

The Éboué Memoranda, 1941

AN English translation of the text of the Memorandum on the Political Organization of French Equatorial Africa, issued by Governor-General Éboué in January 1941, of the progress report dated May 1941, and of the Memorandum on Native Policy drafted by the Advisory Committee in November 1941, is published in *Sudan Notes and Records*, vol. xxv, part 11, 1943. Extracts from the *Journal Officiel de l'Afrique Équatoriale Française*, 1 November 1942, relating to Implementary Legislation, are included in the same volume.

Memorandum of the Joint East African Board

THE Joint East African Board representing unofficial interests in Kenya, Uganda, Tanganyika, and Nyasaland has issued a *Memorandum on Post-War Problems in East Africa*. Discussion of the various problems of development is preceded by a demand for the unification of Kenya, Uganda, and Tanganyika. To the arguments advanced in the past for such a step the Board adds a new one—the need for co-ordinated planning in order to avoid waste and overlapping in the framing of development schemes. ‘The declared object of the Colonial Office in East Africa is to fit the Natives to stand ultimately on their own feet, and the Joint Board visualizes a union of these territories designed expressly to that end, in which the interests not only of backward minorities but of all sections of the community are safeguarded.’ The Uganda Chamber of Commerce dissents from this proposal.

The Board also proposes the abrogation of the existing international agreements affecting East Africa and the formulation of an ‘African Charter to incorporate all the agreed subjects in the existing treaties. . . . Objection might be raised to tearing up treaties and conventions or to the abolition of mandates, but there can be no objection if it is possible to substitute something as good or better, designed to reach beyond the present boundaries to include African territories now outside the present treaties.’

The Board recommends the creation of a Statutory Development Board to co-ordinate development schemes. On this body the Colonial Service, finance, industry, commerce, and labour should be represented together with an ‘expert in applied research’. The fields of research enumerated are ‘health, agriculture, veterinary science, chemistry, the biological sciences, forestry, horticulture, geology and biology’. The social sciences are not mentioned. In the sphere of native welfare increased provision for education, particularly medical training, and improvements in standards of nutrition and housing, are called for.

It is proposed that the extension of mining should be encouraged by a grant in aid. A vigorous, sustained settlement policy must take a first place in post-war development. A ten-year programme for the development of secondary industries is suggested, and the appointment of an expert commission to survey the possibilities of hydro-electric power is proposed.

Mass Education in the Netherlands East Indies

In a document¹ submitted to the Eighth Conference of the Institute of Pacific Relations, December 1942, Raden Loekman Djajadiningrat, Director of Education and Public Worship in the Netherlands East Indies, has given an account of educational development in the Netherlands Indies. Until the end of the last century the education of the Indonesian population had as its aim the training of government servants; the educational system was closely modelled on that of the Netherlands, all instruction was given in the Dutch language and, among Indonesians, only the children of officials were admitted to the schools. In 1907, however, the systematic development of instruction on an Oriental basis was started

¹ *From Illiteracy to University*, by Raden Loekman Djajadiningrat, Bulletin 3 of the Netherlands and Netherlands Indies Council of the Institute of Pacific Relations.

with the foundation of village or 'desa' schools. The author points out that it is not strictly correct to give the name 'desa', which denotes a village community, to these schools, since they are neither owned nor administered by the village, but are, in fact, national schools. Great difficulty was experienced at first in providing Indonesian teachers for these schools, where all teaching was given in the vernacular, but the establishment of increasingly comprehensive courses of training for teachers gradually supplied the demand. Text-books and equipment also had to be produced, and further difficulties were experienced in inducing children to attend school; the last available figures showed, however, that 40 per cent. of all Indonesian children within the age group 6-9 years were attending school. All post-primary schooling was still given in European type schools and in the Dutch language, and connecting schools were therefore founded in order that Indonesians who desired to do so might pass on to the secondary and higher schools. In 1939 an Indonesian higher elementary school was started, in which Dutch was taught as a school subject in the lower grades, and in the higher grades was used as the medium of instruction. A complete educational system on European lines, including specialist and technical schools and colleges of university standing, exists in the Netherlands Indies. Only one day before the Japanese invasion of Java these scattered institutions had been unified to form the University of Indonesia. All these establishments are open to Indonesians who have the necessary command of the Dutch language, but the development of the Indonesian system up to university standard has been under consideration. In addition, there are schools for the Chinese-speaking population.

An appendix to the paper, contributed by Mr. Charles O. van der Plas, formerly Governor of East Java, describes the methods adopted by the Provincial Council of East Java, with the co-operation of private individuals and organizations, missionaries, and teachers, to combat illiteracy. These methods, which included the provision of reading material, the establishment of village libraries, the encouragement of the singing of poetry and the collecting of traditional songs and games, resulted in 19,000 people learning to read in the first year of the campaign, and in so rapid an increase in school attendance that the government had to provide for the building of 600 additional village schools and 210 continuation schools within three years.

Colonial Products Research Council

THE first report of the Research Council, of which Lord Hankey is Chairman, has recently appeared. Though the ultimate aim is to include within the scope of its researches any colonial product, the Council has concentrated at the outset on commodities least well served by existing organizations. Thus the researches so far initiated include studies of the chemistry of sugar, vegetable oils, and certain essential oils. For example, Professor Todd at Manchester University is investigating theobromine, a by-product of the cocoa industry, and at Liverpool University Professor Hilditch is examining the properties of various oil-bearing seeds not hitherto investigated. The Council is co-operating with existing research organizations such as the Medical Research Council and the Agricultural Research Council. It regards its task as twofold: to examine colonial products in an endeavour to find a more extended use for them; and also to help producers so to organize production that their output can be converted into secondary products for internal consumption and for export.

The Schomberg Collection

THE Schomberg Collection, comprising 10,000 books, 3,000 manuscripts, 2,000 etchings, and several thousand pamphlets all relating to Negro life and history, was made by the well-known American collector, Arthur Alfonso Schomberg, himself of Negro descent,