

able fact heaves in sight, one is within one's democratic rights—but such action does not merit high recognition as an example of either democratic courage or democratic intelligence.—  
W. C. B.

**MASS EDUCATION FOR 40,000,000  
AFRICAN PEOPLE**

UNDER the above caption, the British Information Services, in a release dated February 23, made the following announcement:

The principle that education should be adapted to the aptitudes, occupations, and traditions of primitive colonial peoples and should aim at producing leaders of the people belonging to their own race was laid down in a Colonial Office paper on education policy in 1935. The Advisory Committee on Education in the Colonies, set up by the Colonial Office, has now issued a report which proposes more comprehensive action than has ever hitherto been undertaken. It proposes that mass education of the 40,000,000 people of British Tropical Africa should be undertaken, the first step being the elimination

of illiteracy within a given time—the period of two to three decades is suggested. This mass education shall embrace both adults and children, and women as well as men.

The ending of illiteracy is not in itself the aim but only the spearhead of the campaign, which will be centered around the particular problems as well as the local traditions of the various peoples. Essential to the scheme is the "active and understanding participation of the community itself." The co-operation of all groups working in African administration and welfare and particularly all educated Africans and returning soldiers is urged, as well as the use of all the various educational techniques which have lately been evolved, such as broadcasting, the cinema, mobile libraries, and so on. The aim of this proposal for speedy and widespread development of education is to secure the goal already stated by the government as: (1) the improvement of the health and living conditions of the people; (2) the improvement of their well-being in the economic sphere; (3) the development of political institutions and political power until the day arrives when the people can become effectively self-governed.

Notes and News . . .

THE following changes in staff have been announced by Smith College: Four members of the faculty have been named pro-