

versity, Dr. E. G. Malherbe, in his opening address, defined the purpose of the conference as follows :

(1) To assist social scientists in South Africa to get to know each other; (2) to provide an opportunity for delegates to learn at first hand of each other's work, in Government departments as well as in the universities; (3) to stimulate frank and open discussion of the problems hampering social research in the Union; (4) to attempt to reach agreement on social research priorities; (5) to give delegates an opportunity of meeting Professor E. de S. Brunner of Columbia University and Professor C. R. Nixon of the University of California.

Introducing Professor Brunner and Professor Nixon, Dr. Malherbe said that they had come to Natal to assist in launching the Advanced Social Science Training Project, which was designed to prepare selected post-graduate research scholars to initiate, conduct, and supervise projects requiring interdisciplinary co-operation. The training scheme was supported by the National Council for Social Research, and was also being generously assisted by the Carnegie Corporation of New York and the Ford Foundation. In discussing research needs and priorities, Dr. Malherbe emphasized the need for trained investigators and the practical encouragement of post-graduate training. In this connexion he referred to the Institute for Social Research recently established in the University of Natal, where post-graduate training would be given, and interdisciplinary training would be emphasized. The organizer and secretary of the Institute, who was also the organizer of the Conference, Mr. Kenneth Kirkwood, had been appointed to the Rhodes Chair of Race Relations at Oxford; this appointment, though a great loss to the Institute and to the University, could be regarded also as a tribute.

In the course of the Conference papers were presented and discussed on such subjects as : Government departments and social research; co-ordination of social research in South Africa; sampling problems; economic research; educational research; research in industrial relations; problems of research among non-Europeans; the organization of social research in the United States. A number of committees studied methods and techniques, problems and priorities in economic, psychological, and educational research, training and employment of research workers, research in government and administration in South Africa.

In summarizing the Conference, Professor Brunner noted that problems of racial tensions had clearly been a major concern, though different disciplines approached them in different ways. He suggested that research was one means whereby divisions between the different groups in the community might be bridged. He touched briefly on a number of topics which had been discussed, and on the practical value of systematic studies of such questions as the utilization of man-power in relation to the employment of Europeans and non-Europeans; he emphasized the value of community and regional studies, involving co-operation between several institutions, and spoke of the utilization of research, and the benefits which would accrue to the Government and the nation from the prosecution of intense social research.

Education in the United Kingdom Dependencies¹

A RECENT publication of the Central Office of Information gives a comprehensive account of policy, objectives, and achievement in the field of education in the United Kingdom dependencies. A brief historical survey stresses the point that educational progress in the dependencies has always been closely linked to developments at home, and that the history of education in most of the nineteenth-century colonies might be described in almost the same terms as an account of public education in England and Wales in the same period. In

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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-