

the colonies, as in England, education was regarded as the concern of voluntary and private—largely religious—enterprise. When the Government began to participate in education in the colonies (about 1833) it was mainly by the system of grants-in-aid. An important stage in the development of education in Africa was the publication of the report of the Phelps-Stokes Commission of Enquiry in 1922. The report described the educational policies of governments and missions alike as inadequate and ‘largely unreal as far as the vital needs of Africa are concerned’. This report, and that of a subsequent survey of education in East Africa carried out at the request of the British Government, profoundly influenced subsequent development; the principles recommended by the Commission were embodied in the *Memorandum on Education in British Tropical Africa*, published by the Colonial Office in 1925. In 1939 the Advisory Committee on Education in the Colonies was set up, its main task being to raise the educational standard of the mass of people; its second concern, to train a selected few for ‘administrative and technical services as well as for positions of exceptional responsibilities’. During the war the Advisory Committee met frequently and published a number of reports on specific problems of education. The United Kingdom’s Colonial Development and Welfare Acts (1940 and 1945) made substantial funds available to colonial governments, but the greater part of these was used for capital costs, and the finance available for the expansion of primary education was limited. Nevertheless considerable progress was made—in fact, by 1952, so rapid was the development that the need was felt for a thorough re-examination of the principles of 1925 and a critical survey of the type of education provided and of its effects. A study was therefore made by two groups of experts, one in East and one in West Africa, and this was followed by a conference with representatives of educational bodies operating in Africa. The reports of the experts were presented, and the conference was held, in 1952; the resulting survey, *African Education, 1953*, represents the latest and most comprehensive attempt to find the answers to problems of education in Africa.

After a brief statement of policy and objectives, the publication under review discusses numerous problems arising in the application of educational policy in the dependencies. Such problems relate to the religious basis of education, questions of responsibility and control, the structure and organization of an educational system, teacher training, examinations, university education, education of women and girls, &c. One section discusses limiting factors: local public opinion, language, and finance. A review of the present position (1954) in the various dependencies follows. The concluding section expresses the view that, though progress may seem to have been slow, and problems remain unsolved, ‘the very strength and vociferation of local criticism is a tribute to the free growth of independent thought and speech under the system which has fostered it’. Useful figures on literacy and on expenditure on education, as well as analytical tables relating to students from dependencies studying in the United Kingdom, are given in appendixes.

Field research in Tanganyika

DR. ROBERT F. GRAY, holding a Ford Foundation Fellowship, has just finished a survey of the Gorowa tribe of Mbulu District in Tanganyika. This tribe is related to the Iraqw recently studied by Mr. E. Winter, and Dr. Gray’s survey was undertaken mainly for the purpose of comparing the two tribes. During his two-year fellowship Dr. Gray plans to make other short studies of three or four Tanganyika tribes, giving special attention to witchcraft and native medical practices.

The Kenya History Society

READERS of *Africa* will be interested to know of the formation of the Kenya History Society in July of this year. The aims of the Society are stated to be the collection and pre-

servation of books, pamphlets, manuscripts, deeds, engravings, drawings, coins, antiquities, and any objects relating to the history of the country and its inhabitants, and the cataloguing of any such not in the possession of the Society; the transcription and publication of public records, registers, and other documents; the preservation of plans and views of buildings and other objects of interest; the publication of papers on subjects of historical and antiquarian interest to Kenya, and of biographical and genealogical notices of Kenya people; the collection of material for, and the publication of, a history of the country.

The Society intends to publish an annual Journal for distribution amongst its members, from whom it would welcome contributions.

Further particulars concerning the Society and membership (Shs. 30/- per year, or £20 for Life Membership) may be obtained from the Hon. Secretary, P.O. Box 4474, Westlands, Nairobi.

Regional Co-operation in British East Africa

THE East Africa High Commission, established in 1948, was the culmination of over 20 years' effort to organize a means whereby many of the general problems of the East African territories could be tackled in common, without making any changes in the constitution or administrative responsibilities of the several territorial governments.

The history of co-operation between the three territories—Kenya, Uganda, and Tanganyika—goes back to 1917 with the establishment of a joint customs service for Kenya and Uganda; in 1920 the East African Currency Board was formed, and the currency common to Uganda and Kenya was extended to Tanganyika and Zanzibar. Further interterritorial co-operation was developed during the period 1924–31 and during the war, and by the end of 1944 the process of collaboration had resulted in the growth of a form of central administration for many subjects, including research and higher education. The general desire, after the war, to consolidate this machinery and provide a practicable means of dealing with common services, resulted, after much discussion and some controversy, in the establishment of the High Commission and Central Legislative Assembly in 1948.

The work of the High Commission is perhaps most evident in the improvement and expansion of communications—railways, roads, harbours, air services, posts and telecommunications—but its research and scientific services are equally valuable. In agriculture, forestry and veterinary research, in tsetse and trypanosomiasis research, in the work of the locust survey and control service, the advantages of a concerted approach to problems of this kind is clear. Five services concerned with research in medicine and hygiene work under the aegis of the High Commission and have contributed substantially to the control of disease and the improvement of health throughout East Africa.

In the educational field the High Commission's chief contribution is provided by the East African Literature Bureau, set up in 1948 to organize the provision of books and magazines, chiefly for Africans, to assist African authors, and to establish libraries. The Bureau itself carries out publication, as well as publishing through private firms, and its publications are in Swahili, English, and a number of Kenya and Uganda vernacular languages; subject-matter ranges from agriculture and civics to poetry and tribal lore. The Bureau's own Magazine *Tazama* has a weekly circulation among Africans of more than 12,000. Library services are expanding with the provision of more library centres, and postal library services are in operation in the three territories; the promotion of bookselling has recently been aided by the use of mobile units.