

### *Social Welfare Training in Kenya*

THE social welfare organization in Kenya, as described in *Mass Education*, consists of a Commissioner for Social Welfare, with a small headquarters staff, who is responsible to the Chief Native Commissioner; eight European district welfare officers; about 70 African social welfare workers; and the training centre at Kabete.

The methods of training used at Kabete are based on the adaptation of army education methods to civilian requirements. Recruits for the welfare service were to be found mainly from among those Kenya Africans who had enlisted in the Army Education Corps, and it was decided to train them at the Kabete School, the cost of training being borne by the ex-servicemen's training vote. The men who were selected for training in social welfare work were almost all ex-servicemen, and their average age was 25. They were well educated, having had a minimum of eight years' schooling, and those chosen were men of character who would have a strong influence in their community. Before admission to the course they had to be approved by their District Commissioner and, usually, also by their Chief.

The training course which was evolved was one suited to the needs of men who were going to work both in urban and rural districts. The course lasted nine months, and all instruction was in English, though Swahili remained the language of social intercourse. The syllabus itself was divided into four main sections—general background; social welfare and community development in detail; subjects of which special knowledge was required, such as agriculture; and finally, 'techniques' in educational and entertainment activities.

Under the heading of general background came the explanation of the work of Government Departments, and as the school was only a short distance from Nairobi it was arranged that Departmental Officers should come out and give talks on the policy and methods of their Departments.

The study of social welfare work itself was based on the Colonial Office publications *Mass Education in African Society* and *The Encouragement of Initiative in African Society*, and talks were given by the Commissioner for Social Welfare and by District Welfare Officers. Practical demonstration work was carried out at a community centre near the School.

The training in special subjects aimed at giving the future social welfare workers a knowledge of the problems facing, for instance, the Agricultural, Veterinary, and Medical Departments. The Agricultural Officer gave two lectures a week throughout the course, and visits were made to laboratories, training centres, and African farms, while practical work was carried out on the School farm. Talks were also given by the School Medical Officer, and a course in first aid was run with the assistance of the St. John Ambulance Brigade. Other subjects covered included probation work and the organization of co-operative societies.

That section of the syllabus concerned with techniques included instruction in community centre and information work, adult training methods, and sports and entertainments. The information training included instruction in the operation of wireless sets, the arrangement of posters and photograph display, and the collecting and reporting of local news. Adult teaching work consisted of the study of the techniques employed in teaching reading and writing and the English language. In the sphere of sports and entertainments, the students learned how to run athletic matches, and how to referee games and organize concerts. A number of the students' wives came to the School, and courses were organized for them in cooking, infant welfare, needlework, and other aspects of homecraft. In the four years up to 1950, 80 Africans have been trained in this School.

### *International Centre of Onomastics*

As a result of the Third International Congress of Toponymy and Anthroponymy held at Brussels in July 1949, an International Committee of Onomastics has been set up, and has

been affiliated to the International Council for Philosophy and Humanistic Studies of U.N.E.S.C.O. A permanent International Centre of Onomastics has been established at the Instituut voor Naamkund, of the University of Louvain. The Centre proposes to publish a bulletin *Onoma*, the first volume of which appeared in February 1951 and contained a report on the last congress, communications relating to the progress of onomastics in the 26 affiliated countries, and the first series of onomastic bibliographies.

### *Plan of Education in the Protestant Missions in Angola*

THE plan includes a basic scheme of village, regional, and area schools. Village schools operate during the dry season for about four months. The curriculum includes pre-rudimentary teaching of Portuguese as well as simple manual work.

Regional boarding schools serve a group of three to six villages, are organized by an African committee of Church members, and staffed by certified teachers. The curriculum includes, besides the official 1a and 2a Classe syllabus, agriculture, sewing, basketry, pottery, &c., the course taking three to four years. Selected pupils from regional schools go on to a general school situated in the head village of each Pastoral area. These schools operate in the wet season, and in them pupils begin 3 Classe work of the official curriculum.

After one or two years at the area school pupils may be sent to boarding schools at mission stations, where they are prepared for the government examinations or are drafted to trade schools, or training schools for leaders. There are three training (Normal) schools, at Dondi, Quessua, and Quibocolo, where a four years' course includes study of Portuguese and specialized training for leadership: theoretical and practical teacher training, scientific agriculture, trade training, hygiene, home-making, &c. In addition to this system of graded schools, vocational classes for young men and women who did not attend school in childhood, as well as adult literacy instruction, are organized by the Missions.

### *East African Institute of Social Research*

THE first conference of fellows and associates of the East African Institute of Social Research took place at Makerere College, Kampala, the headquarters of the Institute, from 17 December to 23 December 1950.

Papers were read on 'Field methods and field situations' in which individual field workers described briefly the characteristics of their areas, the object of their research, and the methods they felt to be appropriate for such a study. Professor Hoyt and Mr. Philip Powesland contributed papers from an economic point of view. A preliminary discussion followed on a scheme for the comparative study of African political systems in present-day East Africa. It is proposed to hold such conferences twice yearly.