

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,

and was presented to the New York Public Library by the Carnegie Corporation in 1926. It was placed in the 135th Street branch, and Schomberg acted as its curator till his death in 1938.

The literature of the Schomberg collection is not devoted only to the Negro in the United States; Africa, the West Indies, Brazil, and other regions in South America are represented; some of the rare items include text-books from the Republic of Liberia and grammars of various African languages. A selected bibliography published in 1940 is classified under the following headings: Historical Background, both within the United States and outside, Economic Outlook, Social Development, Race Relations, Records of Personal Achievement, Literature, Music and Art, Folk Lore. An exhibition of manuscripts and pamphlets was organized in September 1942, and a special bibliography was issued in 1943, both relating to the Negro and the War.

African Language Studentships

UNDER the Colonial Development and Welfare Act the Colonial Office has established ten studentships for Africans, for linguistic training, six for West Africa and four for East Africa, tenable at the School of Oriental and African Studies in the University of London. The studentships are for two years, from October 1944. The training will be related chiefly to the students' own languages, that is to say to Twi, Yoruba, Ibo, Swahili, and Nyanja respectively.

It is felt that the time has come when Africans should be scientifically trained for teaching and research in their own languages. The standard of teaching of the African languages, primarily to Africans but in a lesser degree to Europeans, will thus, it is hoped, be raised. The production of vernacular literature should also be stimulated and a proper pride in the mother tongue encouraged. The problems of translation need far more expert handling than they have had in the past. Both translations and an adequate supply of African literature are necessary for any scheme of mass education. There are, moreover, in most African territories, outstanding problems of dialect and orthography which must be satisfactorily tackled before any considerable literary output can be expected. The right people to solve these problems are the Africans themselves, but to do this they need training.

There is an ever increasing need for trained linguists, both African and European, at the institutions for higher education which already exist, such as Achimota, Yaba, Makerere, and the West African Institute. There are, possibly, African Universities to follow, and these institutions, as well as the Universities in this and other countries, will also need trained linguists. It is hoped that Africans who come for linguistic training will gradually be equipped for some or all of these tasks.

In addition to the studentships for Africans already described, the Colonial Office has also created four postgraduate research studentships in African languages, not confined to Africans, and also tenable for two years either at the School of Oriental and African Studies or partly there and partly in Africa. They are intended for people who have already had linguistic experience, though possibly not in African languages.

Fellowships not allocated to any particular subject have also been created and it is hoped that some of these will be available for linguistic research.