African Students in the U. S. S. R.: Some Preliminary Observations [Abstract]
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universal primary education during the early 1970's, while hopefully maintaining quality in teachers. The limitation of primary educational expansion is not a long range goal.

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(57) Language, Schools and Government in Cameroun

The languages used in schools have not always been the same as the languages used in the community in Cameroun, with its history of English, German, and French speaking governmental connections combined with its many vernaculars and highly developed forms of 'pidgin' speaking. However, languages used in schools have significantly influenced what has become spoken in the community. It has also been the schools which have functioned as agents in the implementation of governmental language policies and regulations.

The recently independent Federal Republic of Cameroun, lying between English, Spanish and French speaking territories of West and Equatorial Africa, has a history of internal migrations of Bantu, Hamito-Semitic, and Sudanic language groups, as well as centuries of contact from overseas, Portuguese, Spanish, Dutch, French, Danish, Jamaican, British, German, Swiss, Norwegian, Canadian and American. German, French, and British administrations, "protectorate", "mandated", and "trusteeship", have not only helped distinguish Cameroun from her neighbors, but have also affected development and change in language usage in and out of schools.

Today, Cameroun has a multilingual language usage situation, together with two official languages, English and French, and the complication of two federated states of different proportions and influences, the larger predominantly French speaking in both functioning of government and of schools, the smaller in the same way predominantly English speaking. At the same time there is the governmental policy for schools that both French and English be taught. The question remains as to how effective this policy's implementation will be, and with what possibly varying results. The aim, however, is clearly stated: "Cameroun must become the crucible where, fed by the fire of our faith, the eminent physical, intellectual and moral values of our races, nourished on the Anglo-Saxon and French cultures, will dissolve and merge." (The Hon. W. Eteki-Mboumoua, Minister of National Education, Federal Republic of Cameroun).

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(58) African Students in the U.S.S.R.: Some Preliminary Observations

Several reasons may be listed to explain the need for Africans to study overseas and thus rely heavily on educational systems and training programs of countries outside Africa. Among these are, (1) a shortage of high level manpower; (2) an inherited educational system (a carbon copy of Europe) that does not meet the needs of a developing society. The emphasis has been on humanism, rather than on science and technology; and (3) a shortage of higher educational facilities.
The short-term Soviet objective can be pinpointed as the desiring of the severance of all African ties with Western countries, including cultural, linguistic, educational, political, and economic. The Soviets condemn any kind of continued dependency on the West and label it with such derisive terms as "cultural imperialism" and "neo-colonialism". The Soviet short-term objective is specific and practical. The long term objective seeks the diffusion of Marxist-Leninist ideology, with the hope that it will become an accepted mode of African thinking about the solving of social, political and economic problems.

The training and preparation of students from Africa helps to break certain dependencies on expatriates and hence particularly fulfills the short term objective. Soviet educational assistance takes many forms and has many geographic locations. Scholarship pledges are made through the UN's Committee on Non-Self-Governing Territories and Trusteeship Council. Soviets participate in UNESCO-sponsored conferences and surveys. In Africa, the U.S.S.R. has been building and/or staffing institutes.

Of the approximately 3,000 Africans reported to have been in the Soviet Union last year, only 572 were at Friendship University. Others were scattered throughout several of the 15 union republics from the Baltic to the Black Seas, and from Lvov, on the Polish border, to Tashkent, several thousand miles away in Central Asia's Uzbekistan. Africans in the U.S.S.R. can undertake numerous kinds of training, from atomic energy to zoology and from banking to youth leadership.

Other universities and institutes of higher learning in the U.S.S.R. normally come under a specific ministry, but Lumumba University has five cosponsors: (1) Soviet Afro-Asian Solidarity Committee, (2) Union of Soviet Societies of Friendship and Cultural Relations with Foreign Countries, (3) All-Union Central Council of Trade Unions, (4) Soviet Committee of Youth Organizations and (5) Ministry of Higher and Specialized Secondary Education of the U.S.S.R.

Some of the areas of importance of Friendship University for the implementation of Soviet objectives in Africa are as follows: propaganda value of its very existence—including the original announcement and response and its name—, the curriculum, and the stay of the students in the U.S.S.R.

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(59) Political Socialization in the New Nations of Africa

Social scientists regard education in a modern society as a key communicator of social and political values. A comparison of propositions which social scientists use to describe the process of political socialization in societies today with studies that have been undertaken on the process of socialization in sub-saharan African nations confirms the need for these nations to carry out basic research in this area and to assess the results in educational and development planning.

The process of social and political communication needs to be further investigated at all levels within the educational system. The role of such groups as the teachers and peer groups within a school community may elicit valuable