

atlases and bibliographies for Africa, and established joint training centres for technical staff. In 1955 it sponsored a Foundation designed to facilitate an exchange of visits between scientists and technicians in the different territories of Africa. But further consideration led it to give priority to a more specific programme of technical assistance for which F.A.M.A. was accordingly set up.

The primary objects of F.A.M.A. are to collect and disseminate information concerning offers of, and requests for, the provision of technical assistance by one member state to another. It is expected that such technical assistance will take three forms: (i) providing the services of experts, instructors, or advisers; (ii) training personnel; and (iii) supplying equipment for training and research purposes.

### *The Teaching of English in African Schools*

A CONFERENCE on the teaching of English in African schools was held from 28 to 30 March 1958, under the auspices of the Institute of Education of the University College of Rhodesia and Nyasaland. Papers were read on the Place of English in African Education; Problems and Progress in teaching English in African Primary Schools; Problems and Progress in teaching English in African Secondary Schools; the Future of African Languages; and the Southern Rhodesia African Literature Bureau. It was stressed that English must be taught early and thoroughly if the education we are giving to Africans in other subjects in the curriculum is to be anything but superficial. The vernacular too is important, not only because it carries the culture of the people but because it is also a vital link between the child and his background. The standard of vernacular teaching should be raised to at least the level of English teaching for those whose mother tongue is English. This would prove an effective means of helping Africans to learn to speak, to understand, and to write English better.

The Southern Rhodesia African Literature Bureau aims to supply literature for the growing numbers of literate Africans and to encourage African authorship. A reader-research poll showed that 77 per cent. preferred their reading matter to be in English, 17 per cent. in Shona, and the remaining 6 per cent. in Sindebele. These results were not regarded as surprising but as an indication of the African's realization of the importance of a knowledge of English to extend his studies. Publishable manuscripts had been received in the vernacular from well-educated Africans who were fluent in English, and seemed to want to turn back to their own history and folk-lore only after they had achieved a full education in English along Western lines. Adult African reading preferences were shown in a list of subjects or themes arranged in order of popularity. Education, The Law, How Government Works, and Health came first; European Customs and Love Stories last; but it was thought that as education spreads, the need for entertainment will rise and the need for direct instruction fall.

Among the recommendations of the six study groups set up to examine various specialized aspects of the teaching of language were: that research and teaching of Bantu languages at University level be undertaken; that vacation courses in the teaching of spoken English be held at the University College for instructors in teacher-training schools and possibly for secondary school teachers; and that the possibility of African school broadcasts in English be investigated.

### *Centre Interfacultaire d'Anthropologie et de Linguistique Africaines de l'Université Officielle du Congo Belge et du Rwanda-Urundi*

EN mars 1958, le Conseil d'Administration de l'Université officielle a décidé de créer au sein de l'Université à Élisabethville un Centre interfacultaire d'anthropologie et de linguistique africaines.