatherings:</u> The Yale Education Seminar, 1934	
2.	<u>Education in its Wider Human Setting:</u> Peoples of the Pacific—a background survey	<u>Recent Educational Gatherings (continued):</u> The South African Educational Conferences, 1934, 1935	India and Its Problems
3.	<u>Education in its Wider Human Setting (continued):</u> Culture Change and Education in China.	<u>National Educational Policies:</u> British Colonial Policy in its Educational Aspects.	
4.	<u>Education in its Wider Human Setting (continued):</u> The Changing Australian Aborigine	<u>National Educational Policies (continued):</u> Japan's Educational Policy, with special reference to the Overseas Empire.	The Negro in American Life
5.	<u>Education in its Wider Human Setting (continued):</u> The Changing Filipino	<u>National Educational Policies (continued):</u> French Colonial Policy in its Educational Aspects.	
6.	<u>Education in its Wider Human Setting (continued):</u> Culture Change and Education in the Gilbert and Ellice Islands.	<u>National Educational Policies (continued):</u> Netherlands Colonial Policy in its Educational Aspects.	Africa - 1936 and After.
7.	<u>Education in its Wider Human Setting (continued):</u> Cultural Change and Education in Mexico	<u>National Educational Policies (continued):</u> United States Educational Policy, with special reference to minority groups and overseas Territories.	

<u>DAY</u>	<u>FIRST MORNING SESSION</u>	<u>SECOND MORNING SESSION</u>	<u>EVENING LECTURES</u>
8.	<u>Education in its Wider Human Setting (continued):</u> The New Hawaii	<u>National Educational Policies (continued):</u> Australian and New Zealand Native Policies in their Educational Aspects.	Lecture by repre- sentative of either Netherlands Indies or French Indo- China.
9.	<u>Seminar on Culture Change and Education</u>	<u>Seminar on National Educational Policies</u>	
10.	<u>The Significance of Racial Differences:</u> The Educability of the Australian Aborigine	<u>The Significance of Racial Differences (continued):</u> The Educational Response of the American Negro	A New Deal for American Indians
11.	<u>The Significance of Racial Differences (continued):</u> Experimental Testing of Race Capacities	<u>Peoples of Racially Mixed Descent and their Educational Problems</u>	
12.	<u>Assimilation versus In- digenous Development in Education:</u> The New Program of American Indian Education	<u>Assimilation versus In- digenous Development in Education (continued):</u> Native and Western Ele- ments in the Educa- tional Systems of British Malaya	Among Primitive Papuan
13.	<u>Education and Cultural Nationalism:</u> Education and Nationalism in the Netherlands East Indies	<u>Education and Cultural Nationalism (continued):</u> The Maori Renaissance	
14.	<u>Education of Migrant Groups:</u> Education of Indians in Fiji	<u>Education of Migrant Groups (continued):</u> Immigrant labor and Education in Hawaii	South America Today
15.	<u>Language Problems:</u> The Language Problem in Philippine Education	<u>Language Problems (con- tinued):</u> The Language Problem in Melanesian Education and Life	
16.	<u>Education in Relation to Economic Conditions and Opportunities:</u> Education and Economic Opportunity in the Japanese Empire	<u>Education in Relation to Economic Conditions and Opportunities (continued):</u> Education and Economic Opportunity in the Netherlands Indies	From Classical to Modern Education in China.

<u>DAY</u>	<u>FIRST MORNING SESSION</u>	<u>SECOND MORNING SESSION</u>	<u>EVENING LECTURES</u>
17.	<u>Education and Indigenou Social Systems:</u> Education and the Samoan Social System	<u>Education and Indigenou Social Systems (continued):</u> Education and the Social System in French Indo- China	
18.	<u>Education for Leisure</u>	<u>Health Education</u>	The New Zealand Maori - cousins of the Hawaiian
19.	<u>Education and Conflicting Systems of Morality, Religion and Philosophy</u>	<u>Education in Secondary and University Institu- tions:</u> Higher Education in the Japanese Empire	
20.	<u>Education in Secondary and University Institu- tions (continued):</u> Higher Education in Hong Kong	<u>Adult Education</u>	The Far East: A British Viewpoint
21.	<u>Educational Administra- tion:</u> British Colonial Areas	<u>Educational Adminis- tration (continued):</u> French Indo-China	Revolution and Evolution in Mexico
22.	<u>Teacher Selection and Training:</u> The Native Teacher in Samoa	<u>Teacher Selection and Training (continued)</u>	
23.	<u>Contributions of the Human Sciences to Educational Problems</u>	<u>Contributions of the Human Sciences to Educational Problems (continued)</u>	
24.	<u>Possibilities of Increased International Collaboration</u>	<u>A Philosophy of Educa- tion</u>	

EXPOSITION OF TOPICS

A. The Work of Recent Educational Gatherings.

This will establish continuity with groups which have met in other parts of the world, and offer starting points for study and discussion by formulating significant issues.

1. The Yale Seminar on "Education and Culture Contacts," 1934.

Topic for discussion:

(1) How does the work of this gathering relate to the Pacific scene?

2. The South African Educational Conferences, 1934, 1935.

Topic for discussion:

As (1) above.

3. Reports on any other gatherings.

B. Education in its Wider Human Setting.

Eight successive periods (9:05-10:30 a.m.) will be devoted to making members more familiar with the wider setting in which education operates: the Pacific peoples and their life, influences making for change and conservatism, migration, conditions affecting the younger generation, etc. Those presenting the topics will lay emphasis upon aspects and problems which have special significance for education. (Note: The evening lectures dealing with India, Africa, South America, etc. will supplement these morning sessions.)

1. Peoples of the Pacific - a background survey.

This is designed to give a common framework of reference as regards the peoples and problems to be discussed.

2. Culture Change and Education in China.

An analysis of the response of an Oriental civilization to modern influences; change and conservatism; education as a directing force; problems facing the educator.

Suggested topics for wider discussion:

- (i) What comparisons with other areas does this evoke?
- (ii) Can large stable civilizations change quickly?
- (iii) In what features are change and conservatism respectively most apparent?
- (iv) How far are modern education influences effective in controlling culture change?

3. The Changing Australian Aborigine, with special reference to education.

An example of the modern experience of a people highly "specialized" in race and culture as a result of isolation; the meeting of human extremes, and its consequences; possible lines of readjustment for such a people in the modern setting, and the role of education in relation to these.

Suggested topics for wider discussion:

- (i) How does this compare with the experience of other isolated and specialized folk: Melanesians, the Ainu, pygmies and other remote folk of Malaysia, Eskimos, etc.?
- (ii) What place, if any, can such peoples have in the modern world?
- (iii) What peculiar needs and difficulties have they which would call for special types of education?

4. The Changing Filipino, with special reference to Education.

Since the sixteenth century, the Philippine people have increased enormously in numbers, mingled new bloods in an already complex racial heritage, and had their traditional ways of living profoundly modified by Spanish, American, and other influences; education has played an important part within this changing scene.

Topics for wider discussion:

- (i) How does this resemble, or differ from the experience of other Malaysian peoples? Of peoples elsewhere?
- (ii) Is there now a real solidarity among such peoples who formerly were a patchwork of local groupings, or is their unity a political creation of the governing power?
- (iii) How far and fast can a dominant minority change the traditional culture of a majority, by education or otherwise?

5. Culture Change and Education in the Gilbert and Ellice Islands.

An example of a widespread situation in the Pacific: small tropical islands or isolated coasts or mountain areas without good communications or extensive resources, off the beaten paths of modern civilization yet coming under its influence in special ways: mainly through the trader, missionary, official and schoolteacher.

Topics for wider discussion:

- (i) Comparisons with other areas (c.f. Japanese mandate, Cook Islands, etc.)
- (ii) How far have such people voluntarily accepted change? How far is it justifiable to press changes beyond this?
- (iii) In what ways, if any, should education in such areas be limited, how adapted to local conditions?

6. Culture Change and Education in Mexico.

A people whose life has stabilized over several centuries as a fusion between aboriginal Indian and Spanish cultures is now engaged in national self-experimentation, in which education plays an important part.

Topics for wider discussion:

- (i) Are cultural fusion and stabilization easily achieved? Are revolutions and other crises unavoidable?
- (ii) Comparisons with other areas.
- (iii) Education and educated leaders as agencies of change and experiment.

7. The New Hawaii, with special reference to Education.

Peoples from the South Seas, the Occident and the Orient have met and mingled in the Hawaiian Islands during the recent decades. The results of universal schooling, without racial segregation, also of a comprehensive program of Americanization are now apparent.

Topics for wider discussion:

- (i) Comparisons with other areas as regards
 - (a) peoples like the native Hawaiian who, as a result of modern colonization, have now become racial minorities in their own lands (c.f. the New Zealand Maori, the American Indian, etc.)
 - (b) immigrant groups, especially those brought in for labor purposes.
- (ii) Can such minority groups be assimilated, at least culturally?
- (iii) How far is segregation and specialization in schooling inevitable? Is it wise to differentiate beyond what circumstances compel?

8. Seminar on Culture Change and Education.

The meaning of the above situations will be further analysed. Such questions as the following emerge:

- (i) Under what circumstances and in what aspects do cultures change rapidly? What conditions make for conservatism and rigidity?
- (ii) Can individuals move entirely from one culture to another?
- (iii) Are the psychological and social difficulties observed in so many situations of culture change inevitable? What is their significance?
- (iv) Can any fundamental cultural "laws" be formulated that educators must take into account?

- (v) In what ways, if any, has the school to expand its activities in situations of culture change? How far can the education program become a positive force for reintegrating the life of the people concerned?
- (vi) Shall curricula in urban areas (centres of change) be different from those in peripheral places?

C. National Educational Policies, with special reference to the Pacific area.

Seven periods (10:50-12:15) running parallel to B. above, will be devoted to statements and discussions introductory to the more detailed subject matter of later meetings. The aim will be to get to know the historical and philosophical roots of educational policies and programmes as they are found today, especially so as to be able to understand the likenesses and differences in the various national approaches to problems of common concern.

1. British Colonial Policy in its Educational Aspects
2. Japan's Educational Policy, with special reference to the overseas Empire
3. French Colonial Policy in its Educational Aspects
4. Netherlands Colonial Policy in its Educational Aspects
5. United States Educational Policy, with special reference to Minority Groups and overseas Territories.
6. Australian and New Zealand Native Policies in their Educational Aspects
7. Seminar on National Educational Policies. This will comprise a discussion period in which the similarities and differences in the above educational policies will be analysed.

D. Special Problems in Education and Human Relations.

In the previous sessions the group will have been able to formulate a number of significant common problems which need more specific analysis, some relating to the wider human scene, some more narrowly to questions of school organization and procedure. The following is a tentative classification of topics and allotment of time, these subject to revision as the members see fit.

1. The Significance of Racial Differences, especially as applying to Education. (Two or three sessions)

This problem is basic to the human scene in the Pacific as elsewhere. Race is here used in the anthropological sense as referring to inborn physical and psychological characteristics. Members of the group can review the latest knowledge as to how far existing differences are, and must be a shaping factor in the educational process.

Introductory Presentations:

The Educability of the Australian Aborigine

The Educational Response of the American Negro

Experimental Testing of Race Capacities

Topics for general discussion:

- (i) What among so-called racial characteristics of the different Pacific peoples appear, by present knowledge, to be biological, what pertain really to the cultural heritages of the peoples concerned?
- (ii) What of tests of racial capacity? Where differences in test results are found, what do they signify? How far may we assume that all peoples can respond to the educational process?
- (iii) Is race prejudice inborn or is it a social product that can be progressively eliminated by appropriate education?
- (iv) Is racial exclusiveness possible in a world of increasing contact?

2. People of Racially Mixed Descent and their Educational Problems. (One or two sessions)

Few subjects have been so little studied in proportion to their importance as the mixing of diverse peoples on Pacific frontiers. The social and educational problems of the many tens of thousands of Eurasians, Mestizo, métis, half-castes, etc. have in many instances features apart from those of other population elements.

Introductory Presentation:

The Social and Educational Problems of the Eurasian.

Topics for general discussion:

- (i) Comparison of the nature and extent of mixture in the different areas, the attitudes of the local populations towards "interracial" unions and the offspring of such unions, legal definitions of their status, and facilities for the education of children of mixed descent.
- (ii) What has science to say on race mixture? (Here biological and social factors must be carefully distinguished).
- (iii) What of the response of mixed children to schooling?

3. Assimilation versus Indigenous Development in Education. (Two sessions)

A considerable degree of contrast will already have been noted between the various national policies in the degree to which indigenous elements are encouraged, or the attempt is made to assimilate the people to the dominant culture.

Further introductory presentations can be given as follows:

The New Programme of American Indian Education.

Native and Western Elements in the Educational Systems of British Malaya.

Topics for general discussion:

- (i) What justifications are there for emphasizing in educational and other matters (a) the indigenous culture, (b) the culture of the politically dominant group, or (c) the general heritage of modern civilization?
- (ii) To what extent are indigenous Pacific cultures satisfactorily adjusted for life in the world as it is today?
- (iii) What results have been forthcoming where attempts have been made to suppress, alter, or replace indigenous customs beyond the point where the people concerned voluntarily take over the new?
- (iv) What have been the results where attempts have been made to preserve and build upon local cultures? How have indigenous cultural elements been included in curricula?

4. Education and Cultural Nationalism. (Two sessions)

A feature of the modern Pacific scene has been the emergence in many places of "nationalistic" movements, some with a strongly political bias, some emphasizing rather the cultural unity and identity of the group. Nearly always their leaders are individuals who have been educated more or less along modern lines. Such movements thrust themselves into the educational picture.

Introductory Presentations:

Education and Nationalism in the Netherlands East Indies.

The Maori Renaissance

Topics for general discussion:

- (i) What features, if any, are common to "nationalistic" and "nativistic" movements in the Pacific and elsewhere? What has brought them into existence? What is their driving force? What needs do they satisfy?
- (ii) How far is education to be considered a cause - for better or worse? What should be done about it?
- (iii) What place does education have in the programme formulated by such movements?

5. The Education of Migrant Groups. (Two sessions)

Millions of Pacific folk, Chinese, Japanese, Indian, and others, have moved into colonial regions, particularly as laborers. Few governments are free from the problem of fitting the families of such immigrants into the educational scheme.

Introductory Presentations:

Education of Indians in Fiji.

Immigrant labor and Education in Hawaii.

Topics for General Discussion:

- (i) Comparisons with other countries.
 - (ii) Social problems of immigrant labor groups, (sex disproportion, living conditions, health, etc.), as affecting education.
6. Language Problems, including the place of Vernaculars. (Two or more sessions)

In the world of modern intercourse peoples with mutually unintelligible speech have had to develop means of communication. Bilingualism, the rise of makeshift languages like "pidgin," word borrowing, and other phenomena are not only a striking feature of the Pacific scene but also offer serious problems for the teacher and for those preparing curricula.

Introductory Presentations:

The Language Problem in Philippine Education.

The Language Problem in Melanesian Education and Life.

Topics for general discussion:

- (i) The linguistic adjustments taking place in the various areas.
 - (ii) Linguistic policies in the different school systems.
 - (iii) What can be the place of local vernaculars, especially as instruments of education? How useful or adequate are they for modern intellectual currency?
 - (iv) What are the gains and losses of bilingualism, especially where children are called upon to be polyglot? How far does working in a foreign tongue cause retardation in school work?
 - (v) Of what significance are experimental linguistic products such as "Basic English"? What of new methods of language teaching?
7. Education in relation to Economic Conditions and Opportunities. (Two sessions)

In at least many areas the opportunities for employment in urban and "white collar" jobs are exceedingly limited. Yet the ambitions of youth, and in varying degree the school curricula, are so shaped as to lead toward these, rather than toward agriculture or the other pursuits of the traditional economy. Vocational education comes to have increasing importance, and indeed urgency, as a field for study.

Introductory Presentations:

Education and Economic Opportunity in the Japanese Empire.

Education and Economic Opportunity in the Netherlands Indies.

Topics for general discussion:

- (i) Comparisons from other areas.
- (ii) Is a "planned" education, based on local economic conditions, feasible?
- (iii) Is there justification for limiting academic education to a selected few?
- (iv) What special experiments have been tried out in the field of vocational education, and with what success?

8. Education and Indigenous Social Systems. (Two sessions)

The educational task is complicated in many places by factors arising out of the peculiar social organization of the peoples concerned (distinctions of rank, traditional place of children and young people, etc.). Sometimes the more conservative adults consider the school destructive of ideas and practices cherished by them, and so offer an amount of opposition. Under more fortunate circumstances education has aided in reshaping social systems that have been disintegrating.

Introductory Presentations:

Education and the Samoan Social System (including reference to the Barstow Foundation School)

Education and the Social System in French Indo-China.

Topics for general discussion:

- (i) Comparisons with other areas.
- (ii) How far are modern ideals and social institutions of the West (e.g., the family, "rugged individualism," "getting ahead," etc.) which run more or less counter to traditional societies to be admitted openly or tacitly into school programs?
- (iii) What of the "detrribalized," "uprooted" individual?

9. Education for leisure. (One session)

Under modern conditions, many peoples have had their traditional ways of occupying their time (rituals, feasts, war, etc.) rendered more or less obsolete, without having acquired a corresponding interest in new pursuits. This renders even more acute a problem of more stable societies--the wise and right use of leisure.

Introductory Presentation:

Education for leisure.

Topics for general discussion:

- (i) How far are the traditional leisure activities still strongly alive? How adequate are they?

- (ii) In what degree are modern sports and arts penetrating?
- (iii) How can "lack of interest in life," claimed as even being one of the main causes of depopulation in certain Pacific areas, be countered?

10. Health Education. (One session)

This subject, on the surface concerned with obvious matters like mortality rates, toothbrushes, and sewers, leads quickly to fundamental elements of culture, for sickness and health everywhere tend to be bound up closely with religious ideas and practices. The educator, even where he finds children responsive to modern hygienic ideas, often finds himself set in opposition to the adults of his community.

Introductory Presentation:

Health Education in Fiji (including reference to the Suva Medical Training Centre)

Topics for general discussion:

- (i) Comparisons as regards health education among both adults and children in the different areas, including successes and failures.
- (ii) The modern doctor versus the traditional medicine man. Training of indigenous folk as medical practitioners and nurses.
- (iii) How far does the penetration of modern hygienic ideas involve the breaking down of indigenous cultures?

11. Problems arising from conflicts in Morality, Religion, and Philosophy, especially as relating to Education. (One session)

Fundamental to all cultures are their often variant formulations of good and bad, right and wrong, of the nature of the universe and man. Though among the intangibles, their meeting under modern conditions produces serious difficulties both for adults and for growing children faced with alternative modes of thought and behavior. Such a subject, little touched so far in international gatherings, can be discussed at least in a preliminary way, especially if an objective scientific attitude is achieved.

Introductory Presentation:

Education and Conflicts in Morality, Religion and Philosophy -- illustrations from the Pacific area.

Topics for general discussion:

- (i) How far are these differences in belief and behavior an inevitable source of conflict?
- (ii) What of mission work in the Pacific?
- (iii) Can the beliefs and moral codes of a people be changed rapidly?

12. Education in Secondary and University Institutions. (Two sessions)

While in some Pacific areas few individuals get beyond the elementary school stage as yet, higher education is everywhere assuming increasing importance.

Introductory Presentations:

Higher Education in the Japanese Empire.

Higher Education in Hong Kong.

Topics for general discussion:

- (i) Comparisons with other areas.
- (ii) What advantages and what dangers are latent in the production of a small intelligentsia?
- (iii) How far shall the western classical tradition have a place, how far and in what ways can this be supplemented or replaced?
- (iv) The functions of a university in the modern world.

13. Adult Education. (One or two sessions)

This assumes particular importance in areas where change is taking place and the learning of an older generation fails to guide it along the pathways of present experience.

Introductory Presentation:

The Mass Education Movement in China.

An Experiment in Community Education, Waielua, Hawaii.

General discussion:

- (i) Comparisons and problems.
- (ii) The rural community versus the city.

14. Educational Administration. (Two sessions)

The control and financing of education, public and private, general and local.

Introductory Presentations:

Educational Administration in British Colonial Areas.

Educational Administration in French Indo-China.

General discussion:

Comparisons and problems.

15. Teacher Selection and Training. (Two sessions)

The universal problem of staffing school systems assumes a special character in areas where "native" teachers predominate.

Introductory Presentations:

The Native Teacher in Samoa.

Teacher Selection and Training.

General discussion:

Comparisons and problems.

E. Coordinating and Concluding Topics.

1. Contributions of the Human Sciences -- Anthropology, Sociology, Psychology, etc. -- to the Educational Problems as analysed above. (Two sessions).

The applications of the human sciences to the practical work of the educator can here be formulated more explicitly, with a view to developing fuller cooperation as regards teaching, research, etc.

2. Possibilities of Increased International Collaboration in Educational Matters. (One or two sessions)
3. A Philosophy of Education. (One or two sessions)

Here the attempt may be made to formulate some basic common principles as regards education among Pacific peoples.

SEMINAR-CONFERENCE ON EDUCATION IN PACIFIC COUNTRIES

HONOLULU, 1936

Memorandum to representatives of the various countries regarding preparatory work.

1. One of the most useful contributions that members of the seminar-conference can make will be to assemble and bring with them a file of literature on education and related matters in their own areas, especially pamphlets, government reports and similar material that cannot easily be obtained in other countries. A special reading room will be established under proper supervision in which these can be lodged safely for use by members during the period of the gathering.
2. It would aid greatly if one representative of each country could prepare in advance a written summary of the educational situation in his area, these summaries to be mimeographed upon arrival in Honolulu and distributed as early as possible to all members of the seminar-conference. In order to have some common framework of reference, the following outline is offered as a guide:

EDUCATION IN _____

- (a) A brief sketch of the wider setting in which education operates: political organization, population numbers and composition, etc.
- (b) A reference to the historical backgrounds of education in the area.
- (c) A statement of present day policies and objectives.
- (d) A summary of the educational system as at present constituted.
- (e) An enumeration of the most significant educational problems of present and future.

Where more than one representative is coming from a country, the task might be subdivided as the delegation sees fit.

3. Members are especially requested to bring with them any writings or findings of their own which bear upon the topics to be discussed. Likewise, they are invited to formulate in writing their ideas on any topic in which they have special interest. Such "data papers" could be mimeographed and distributed for use by the group.
4. A general bibliography is attached as a guide for reading so far as the works may be available in the different areas. Obviously selective and incomplete, it may nevertheless be of aid in advance preparation. As stated in the introductory section, criticisms and suggestions are invited with a view to issuing a more adequate bibliography for use during the meetings.

F. M. Keesing
C. T. Loram
Co-Directors of the
Seminar-Conference.