

not know the language implies a lack of courtesy of which no white person should become guilty.

Dr. Ward's advice and recommendations will be of use to any one who is concerned with African languages, but most of all to those working in Africa. There is no doubt that she will be grateful for criticism and suggestions from those who have personal experience; any such suggestions and criticisms will be used in a future edition and will help to make the paper an indispensable vade-mecum for every serious learner.

The paper is being republished in the series published in connexion with *Africa* as Memorandum XIV, price one shilling per copy.

African Food Values.

Most doctors in the African services agree that the native cannot advance much further until his food-supply is considerably improved. Intestinal parasites and trypanosomes may sap a large proportion of his energy, but ill-balanced or insufficient dietaries are responsible for most of his other physical ills. But in actual practice those who are faced with the problem of improving native diet are usually in a difficult position. They rarely know the nutritional values of the different foodstuffs consumed in their area. They are often unaware of the comparative work done in other parts of Africa by way of analysis of the same types of food. It is difficult for them to keep in touch with the growing body of literature dealing with human nutrition in general, and the special diet problems of tropical regions in particular.

It was to meet this situation that the Imperial Bureau of Animal Health kindly prepared, at the suggestion of this Institute, a set of tables giving the results of the analyses so far carried out on the different African foods. The material has already appeared as a technical publication of the Bureau and is now republished by the Institute with the addition of a bibliography, compiled from British, French, and Belgian sources, of the literature dealing with the problems of African diet and nutrition. This work is published as Memorandum XIII in the series published in connexion with *Africa* under the title 'The Food and Nutrition of African Natives: with tables showing the composition of some African foods and feeding-stuffs mainly of vegetable origin, and a Bibliography', and can be obtained from this Institute, price one shilling per copy.

It should be invaluable to the medical service and to agricultural and veterinary officers and others responsible for native development. The foodstuffs are arranged in alphabetical order and hence it is possible to find at a glance under such a general heading as 'maize' the comparative food values of the different species of this plant, whether grown in one area or in different parts of Africa. Each food is further allotted a reference number

which is listed at the end of the tables under the name of the territory from which it comes. Thus readers interested in one particular area, for example Kenya or Nigeria, can find on one page the number of foodstuffs analysed in that district, with the references to the original papers from which the material is derived. A separate table gives the figures for the salts and edible earths from Kenya, Northern Rhodesia, &c., where these have been analysed—an important contribution in view of the deficiencies generally noted in the mineral constituents of African diets. While this publication is intended chiefly for those medical or administrative officers with a special scientific training it should also be of use to missionaries, compound-managers and all those responsible for framing dietaries for large bodies of African scholars or workers, living under institutional conditions.

Theories of Native Education.

A NUMBER of important publications dealing with different aspects of native education have appeared within the last few months. From South Africa comes the report of an Interdepartmental Commission on the subject, appointed in July 1935.¹ In discussing the aim of education this commission declares that it must accept the realities of South African society—the industrial Colour Bar on the one hand, the impossibility of developing native life in isolation on the other. They do not hold, however, that the recognition of political barriers to African advancement precludes the attempt to raise the general educational level, and, rejecting the view of the Native Economic Commission that in native education there is much that is more important than the three R's, they postulate as necessary the provision of elementary education for every native child and of further instruction for those who can benefit from it. They stress particularly the very short school life of the average native child, and the need for working out a curriculum that will be more than a mere preparation for a further course that the vast majority will never undergo.

As though in answer to their demand comes the account by Dr. W. B. Mumford and Major Orde-Browne of their tour among the schools of French West Africa.² Here is planning such as no other African colony can show—education devised so as to be at every stage complete in itself, and, if it is of the type that qualifies for a career, limited to the number for whom careers will be open. In the villages are bush schools, teaching largely oral French, agriculture, and hygiene; in the larger centres regional and higher primary schools which give elementary instruction in subjects closely related to native life, staffed with teachers trained at spots selected as typical of the

¹ *Union of South Africa: Report of the Interdepartmental Committee on Native Education 1935-6* (U.G. 29, 1936). Pretoria: Government Printer. Pp. 157. 2s.

² *Africans learn to be French*. London: Evans Bros. Pp. 174. 1937. 5s.