

are available from the Librarian of the Institute, at 7s. 6d. The proceedings of the first were edited by R. J. Apthorpe; those of the second jointly by David Matthews and R. J. Apthorpe.

[Communicated by R. J. Apthorpe]

The Carnegie Corporation and Africa

THE July 1958 number of the Carnegie Corporation of New York's *Quarterly* is devoted to Africa, and describes some of the work which has been done with the aid of grants from the Corporation since 1927, when two Carnegie officers wrote on their return from a visit to what was then known as British Africa that, 'There is a feeling that Africa has been overlooked in world movements'. The next year the Carnegie trustees voted the first grants which the Corporation was to make on the African continent, mainly for library development, social and educational research (primarily in the Union of South Africa), and for 'Jeanes schools' for training Africans to become educational supervisors for village schools.

The thirty years which have passed since then have seen the foundation of eight centres of higher education in British Africa, whose development has opened new areas for foundation activities. Since the Second World War the programme has been concentrated on the new university colleges in the emerging African countries, with the object of helping them to meet the challenge of rapid social change in the areas they serve. Carnegie grants have gone, for instance, to increase the proportion of locally born staff; to support research on regional problems; and to encourage the study and teaching of subjects relating to local culture. At the present time, ten Carnegie projects are in operation in five countries and territories on the continent. These include the Benin Historical Study; the Rhodes University and Fort Hare studies in the Eastern Cape Province; the Institute of Education attached to the newly opened inter-racial University College of Rhodesia and Nyasaland at Salisbury; and the extra-mural studies at Makerere College, Kampala.

Travel grants have enabled more than 150 university teachers and administrators, government officials, journalists, and others from Africa to visit North America under Carnegie auspices.

The Corporation has tried, in its own words, 'to promote the "diffusion of knowledge and understanding" not only *in* Africa but *about* Africa'. It supported the original publication of Lord Hailey's *An African Survey* and the recently revised edition of this book. Soon after the foundation of the International African Institute, and again in 1954, the Carnegie Corporation made a generous grant to assist the programme of publications, including the journal *Africa*.

Foundation for Mutual Assistance in Africa South of the Sahara

IN February 1958 representatives of eight governments with responsibilities in Africa South of the Sahara met at an Extraordinary Session of C.C.T.A. at Accra and participated in the creation of a new organization, the Foundation for Mutual Assistance in Africa South of the Sahara (F.A.M.A.), to promote technical assistance in that region. C.C.T.A. (Commission for Technical Co-operation in Africa South of the Sahara) was established in 1950 and is closely associated with the Scientific Council for Africa (C.S.A.), whose members are not government representatives but scientists selected to cover the whole range of scientific disciplines relevant to African research and development. C.C.T.A. organizes the exchange of information between specialists working in any given field in the various territories and also supervises a number of Inter-African bureaux and committees, some of which deal with various aspects of the social sciences, rural welfare, and maps and surveys; it has organized a joint survey on inter-territorial migrations in West Africa, prepared reports on specialized

atlases and bibliographies for Africa, and established joint training centres for technical staff. In 1955 it sponsored a Foundation designed to facilitate an exchange of visits between scientists and technicians in the different territories of Africa. But further consideration led it to give priority to a more specific programme of technical assistance for which F.A.M.A. was accordingly set up.

The primary objects of F.A.M.A. are to collect and disseminate information concerning offers of, and requests for, the provision of technical assistance by one member state to another. It is expected that such technical assistance will take three forms: (i) providing the services of experts, instructors, or advisers; (ii) training personnel; and (iii) supplying equipment for training and research purposes.

The Teaching of English in African Schools

A CONFERENCE on the teaching of English in African schools was held from 28 to 30 March 1958, under the auspices of the Institute of Education of the University College of Rhodesia and Nyasaland. Papers were read on the Place of English in African Education; Problems and Progress in teaching English in African Primary Schools; Problems and Progress in teaching English in African Secondary Schools; the Future of African Languages; and the Southern Rhodesia African Literature Bureau. It was stressed that English must be taught early and thoroughly if the education we are giving to Africans in other subjects in the curriculum is to be anything but superficial. The vernacular too is important, not only because it carries the culture of the people but because it is also a vital link between the child and his background. The standard of vernacular teaching should be raised to at least the level of English teaching for those whose mother tongue is English. This would prove an effective means of helping Africans to learn to speak, to understand, and to write English better.

The Southern Rhodesia African Literature Bureau aims to supply literature for the growing numbers of literate Africans and to encourage African authorship. A reader-research poll showed that 77 per cent. preferred their reading matter to be in English, 17 per cent. in Shona, and the remaining 6 per cent. in Sindebele. These results were not regarded as surprising but as an indication of the African's realization of the importance of a knowledge of English to extend his studies. Publishable manuscripts had been received in the vernacular from well-educated Africans who were fluent in English, and seemed to want to turn back to their own history and folk-lore only after they had achieved a full education in English along Western lines. Adult African reading preferences were shown in a list of subjects or themes arranged in order of popularity. Education, The Law, How Government Works, and Health came first; European Customs and Love Stories last; but it was thought that as education spreads, the need for entertainment will rise and the need for direct instruction fall.

Among the recommendations of the six study groups set up to examine various specialized aspects of the teaching of language were: that research and teaching of Bantu languages at University level be undertaken; that vacation courses in the teaching of spoken English be held at the University College for instructors in teacher-training schools and possibly for secondary school teachers; and that the possibility of African school broadcasts in English be investigated.

Centre Interfacultaire d'Anthropologie et de Linguistique Africaines de l'Université Officielle du Congo Belge et du Ruanda-Urundi

EN mars 1958, le Conseil d'Administration de l'Université officielle a décidé de créer au sein de l'Université à Élisabethville un Centre interfacultaire d'anthropologie et de linguistique africaines.