

the core of an "asbestos body," it is best to use the more general term "ferruginous body."

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Rewards of Teaching and Research

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THE recurring economic problems of Britain have had an intensely depressing effect upon the whole nation, and one of the principles that has become generally accepted as a means of stabilizing the economy is the need for everyone to accept some discipline in the matter of income. It is not surprising, however, that the principle is readily acceptable in general but hard to accept in particular. No section of the community is likely to be content to receive what it considers to be an adverse or unfair decision of the Prices and Income Board, to which the majority of pay claims are now referred. A major dispute has recently arisen from the report of the Board on the pay of university teaching staff.

The Association of University Teachers had asked for a 15 per cent salary rise, based on a comparison with salaries in industry and the civil service, but the Board proposed only an average rise of 4.9 per cent and emphasized the fact that the endless chain of increases made because similar groups had received increases must be broken. To recruit teachers of quality the late times were recommended

for assistant lecturers, who would receive increases in salary ranging from 10 to 17 per cent, with much smaller increases for senior lecturers and professors. More controversial, however, than the reduction in the total claim was the comment in the report that the present salaries and career structures of university teachers are biased toward research rather than teaching and promotion tends to depend on the number of publications a teacher has made. To correct this bias the Board proposed that bonuses amounting to 4 per cent of a university's total salary bill should be given up to half the teaching staff below the grade of professor so long as they had passed a four-year or five-year period of probation. This system should be designed to reward a teacher's hours of teaching, the quality of his teaching and sometimes his load of administrative work. Apart from obvious statistics of teaching work load it was suggested that a teacher's merit should be assessed by students through a carefully drafted questionnaire or by the examination performance of his students. Similar awards would be made to professors who had shown outstanding merit, particularly in the setting up and administration of teaching departments.

Justifying his proposal to use student opinion in assessing the merit of their teachers, Mr. Arthur Jones, the chairman of the Prices and Income