

Publications in the Sudan

THE Ministry of Education in the Sudan has published a report on the work of the two publication bureaux at Khartoum and at Juba for the period from 1952 to 1954. Since early in 1955 the publications section of the Ministry has been working with an entirely Sudanese staff; all expatriate advisers have been replaced by Sudanese. During the last six years, fourteen members of the staff have been sent for training in the British Isles, Egypt, or in the Sudan. One of the present illustrators has recently returned from a course in commercial art in Leicester; three have had a general art course in the Art School of the Khartoum Technical Institute or the School of Design of Gordon College. One student has taken a three-year course in typography and printing at the Camberwell School of Arts and Crafts, and a second began a similar course in 1955.

The Khartoum Bureau prepares textbooks for the elementary and intermediate schools; the Institute of Education at Bakht-er-Ruda, from which the Bureau developed, writes and revises the books, and the Bureau sees to illustration, layout and typography before sending them to the printer. The Bureau does not yet print books in the large numbers that would be needed for this market: editions of some 60,000. It does, however, print its own material when small editions are needed, as in teachers' handbooks for use in intermediate schools. The problem of the small edition is more pressing at Juba, where Arabic has not yet become completely the *lingua franca* of the multilingual South, and much experimental work has to be done in preparing Arabic material for readers to whom it is a foreign tongue.

Both Bureaux do a great deal of work in visual aids. In Khartoum, several series of posters have been produced, one on the history of the Sudan for elementary schools, another on geography for elementary schools, others for campaigns against bilharzia and for information on local government. Juba's work has been more elementary; it has included Arabic flash cards and pictorial vocabularies.

The fortnightly youth magazine *El Sibyan* has been running for nine years, and 'continues in popularity despite the doubling of its price to two piastres to meet increased costs of paper and printing'. Its average sales are 13,000 copies an issue, and it has reached over 21,000. In March 1954 the Bureau began publishing an Arabic monthly, *El Kubaar*, to provide educational and recreational matter in simple Arabic for adult readers of limited schooling. *El Kubaar* sells six to seven thousand copies per issue 'in spite of distribution problems'. The Juba Bureau publishes an Arabic monthly, mainly for teachers, and *Future*, a quarterly in English and Arabic, which serves a wider field.

The Bureaux face a difficult problem of distribution. 'Much of the vast area of a million square miles which they serve is notable for poor communications; roads in many cases are closed for two to three months of the year; there is no railroad south of the twelfth parallel or west of El Obeid, and even in the dry season parcels may be two to three weeks in transit to outlying places.' An encouraging experiment has been made with travelling bookshops. At the beginning of 1955 the Khartoum Bureau made a new experiment. 'A merchant is being nominated to serve as an agent for the supply of books and magazines. These merchants also agree to carry a small stock for sale to the general public. Although some small village schools will have to be served direct it is hoped that this move towards more normal commercial practice will provide much wider book-buying facilities for both adults and children' (*Oversea Education*, July 1956).

Training for Social Welfare and Community Development

THE Department of Social Welfare and Community Development in the Gold Coast produces a quarterly publication called *Advance*. The issue for April 1956 was devoted to the question of training for community development work, and included an article by the

Professor of Education in the University College of the Gold Coast. Professor Lewis points out that a university training is no substitute for practical experience and the lessons to be drawn from it, but rather is a preparation, fitting the students to learn the lessons of working experience. Training in the University can also be valuable in giving to the Community Development worker an understanding of the diversity of officers and organizations with whom he will have to work—the hierarchy of the civil service and the local authorities on the one hand, and the people with their own traditions and outlook on the other. In addition, pre-service training in the University should include a study of the history and practice of mass education and community development. He suggests, therefore, that a course of pre-service training might comprise the following subjects:

1. The organization and machinery of government with special reference to the working of the civil service and local authorities.
2. An introduction to the methods of anthropological and sociological studies.
3. Techniques of language study in the field.
4. History and methods of mass education and community development.

There are advantages in such a course being taken in the University rather than in a government department: the student would receive guidance in analysis and criticism, leading to a shrewder assessment of facts and trends than is always possible in the atmosphere of the day-to-day task; in the University the exchange of views can be more informal and the university teacher is likely to benefit by having to consider his principles alongside the practical experience of the field worker.

Development of Local Government in the Colonies

A CONFERENCE was held at Queens' College, Cambridge, England, from 22 August to 2 September 1955 under the auspices of the Royal Institute of Public Administration, with Sir John Wrigley, K.B.E., C.B. as Chairman. The Conference divided into six Study Groups who, during the first week, studied the following aspects of the subject: I. Constitutional and Political Factors in the Development of Local Government; II. Relations of Local Authorities with the Central Government and with Traditional Authorities; III. Financial Resources of Local Authorities; IV. Problems of Representation; V. Internal Organization and Management; VI. Recruitment and Training of Staff. The Reports of these Groups were circulated to all members of the Conference and were discussed in plenary sessions on 31 August and 1 and 2 September. The Reports, as amended in the plenary sessions, have been published by the Royal Institute of Public Administration (Haldane House, 76a New Cavendish Street, London, W. 1) together with a general summary of the Conference by the Chairman and a list of the participants (who included officers from British oversea territories, from the British Colonial Office, special consultants on Local Government, observers from Belgium, France, Jordan, United States). Also included in the published Report is a list of courses in Public Administration held in the United Kingdom and in the oversea territories and an appendix giving details of the Financial Resources of Local Authorities in the various territories.

Le Blason de Dakar

DEPUIS des années se posait la question de l'adoption d'un blason symbolisant la ville de Dakar. Une vingtaine de projets furent soumis à la Commission désignée pour les examiner et proposer à la Municipalité celui qu'elle estimerait pouvoir être retenu. Aucun d'entre eux ne donnant pleinement satisfaction, la Commission décida de retenir le meilleur d'entre eux