

The further progress of the Society will be watched by all friends of the Natives, and especially of the town-dwelling Natives, with the greatest interest. Under capable and enthusiastic leadership, it may achieve great things for the Johannesburg Native community—providing an outlet for creative self-expression; stimulating and enriching the town-Natives' cultural life; and gaining the sympathetic interest of many Whites who, ordinarily, without positive ill-will against the Native, yet neither know nor care what he feels or does or thinks; who never think of him sufficiently even to ask what life in a White industrial and mining town offers to him beyond an economic pittance, or what he, in turn, can contribute to the life of the town. The performances of the Bantu players may yet build a new bridge across the gap which divides White and Black South Africans into two different worlds. (*Communicated by* PROFESSOR R. F. ALFRED HOERNLÉ, President of the Bantu Men's Social Centre, Johannesburg).

Bantu Language Academies.

A proposal is being brought by Dr. C. M. Doke before the Inter-University Committee for African Studies, for the setting up of certain language Academies in the Union of South Africa. One of the principal aims of these proposals is to encourage the Bantu people themselves to take a more active part in the development of the languages.

The following is an outline of the proposals :

1. That language Academies be set up, one for each language or language-group as decided.
2. That the foundation membership of each such Academy be at least fifty per cent. Bantu.
3. That new members, honorary and active, be appointed to the Academies as a mark of distinction for meritorious work in language or literature.
4. That the terms of reference of the Academies be briefly as follows :
 - (a) To act as consultative and advisory body on all subsidiary questions of orthography.
 - (b) To forward dialectal unification and standardization of grammar, vocabulary, idiom, etc., and organize a dialectal survey.
 - (c) To advise upon the inclusion or exclusion of doubtful or new words, phrases, idioms, grammatical forms, etc., in the language.
 - (d) To advise upon linguistic terminology.
 - (e) To choose and propose suitable texts for translation into the vernacular from a foreign language.
 - (f) To appoint suitable translators or endorse such work already undertaken by individuals.
 - (g) To approve the content and language of manuscripts submitted, and to recommend such as are approved for assistance in publication.

(h) To forward the recommendations of the preliminary investigation (undertaken by a committee of the Inter-University Committee on African Studies, see *Bantu Studies*, Volume VII, No. 1), and to make further recommendations for the development of literature and language study.

(i) To award distinction to any one publication in any one year.

Meanwhile opinion and advice are being widely sought (1) upon the principle of establishing at the present time such Academies, and (2) regarding the composition of a representative Central Bantu Literature Committee. The work of this Committee would be:

- (a) To decide on the number of Academies to be set up, and the details of their functions.
- (b) To appoint the foundation members of each Academy.
- (c) To receive reports from the Academies, to co-ordinate their operations, to confirm their proposals, and to decide upon general principles for their guidance.
- (d) To confirm the election of additional members to Academies.
- (e) To undertake the raising of funds to assist in financing publications recommended by the Academies.
- (f) To appoint standing sub-committees on (i) publications, (ii) educational literature, (iii) translations, etc.
- (g) To act in consultation with the Inter-University Committee for African Studies and other such bodies.

Dr. I. C. Ward's Linguistic Tour in SE. Nigeria.

In my five and a half months' stay in S. Nigeria, which was made possible by the Rockefeller Grant to the School of Oriental Studies, London, two main aims were before me, (1) to verify and supplement the work done in England on Efik and to collect material for a short comparative study of the Ibibio-Efik group of languages and some of its main dialects; (2) to begin work on the tones of Ibo and their function, and to gather information about the main dialects of this difficult language. In addition to these two objects, having had thirteen years' experience of teaching English to foreigners, I was interested in the teaching of English, particularly the spoken language, and found time to make observations on this aspect of language work and to lecture on it in several centres.

My plans had been discussed beforehand with the Director of Education for Nigeria, Mr. E. R. J. Hussey, and I am indebted to him and his staff, particularly to Mr. R. F. G. Adams who is in charge of the Ibo and Efik Translation Bureaux, to District Officers and to the Scottish, Methodist, Qua Iboe and Church Missionary Societies for the excellent arrangements for my work and the smooth working of my plans and for frequent hospitality