tent to review social science projects. Critics say that such a section would be operating in an indifferent, even hostile, atmosphere, and that the experience of other agencies has shown that it is impossible to attract first-rate scientists unless an agency is administering a respectable research program of its own.

State Department regulations, when they are published, may banish these objections. But the delay in their publication—caused, it seems, by lengthy interagency negotiations, vacations, and a bureaucratic hope that time will cool a controversy—has heightened suspense and nourished rumors.

There is a surprising degree of agreement, in and out of government, that studies with the objectives of Camelot are necessary. At a time when stage-managed "wars of national liberation" are emerging as the number-one foreign policy problem for the United States, the potential contributions of social sciences research abroad can hardly be ignored.

Project Camelot can be viewed as a reaffirmation of the old saw, "It ain't what you do, it's the way you do it." At the lowest level, the name Project Camelot, with its echo of military jargon, its quixotic ring, and its cloak-and-dagger aura, was regrettable in the context of Latin American sensitivities.

Federally sponsored field research in the behavioral sciences can be, and is being, done in Latin America. SORO itself has such work in progress, out in the open and with the cooperation of local governments. The United States Information Agency has for some years conducted opinion surveys abroad by means of questionnaires—which are currently a symbol of Yankee meddling in Latin America—but USIA hired local concerns to make their surveys and apparently had very little trouble. Camelot, doubtless, has made things more difficult.

One major lesson to be drawn from the Camelot reversal is that social sciences research would profit from the kind of apparatus constructed in the years when the physical and life sciences began receiving major support from federal agencies. SORO, for example, lacks the support of a distinguished board like the RAND Corporation, or a consortium of universities like that which backs the Institute for Defense Analyses. Perhaps more to the point, projects are not scrutinized by review panels made up of outside experts such as those NSF and NIH depend on.

The social sciences began to receive sizable sums for research from the federal government only recently, and the fraternity is years behind the physical scientists in developing solidly founded relationships with the federal government. It is revealing that the behavioral sciences committee of the National Academy of Sciences' National Research Council signed a contract with the Army only last March for advisory services in the general area of social conflict. It is even more revealing that an *ad hoc* committee formed to undertake the task held several meetings and then voted to dissolve itself early in June (before Camelot came apart). It is known that some members of the committee took the view that certain aspects of the Army program were impractical and ill designed, and that this hastened the dissolution. The committee, in putting itself out of business, however, urged that closer supervision by the scientific community of the kind of projects it had been looking at was highly desirable.

Camelot is probably an episode rather than a calamity, but it should be a plain warning to social scientists, who seem to talk a lot about infrastructure, that they had better do something constructive about their own.—JOHN WALSH

Education: U.S. Institutions Prepare African Students for Development Tasks at Home

African students first began coming to the United States in substantial numbers in the late 1950's, and since that time American colleges and universities have had a rare opportunity to leave their imprint on the development of a growing number of nations of Africa. They appear to be doing just that, although the development problems of Africa are so vast that they yield slowly to efforts at increasing the supply of trained manpower.

The African students here numbered 6800* last year, and the total may rise again this year; for the past 6 years the rate of increase of Africans studying here has been greater than that for the students of any other geographic area. Although the Africans represent only about 8 percent of the 82,000 foreign students in the United States, their potential influence on the future of the countries from which they have come is quite obviously very great. One need only cite the familiar example of President Kwame Nkrumah of Ghana, educated at Lincoln University and the University of Pennsylvania, to make the point. The U.S. government, most of the African governments, the American academic community, and a number of private agencies all have been consciously engaged in encouraging the flow of young minds from Africa to our institutions. Africa's historic ties having been largely with the former colonial powers of Europe, it is not surprising that of the 45,000 Africans reportedly being educated outside their own continent, two-thirds are attending institutions in Britain and France; but two new poles of attraction for African students—the United States and the communist bloc—now are beginning to assert strong educational influence of their own on Africa. Africans studying in the bloc countries—over 6000 last year—are comparable in number to those studying here. The bloc, despite some embarrassing and well-publicized incidents involving African students, continues to recruit them in large numbers.

Understandably, some persons in Congress and in the institutions and private agencies which administer African student programs now feel that the time is ripe to take a look at how the students are faring here. The Subcommittee on Africa of the House Foreign Affairs Committee held 4 days of hearings in June on African students in the United States and issued its report last month. Although nothing alarming was discovered, certain weak points were uncovered, and the U.S. government was urged to adopt a "more positive role" to see that the students reach their educational goals.

Africa's urgent need for university graduates is evident. When Zambia (formerly Northern Rhodesia) became independent last October the country was pitifully short of the trained civil servants needed to fill positions that had been staffed by Britons. In Uganda last year, of the more than 700 teachers, only 30 were Africans, the remainder being largely British and American. Similar manpower shortages are easily cited for other African nations.

Everything else being equal, it would be better to train more African students at home and have fewer go

* Includes 1279 from the United Arab Republic. Statistics on African students should be viewed with caution. Some authorities believe they often are off by 15 percent or more.

abroad. But the universities of Africa simply are too few and too undeveloped to accommodate all who apply. This is true even though within the last several years the number of universities south of the Sahara has increased from 24 to 35. Two years ago, Uganda had some 2000 of its nationals studying abroad, but still had trouble providing for the unanticipated flood of new students at Makerere University College at Kampala. Nigeria, which now has five universities whereas 5 years ago it had only one, has begun to catch up on the demand for undergraduate facilities. But two of the new nations of central Africa—Zambia and Malawi —still have no universities at all.

All but two of the universities of sub-Sahara Africa have been founded since World War II. Graduating classes have tended to be small, and students often find the available fields of study to be limited. Moreover, when students go abroad to study medicine, agriculture, veterinary science, or other subjects requiring special facilities, this may permit a delay in the introduction of such costly courses to the university at home. As a result, the university is able to devote more of its scarce resources to the critical tasks of preparing secondary school teachers and civil servants.

The African students who come to the United States fall into two broad categories, the sponsored and the unsponsored. The sponsored students—who make up nearly two-thirds of the Africans on American campuses—come on full or partial scholarships and usually have at least part of their living expenses covered; most get summer jobs and work part-time during the school year, but for the most part they look for support to the U.S. government, their own African governments, or to a private agency such as a church or foundation, and often to all three.

The sponsors usually encourage, and sometimes require, the student to relate his studies to important development tasks of his country. The State Department's Agency for International Development is especially strict in seeing that the students it sponsors through its African "participant" programs are being prepared to take part in development projects in which AID itself is interested. This fall, for example, 13 assistant highway engineers from Sudan's Ministry of Public Works will begin an 18-month program of study at the University of Washington. After earning a Master of Science degree, they are to work for 6 months with county highway departments in the State of Washington before returning to Sudan.

This program took shape in two stages. First, the AID mission in Sudan, in collaboration with the Sudanese government, decided who was to be sent and set their training goals. The 13 trainees are expected to become proficient as materials engineers. They must acquire some knowledge of geology in order to find and exploit road-building materials. They must become well versed in the properties and uses of steels, asphalts, cement, and other materials used in bridge and road construction.

AID training specialists in Washington asked the Department of Commerce's Bureau of Public Roads to arrange a program that would meet the goals specified. In recommending that the students attend the University of Washington, the Bureau noted several advantages: the university, after reviewing the students' academic records, agreed to accept them all, thus permitting the 13 to remain together; a weekly seminar will be held during their first quarter to ease their adjustment problems; an excellent community program exists for foreign students, and chances of racial incidents are minimal; finally, the county highway departments with which the students will work use construction standards more comparable to those of Sudan, where six-lane turnpikes and elaborate cloverleafs are not yet the rule. When the engineers return to Sudan they are bound by an agreement that was signed before their departure to work for the Ministry of Works for at least four years.

AID plans to bring more than 4700 African "participants"—an increase of 1300 over two years ago—to the United States during the current fiscal year, though a large number will be industry trainees, businessmen on observation tours, and the like. But many will be students coming here to earn an undergraduate or graduate degree.

In the past, more than half of the AID African participants have come for training in agriculture; often they have enrolled in land-grant colleges or in private institutions specializing in agriculture. Nearly one-fifth have come for training in education, and lesser numbers have come for work in such fields as industry, community development, and public health. Some students are being prepared to teach in African universities, as these institutions still depend heavily on Europeans and Americans to staff their faculties.

Two other programs through which AID helps to finance African students are the African Scholarship Programs for American Universities (ASPAU) and the African Graduate Fellowship Program (AFGRAD). ASPAU is run by the African American Institute and jointly supported by AID, which covers the administrative costs and pays the students' living expenses, and by 215 American colleges and universities, which give the students tuition-free scholarships.

Since ASPAU began in 1959, a total of 964 students have entered the program and another 225 enter it this fall. The colleges attended by ASPAU students are widely distributed among 44 states and the District of Columbia. AFGRAD is a much smaller program, having 70 students enrolled last year in 30 universities, but will grow as more African students, both in this country and Africa, complete their undergraduate studies. Care is taken to see that ASPAU and AFGRAD students eventually return to Africa and enter into their countries' development effort. ASPAU students must sign a bond or statement of intent to go back home after graduation and accept a job offered or approved by the government. The African governments assures AFGRAD students that they will be offered a job.

The State Department's Bureau of Educational and Cultural Affairs also has a number of programs through which about 17 percent of all African students in the United States get help, though often it covers only part of their financial needs; during the last year 865 students were aided. A scholarship program for students from the white-ruled countries of southern Africa, most of whom are refugees, is conducted at Rochester University and at Lincoln University, a predominantly Negro institution in Pennsylvania. These students present special problems in that many have weak academic backgrounds, and sometimes personality difficulties as well, perhaps from growing up with a sense of political oppression.

Unsponsored African students are those who study here largely on their own means; some may obtain help from the institutions they attend or from other sources, but generally they lead a precarious hand-to-mouth existence.

Their contact with their countries is tenuous, and there is little assurance that they will acquire the skills most critically needed at home. Moreover, their studies are often unduly prolonged, as they must struggle to carry their academic load while working to earn the money necessary to stay in school. They become taxi drivers, night switchboard operators, dishwashers, anything to keep themselves going; a few lucky ones get language-teaching jobs, but these are rare.

The unsponsored are the students probably most exposed to racial discrimination. A student adviser at an institution in the Southern border area tells of how one African student who worked at an off-campus dishwashing job discovered that his co-workers had put acid on his clothes because they resented him both as a foreigner and as a Negro. Such cruelties are not common, but they might be prevented almost entirely if so many African students weren't forced to live on a catch-as-catch-can basis. The Africa Subcommittee of the House recommended that unsponsored students be given financial assistance and counseled on how to prepare for priority jobs in their countries.

The profile of the African student in the United States has been changing. The Institute of International Education's 1961 survey of 1500 Africans studying here showed that 70 percent of them were undergraduates and that the social sciences were far and away the most popular fields of study. Visions of a career in politics or government moved many of the students to study economics, political science, and allied subjects.

The students now are a bit older (often in their late 20's), the proportion of undergraduates having declined to 63 percent, and fewer of them major in the social sciences (down from 35 percent to about 25 percent last year). The natural and physical sciences and especially engineering have gained somewhat in popularity; together with the medical sciences, they are the fields now pursued by 37 percent of the African students. Last year 495 students (excluding Egyptians) were doing graduate work in those fields: 266 in the sciences, 146 in engineering, and 83 in medical sciences. The modest decline in the percentage of undergraduates here reflects the gradual expansion of university education in Africa.

Although in adjusting to university life here African students have had their difficulties, on the whole they have adjusted satisfactorily. Academic performance has been uneven, especially among the unsponsored students, but speaking generally the Africans have been on the same "curve" as their American classmates. The record of the 964 carefully selected ASPAU students has been very good indeed. Failures among them are rare, and about 90 percent of their marks have been A's and B's. Difficulty with English is enough of a problem for the Africans to make remedial work often necessary; this problem would be worse if the great majority did not come from the former British colonial areas where English is used in the schools.

Occasionally, an African student is singularly honored by his classmates. A Nigerian has been elected vice president of the student body at Northwestern University; at Howard University, a predominantly Negro institution founded in Washington after the Civil War, African students have long since ceased to be a novelty, and their acceptance by the professional and academic clubs was underscored last year when a Nigerian was elected president of the Engineering School's honor society. The presence of Africans on American campuses contributes to a cosmopolitan and intellectually stimulating atmosphere; at those 20 institutions which have Africa area programs the Africans can impart a greater sense of reality to the studies.

Some Africans leave the United States embittered by the racial discrimination they find here, but student advisers here and U.S. diplomats abroad believe that the students go home with a more mature understanding of the American racial problem than they had when they arrived. They have become immunized, or so it is hoped, against the distortions of the African press, much of which is going through a phase reminiscent of our own worst period of yellow journalism.

Surveys have indicated that about 10 percent of the foreign students who come to the United States either never go home or go and eventually return. But a 1961 poll of African students showed only 1 percent were undecided about returning home. Time has been too short since African students really began coming to the United States, however, to say flatly whether a significant number will or will not become expatriates.

The best evidence to date is that once they earn their educational credentials—though often they prolong their stay to get a graduate degree—they hurry home to join in the competition for the choice jobs. "They are captivated by their own mythology of nation-building," observes E. Jefferson Murphy, vice president of the African American Institute. "The expectations of the students are almost invariably higher than what they find when they get home," he says. "It is not unusual to find a student who thinks he may become a foreign minister. This is usually nonsense." The power elites of the new African nations have crystallized, and the incumbent leadership tends to be well entrenched. Nonetheless, returning students usually are justified in believing that important tasks await them. The civil service, the rapidly expanding school systems, and such quasi-public institutions as railway authorities and economic or tourist development corporations are ready to absorb most of the graduates.

Often no less attractive are the jobs offered by large foreign-owned companies which, for political as well as for economic reasons, have hastened to put Africans in positions of responsibility. These include the oil companies—Mobil, Esso, Texaco, Shell, British Petrol, and others—and such big trading firms as United Africa Co. and Companie Française de L'Afrique Occidentale. In the late 1950's and early 1960's, as African nationalism and the independence movement were gathering full momentum, an able American university graduate could enter one of these firms in west Africa and within several years become a department head. The same kind of opportunities are now opening up in the new nations of east and central Africa.

The tendency among African students here to identify themselves as nation-builders is said to be reinforced by the American civil rights movement. The exhortations of Martin Luther King, Jr., though directed at the Negroes of Selma or Chicago, are not lost on the student from Kenya or Ghana. Ordinary ambitions and expectations pale before the call for a new day. In the years ahead thousands of American-educated men will be holding positions of responsibility in the new nations of Africa. The task of training African students as useful, democratically oriented citizens is worthy of the best of our colleges and universities, and the results thus far appear to support hopes for success.

—LUTHER J. CARTER