

languages. Sales at the end of 1952 were over 366,600 volumes of 154 titles published by the Bureau, and 300,000 volumes of 127 titles published by commercial firms with the Bureau's help. Books on health constituted 21 per cent. of the Bureau's own publications, but general educational books have sold best, accounting for 26 per cent. of total sales. African authors have contributed 40 books to the Bureau's publications and 20 for publication by commercial firms. A library service started operating in 1952, being organized in three territorial branches, in Kenya, Uganda, and Tanganyika-Zanzibar. It has been found that schools make very good use of the library services, as well as village centres in some areas. Postal services have also been developed. In Kenya alone 8,000 books were sent by post to readers during 1952.

During 1952 the Bureau started publication of a magazine *Tamaza* which has a circulation of about 12,000 copies per issue, and is designed to provide reading matter of an entertaining nature as well as articles of general information.

### *Northern Rhodesia and Nyasaland Publications Bureau*

THE Bureau's report for 1952 gives details of 25 new titles published by the Bureau or with its assistance, as well as 8 reprints; of these 11 were in Nyanja, 6 in Lozi, 5 in Bemba. The majority (13) of the new publications were by African authors, and the subject-matter included novels and stories, plays, histories, technical books, studies of social problems, dictionaries, phrase-books, and readers. The total number of volumes produced during the year was 175,500.

### *Inter-Territorial Language Committee*

SINCE April 1952 the Inter-Territorial Language Committee has been attached to the East African Institute of Social Research, and Mr. William Whitely, who holds a senior Fellowship in Linguistics at the Institute, is acting as Secretary to the Committee. At a meeting of the Committee in December 1952 it was resolved that in future the Committee should concern itself only with manuscripts specially intended for use in schools as textbooks. The Committee also approved two research projects: a study of the Kimvita dialect of Swahili, to be carried out by the Secretary, and an analysis of observable trends in Swahili derived from scrutiny of current newspapers. Plans were also made for improving the Bulletin by subsidizing its printing.

### *Symposium on Popular Education*

THE Afrika Instituut, Leyden, organized in March-April 1952, a conference on popular education, a report of the proceedings of which was published in Leyden in 1953. The conference concerned itself with popular education in French North Africa, Tropical Africa, Indonesia (before the Second World War), and Netherlands New Guinea. M. A. Brye and M. A. Gille discussed literacy campaigns in the Belgian Congo; Professor Margaret Read dealt with Adult Education in British African Territories, and Professor A. N. Tucker contributed a paper on the Linguistic Aspect of Mass Literacy Movements. The problem of popular education in French Tropical Africa was treated by M. Georges Balandier. In addition to the text of the papers presented at the Conference, the report includes lengthy bibliographies, a summary of discussions (in English and French), and the resolutions formulated by the Conference. These record the opinion of the Conference that the provision of superficial or simplified education is only a first step towards the fullest possible education of African peoples; that such education should be related to Africa's economic, political, cultural, and spiritual needs; should take into account the needs of urban and rural

areas, and should include women. In all these matters, the need for further study and research was emphasized.

### *Education de Base au Cameroun*

LE second numéro du bulletin *Initiatives*, publié par le Bureau d'Éducation de Base au Cameroun a l'intention d'exposer quelques-uns des problèmes rencontrés au cours de la campagne d'éducation de base entreprise au Cameroun. L'expérience-pilote qui a commencé dans le Sud-Cameroun en pays Eton a permis d'enregistrer au début des résultats spectaculaires; les effectifs scolaires, le nombre des consultations aux dispensaires ont augmenté rapidement. Il s'agit, cependant, d'obtenir la participation active de la population, sa contribution à l'amélioration de ses conditions de vie. Des problèmes posés et des tâches à faire sont traités dans le bulletin sous les titres suivants: Formation du personnel, Alimentation, Alphabétisation, Amélioration de l'habitat, Problèmes techniques (emploi d'un véhicule équipé pour les projections cinématographiques, emploi des auxiliaires audiovisuels).

### *Nigerian College of Arts, Science, and Technology*

THE *Reports of the Commission on Higher Education in West Africa*, published in 1945, stressed the need for an institution which should provide forms of higher education of a non-university character and thus extend the scope of higher education beyond the facilities already available at the University of Ibadan. Detailed proposals, worked out by a committee of experts from Nigeria and the United Kingdom, were revised by the Nigerian Council of Ministers, and the revised scheme has been approved by the House of Representatives at Lagos.

The scheme provides for 750 residential students and a staff of 85. The College will be a federal institution with three regional branches at Zaria, Ibadan, and Enugu. Its educational aim will be to combine vocational training with general education; it will provide Higher School Certificate courses in arts and science for students who wish to reach this level of general education, whether as a preliminary to entering the University or not. Courses in Teacher training will be given at Zaria and Ibadan; in Agriculture and Forestry at Ibadan and Enugu; in Civil Engineering, Architecture, Physical Education at Ibadan; in Mining Engineering and Surveying at Enugu.

The College will be controlled by an autonomous council including representatives from the Council of the University of Ibadan and from the Colonial Colleges Advisory Committee.

### *'Gold Coast Education'*

THE Institute of Education, University of the Gold Coast, publishes a periodical of which the second number, May 1953, has reached us. It includes articles on Language and Arithmetic Syllabuses for primary schools, on Language Teaching, on English pronunciation, on Arts and Crafts in primary schools and on Science in middle schools. It also contains an appreciation of the work of Thomas Barton, O.B.E., M.A., whose early death in December 1952 cut short a career which had been spent entirely in the service of education in the Gold Coast. Entering the colonial service in 1928 as Inspector of Schools in the Fante area, he became Deputy Director of Education in 1941 and Director in 1946. In 1950 he became first Permanent Secretary to the Ministry of Education and Social Welfare—a post which he held till his death. Today, the Gold Coast has 'a complete framework of education related to