

## Notes and News

### *American Universities extend their Activities in Africa*

THE growing interest in African affairs taken in the past few years by American universities, with their African Studies Programs and the formation of an active African Studies Association, has been well documented. In the past twelve months this interest has taken a new turn, as a number of the universities have translated their 'studies' into 'activities'. There are now at least fifteen American universities engaged in active participation with University Colleges in Africa. The extent and success of these joint ventures have yet to be assessed, but notice has already been taken of the co-operative undertakings of Michigan State University with the University of Nigeria, Nsukka; of the University of Pittsburgh's Graduate School of Public and International Affairs with the Institute of Administration, Zaria, now to be formally associated with the new University of Northern Nigeria; of Yale University with the Law School of the new University of Tanganyika; of the University of Chicago with the Department of Political Science at the University College, Makerere; and of Syracuse University's recent mission at the request of the Government of Kenya to study training for public administration at Kabete and the Royal College, Nairobi. Two examples of the practical projection of the American university presence into Africa merit special notice by virtue of their originality. One is the Africa-Asia Public Service Fellowship Program of Syracuse University's Maxwell Graduate School and the other is the Africa Fellowship Program of the Massachusetts Institute of Technology. In brief, these programmes have each established a dozen African internships, whereby young American graduates, holding the additional qualification of Law School experience or a superior degree in public administration or business administration, spend 15-24 months working as an Assistant Secretary or Assistant District Officer with an African government. Examples of such contract appointments so far made include a lecturer at the Ghana Law School, an attachment to the Commissioner for Native Courts and another to the Attorney-General's Chambers in Northern Nigeria, assistant secretaryships in the Ministry of Economic Planning or its equivalent in Sierra Leone, Northern Nigeria, and Uganda, and posting as an administrative cadet in Basutoland and Bechuanaland.

(Communicated by A. H. M. Kirk-Greene)

### *The Geneva-Africa Institute*

THE State of Geneva decided, at the end of 1960, to establish the Geneva-Africa Institute (Centre genevois pour la formation de cadres africains) to provide a training centre for African personnel and for professional men and women with administrative, vocational, technical, or commercial responsibilities in the various emerging African States. Under its Director, Dr. Henri Philippe Junod, the Institute will co-operate with existing Genevese institutions to offer governments and universities and schools of professional or technical training specific means of supplementing what may be lacking in Africa. Encouragement of mutual help between Europe and Africa will be a main objective. A special feature of the Institute's programme will be practical linguistic courses in French and English to assist mutual understanding between educated Africans, so that they may communicate with one another without an interpreter. Other courses include: An Introduction to Black Africa, by the Director of the Institute; An Introduction to Switzerland and her Institutions;

An Introduction to International Co-operation. Africans wishing to come to the Institute should be in possession of bursaries either from their own country or from national or international foundations. Further information may be obtained from The Director, Geneva-Africa Institute, 2-4 route de Drize, Geneva, Switzerland.

### *Unesco Conference on the Development of Education in Africa*

A CONFERENCE on the development of education in Africa was held at Addis Ababa from 15 to 25 May and was attended by representatives from thirty-nine participating States and territories. The conference was inaugurated by His Imperial Majesty the Emperor of Ethiopia, Mr. Vittorino Veronese, the Director-General of Unesco, and Mr. Stein Rossen, the officer in charge of the Economic Commission for Africa (ECA). The Minister of Education of Ghana, Mr. A. Duwoona Hammond, was elected president of the conference.

The educational needs of the African States in relation to the economic and social development of the region were defined as follows: (a) finance for school construction, for non-African teachers and for providing scholarships for Africans to study abroad; (b) equipment and books for secondary, general, technical, and agricultural schools; (c) teacher-training institutions to produce primary teachers, and expatriate teachers for these and for expanded second-level programmes; (d) revision of the scope of education and of the content of textbooks in terms of the changing structure of existing economies and of the social and cultural conditions of Africa; (e) education of girls; (f) higher education to meet the urgent need for high-level manpower; (g) adult education to eradicate illiteracy (it is estimated that there are about 100 million illiterates); (h) planning of educational expansion both in quantity and quality.

Among its recommendations the conference urged that the content of education should be related to the economic needs and cultures of Africa, greater weight being given to science and its application, and that in Africa, at its present stage of development, the highest priority in education should be accorded to ensuring that an adequate proportion of the population acquires at secondary and post-secondary levels the kinds of skills needed for economic development. The conference also recommended that programmes of study and research should be undertaken by Unesco, ECA, and Member States, as appropriate, on the following relationships between different patterns of development and manpower: timing and balance between educational and economic development, priorities within a balanced educational system; economic and social returns to be derived from investment in education; the problems faced by education in transition from a subsistence to a monetary economy; the technology of teaching, and the need to establish institutes in Africa for development and research in education.

### *National Pedagogical Institute in Leopoldville*

A NATIONAL Pedagogical Institute for the training of teachers in secondary and higher education has recently been opened in Leopoldville. The building and grounds of the Institute, at Géo Binza on the outskirts of the town, have been provided by the Congolese Government, and Unesco has supplied staff and equipment.

The Institute offers a two-year course for training teachers for the first two or three years of secondary education. It will also provide a shorter, accelerated course for selected primary school teachers who would qualify to teach in the first and possibly second grades of secondary schools. Training courses for primary school inspectors, seminars and workshops for educational administrators and specialists, will also be organized. The Institute