lecture at various universities in Canada and the United States during next December and January.

Academic Freedom in South Africa

The International Committee on Science and Freedom, in co-operation with the Association of University Teachers, is calling a meeting in the Caxton Hall, Westminster, on November 2, in support of the South African universities in their struggle against compulsory race segregation and government control of higher education for non-whites. The whole of the August issue (No. 9) of the Committee's *Bulletin* (Joint Secretaries, Lime Cottage, 818 Wilmslow Road, Manchester) is devoted to the subject of *apartheid* and its threat to South Africa's universities, and could indeed be described as a working paper for the meeting. The *Bulletin* sets forth in a series of contributions from persons closely concerned with university affairs in South Africa and elsewhere in the British Commonwealth the circumstances and theories which have led to the introduction of the Separate University Education Bill and the consequences that will follow if it becomes law. Father Huddleston points out that the Bill is the logical consequence of the Bantu Education Act, and that with the Native Laws Amendment Bill, simultaneously introduced, which makes it criminal, in certain circumstances, for an African to worship in the same church as his European fellow Christian, and enables the Minister of Native Affairs to prevent any kind of relation, social, political or religious, between the two great South African races in their own land, threatens South Africa's own culture and civilization. Dr. J. W. Cook, of the University of Exeter, who is to be chairman of the November meeting, writes on university traditions in the British Commonwealth, showing how the traditional standards of Western universities have been successfully put into operation in university institutions established in multiracial communities in the British Commonwealth outside South Africa.

Dr. Edgar Brookes, of Natal University, explains the ideology of *apartheid*, and the Hon. A. van der Sandt Centlivres, Chief Justice of South Africa during 1950–57, sums up the issues involved in the Government's proposals for racial segregation in the universities, while Prof. D. Stuart, of Fort Hare University College, shows how the proposed transfer of Fort Hare University College to government control, and also of all higher education for non-whites, would affect the status of staff and students and the standard of teaching. He also describes the philosophy of education which underlies the Government's proposals and will guide it in administering the non-white colleges. The case for *apartheid* is presented by Prof. H. C. Stoker, of Potchefstroom University, who, however, limits himself to the strictly theoretical arguments and does not consider the practical issues, especially the financial difficulties. He draws a distinction between academic freedom and university freedom, which, while making a valid point about the relation between a university and the society in which it exists, seems a little strained when applied to the present context. All in all, the *Bulletin* gives a fair and concise statement of the issues and of the impossibility of reconciling the proposals of the South African Government with the ideals and traditions of the university as accepted and practised elsewhere in the British Commonwealth and throughout the Western world.

European Baccalaureate

A 'European' baccalaureate diploma, recognized by Belgium, France, the Federal Republic of Germany, Italy, Luxembourg and the Netherlands, is to be awarded to students attending the European School in Luxembourg. Governments of the six countries recently signed an agreement officially establishing the School on an international basis for primary and secondary studies. The venture was started in 1953, when an international infant and primary school was opened in Luxembourg for children of members of the European Coal and Steel Authority. Educational advisors from the six countries concerned were later asked by the Authority to extend the School's scope by devising a system of secondary education along the same lines. Methods proposed, which have now been agreed by Ministers of Education in each country, had to provide a comprehensive secondary school programme in four languages—French, German, Italian and Dutch—in which each child could follow studies in his mother tongue. The courses had also to fulfil the requirements of the educational systems of all the six countries so that the children would not be at a disadvantage when they returned home; a synthesis of the various national programmes has been worked out.

The study of modern languages is given an important place in the curriculum, and international exchanges of all kinds are encouraged. Such exchanges are helped by the fact that, from the second year, pupils of different nationalities are given communal lessons in history, geography, biology and, later, in physics, chemistry and art history. According to the recent agreement, students will be examined for the 'European' baccalaureate by an international 'jury' headed by a university professor selected from each of the countries in turn. Successful candidates will be allowed access to universities or other institutions of higher learning in any of the six countries.

Journal of the University of Madras: Centenary Number

The Universities of Madras, Calcutta and Bombay were founded in 1857, the year of the Indian Mutiny. Now, in more peaceful times, Madras has produced the centenary number of its *Journal* (The Registrar, University, Madras, 5. Rs. 4.00). The issue contains twenty-two articles from scientists in many countries. These include: "The Optical Behaviour of Polycrystalline Solids" by Sir C. V. Raman; "On a New Member of the Cylindrocapsaceae" by M. O. P. Iyengar of the University of Madras; "Metamorphic Geology: Reflexions on Its Past, Present and Future" by H. H. Read; "The International Geophysical Year" by Athelstan Spilhaus, a lecture that was delivered at the University in November 1956; "The Elementary Theory of Population Growth" by J. B. S. Haldane. B. B. Dey's "Fifty Years of Chemistry in Indian Universities" is of considerable general interest, since it illustrates the growing importance of science in India. The *Journal* also contains a résumé of the work of the various scientific departments. The number of these appears to be growing rapidly: the oldest has been in existence for only a quarter of a century and there are now ten. The Department of Geology and Geophysics was founded as recently as 1952.