

## CHAPTER 111.

### The Federation.

- A. Southern Rhodesia.
- B. Northern Rhodesia.
- C. Nyasaland.

#### 1. Situation:

The Federation is situated in South Central Africa, extending about 1,000 miles north and south from latitude twenty-two degrees thirty minutes south, to latitude eight degrees fifteen minutes south. <sup>(1)</sup> On the south it is bordered by the Republic of South Africa, on the west by the Bechuanaland Protectorate, and Portuguese West Africa, on the north-west and north by the Belgian Congo, on the north by Tanganyika, and on the east by Portuguese East Africa.

#### 2. Population:

The total estimated population of the Federation at 30th June, 1959, was 8,070,000 made up of 301,520 Europeans, 7,830,480 Africans and 28,000 other races.

By territories the distribution was as follows: <sup>(2)</sup>

- (a) Southern Rhodesia: Total 2,870,000; (218,120 Europeans, 2,639,180 Africans and 12,700 other races);
- (b) Northern Rhodesia: Total 2,400,000; (74,400 Europeans, 2,409,300 Africans and 6,300 other races);
- (c) Nyasaland: Total 2,800,000; (9,000 Europeans, 2,782,000 Africans and 9,000 other races).

The "Africans" mentioned in "population" (above) range from primitive tribes living under bare subsistence conditions to prosperous businessmen and highly educated professional men such as clergymen, school teachers, journalists and trade union organisers, between these two extremes the African peoples are at all stages of development, but the large majority still live an agricultural life in their tribal areas. There is, however, a growing

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(1) The Federation of Rhodesia and Nyasaland, p.1.  
 (2) Government Fact Paper, No. 97, 1961.

class which seeks a permanent livelihood in urban areas in the two Rhodesias, working in industry and mining, commercial concerns and Government offices.

The "other races" consist almost entirely either of Indians or people of mixed race. In both cases they form small but well-defined separate communities with their own schools and residential areas.

#### A. Southern Rhodesia.

##### 1. History (1)

The colony of Southern Rhodesia obtained responsible government in 1923 and has a parliament of 30 members and a cabinet of seven. The Queen is represented by a Governor who presides over the Executive Council.

The history of African education in Southern Rhodesia is largely the story of the growth of the work of Christian missions. Education was, and is, regarded as an essential element of the missionaries' work. Although the London Missionary Society established the first mission at Inyati in 1859, it was not until 1897 that the first Education Ordinance was passed, providing for the payment of grants to aided African schools. The Government of today, while leaving the education of Africans mainly in mission hands, were able, through the grant-in-aid system, to impose a minimum standard on aided schools, and to some extent, to regulate their growth. Apart from fostering the mission schools, the Government also began a system of state schools, the first to be established being Damboshawa, founded in 1920. Today the Government, as a matter of policy, have established industrial and secondary state schools and accept the financial responsibility for erecting primary and secondary schools in all large urban areas.

##### 2. Facts and Figures. (2)

- (a) Total population (1959): 2,870,000 African, 93.2 per cent; Asiatic, 0.2 per cent;

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- (1) African Education in Southern Rhodesia. Report to Unesco.  
 (2) Prepared by the Education Department, Southern Rhodesia, revised in April 1953 and sent through the Commonwealth Relations Office, London. Total Population: Government Fact Paper, No. 97, 1961.

TABLE XXXII: Primary Education Development: Primary Schools, Aided and Government:

Year	Aided		Government		Total	
	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled
1948	1996	201,124	7	3,716	2003	203,840
1953	2213	251,827	16	9,401	2229	261,228
1955	2420	315,768	27	14,763	2447	330,531
1957	2525	378,538	35	20,570	2560	399,108
1959	2640	418,422	43	31,484	2683	449,906
1960	2606	447,559	46	36,740	2652	484,299
1961	2758	479,565	56	45,858	2814	525,423

TABLE XXXIII: Primary Education Development: Primary Schools, Enrolment in Upper Classes: (Standards 4, 5 and 6)

Year	Aided	Government	Total
1948	14,494	1,200	15,694
1953	16,892	1,434	18,326
1955	22,982	2,678	25,660
1957	26,077	3,675	29,752
1959	36,414	8,755	45,169
1960	41,813	9,893	51,706
1961	47,769	12,769	60,538

TABLE XXXIV: Primary Education Development: Enrolment in Standards 4, 5 and 6 of Community and Evening Classes:

Year	Pupils
1948	377
1953	429
1955	953
1957	1,081
1959	2,921
1960	4,479
1961	5,585

European, 7.6 per cent.

- (b) Total area: 389,000 square kilometres;  
150,200 square miles.
- (c) Population density: 5.7 kilometres: 15 per  
square mile.
- (d) Children in schools: approximately 85 per cent  
of all children of lower primary school  
age, (7 - 15 years) are in school.
- (e) Enrolment of girls as percentage of total:  
European schools, 48 per cent; coloured  
and Asiatic schools, 48 per cent; African schools 43  
per cent.
- (f) Pupil-teacher ratio: 22 in all European  
schools, 28 in all coloured and Asiatic  
schools; 33 in all African schools.
- (g) Illiteracy rate: not known (estimated  
extremely low for Europeans, a little higher  
for Asiatics and coloureds, considerably higher among  
Africans.
- (h) National income (1951 estimate): 99,200,000  
pounds (including African subsistence income).
- (i) Public expenditure on education: European,  
coloured, Asiatic (year ended 1 March, 1951),  
1,856,109 pounds; African (1951-52, 874,317 pounds.
- (j) Official exchange rate: 1 pound - 2.80 U.S.  
dollars.

### 3. Aims and Policy: (1)

The Government have made themselves responsible for African education in the urban areas, while the various missionary bodies undertake similar work in the rural areas and reserves. All schools, however, are subject to the same regulations as regards the following matters:

- (a) Inspection is carried out by members of the Department's Inspectorate.
- (b) The school calendar prescribed by the Director of Native Education must be observed.
- (c) Instruction must be in accordance with

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(1) African Education in Southern Rhodesia; Report to Unesco, 1961.

TABLE XXXV: Secondary Education Development: Secondary Schools, Aided and Government:

Year	Aided		Government		Total	
	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled
1948	3	182	1	145	4	327
1953	11	778	1	317	12	1,095
1955	13	1,201	1	329	14	1,530
1957	16	2,109	2	453	18	2,562
1959	18	2,386	5	914	23	3,300
1960	18	2,960	5	1,179	23	4,139
1961	26	3,563	8	1,606	34	5,069

TABLE XXXVI: Technical and Vocational Courses: Aided and Government:

Year	Aided		Government		Total	
	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled
1948	4	81	2	590	6	671
1953	7	356	2	544	9	900
1955	8	440	2	631	10	1,071
1957	8	471	3	656	11	1,127
1959	9	510	4	896	13	1,406
1960	9	613	4	772	13	1,385
1961	8	612	6	793	14	1,406

TABLE XXXVII: Homecraft and Special Schools:

Year	Homecraft Schools		Special Schools			
	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled		
				Male	Female	Total
1948	-	-	2	63	18	81
1953	5	303	3	97	40	137
1955	7	467	3	123	46	169
1957	7	369	3	181	86	267
1959	6	376	4	253	83	336
1960	7	424	4	309	128	437
1961	8	368	4	298	127	425

the prescribed syllabuses; and the necessary registers, schemes and records must be properly kept.

(d) Religious instruction must be given in all schools, although no pupil is required to be present if the parent or guardian expresses conscientious objections to such instruction. In Government schools and other non-denominational schools the syllabus for religious instruction must have the approval of the Director of Native Education; but the "right of entry" is extended to Ministers of recognised denominations, by arrangement with heads of schools.

(e) Officers of the Federal Government Health Service may inspect schools and pupils.

In order that the educational resources of the missions may be used to the best possible advantage, the siting of rural schools is controlled. No new school may be established within three miles of an existing school.

It is the policy of the Government to appoint Africans to posts of responsibility. A considerable number of Aided Upper Primary Schools have African Headmasters; and of 56 Government primary schools in urban areas 37 have African headmasters. All village schools have African headmasters.

In order to ensure the maximum uniformity of procedure, the Native Education Department has prepared detailed, illustrated, week-by-week schemes for all the subjects for sub-standard A to Standard 3 and for art and craft in Standards 4 to 6. These have proved of value in village schools, which receive infrequent visits from the Superintendent and still have a considerable proportion of untrained teachers. For the upper primary and post-primary schools, where the teachers are of a higher academic and professional standard, the Department supplies syllabuses covering all subjects. Text books for arithmetic, history and geography have been specially prepared to meet the needs of the appropriate schemes and syllabuses.

#### 4. Organisation and Administration.

(a) General:<sup>(1)</sup>

A country with a plural population, Southern Rhodesia makes separate administrative provision for non-African and African education. The education of European and non-European (Asiatic and coloured) children is controlled by the Education Department; African education is the responsibility of the Department of Native Affairs.

The Education Department, under the Minister for Education, is responsible for the organisation, supervision and control of education under the Act. It consists of two branches, the administrative and teaching branch, under the Chief Education Officer, and the inspectorate, under the Chief Inspector of Schools. Both branches are responsible to the Secretary for Education, who is in turn responsible to the Minister.

The administrative section deals with the administration of the department as a whole, including: the determination and implementation of policy; the building, maintenance and staffing of schools and hostels; the collection of revenue and payment of salaries and accounts; the organisation and management of examinations; the issue of supplies to schools; and education aids, including the school broadcasting service.

The functions of the inspectorate are both inspectorial and advisory. They include assessment of the work of teachers and standards in schools, full inspection of schools and the giving of advice to teachers and heads. Details of inspections are submitted to the Minister in the form of reports.

The Education Act provides for the establishment at any government school of a school council. These are advisory bodies, whose function is to make recommendations to the Secretary of Education in all matters connected with the welfare of the pupils. Many schools also have flourishing parent-teacher associations.

Private schools, both primary and secondary, are chiefly in the hands of religious bodies. In many cases generous financial assistance is given by the government, and all are open to departmental inspection at any time.

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(1) Southern Rhodesia Education Department report for the year 1951 and Hailey: An African Survey, p. 1159 and foll.

TABLE XXXVIII: Community and Evening Schools: Mission (and other) and Government:

Year	Mission and Other		Government		Total	
	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled	No. of Schools	Pupils Enrolled
1948	64	5,100	-	-	64	5,100
1953	85	5,104	3	n/a	88	n/a
1955	67	4,477	5	2,760	72	7,237
1957	73	4,901	8	3,327	81	8,228
1959	97	5,115	8	4,508	105	9,623
1960	112	7,081	12	4,936	124	12,017
1961	110	7,651	13	5,795	123	13,446

(n/a: Figures not available)

TABLE XXXIX: Teacher Training: Teachers employed and Teachers' Certificates awarded:

Year	Teachers Employed			Teachers' Certificates		
	Male	Female	Total	Male	Female	Total
1955	6,770	2,865	9,455	391	139	530
1956	7,384	2,816	10,200	469	173	642
1957	7,694	3,034	10,728	574	243	817
1958	8,266	3,277	11,543	783	328	1,111
1959	8,826	2,974	11,800	782	377	1,159
1960	9,153	3,595	12,748	794	322	1,116
1961	10,077	3,885	13,962	840	390	1,230

TABLE XL: Teacher Training: Teacher Training Courses, Government and Mission:

	Government	Mission	Total
P.T.L. ....	1	25	26
P.T.H. ....	1	17	18
Domestic Science (post-Standard 6)	-	2	2
Domestic Science (post-P.T.L.) ..	-	1	1
Technical .....	1	-	1
	3	45	48



In these schools the secondary course is largely academic.

Funds are voted by parliament and disbursed through the Education Department. In its main lines the African school system resembles the European and has expanded even more rapidly in recent years.

(b) Control:

Control is maintained through the following channels:

(i) Head office.

The Director of Native Education, assisted by the Assistant Director, is responsible to the Minister for the administration of the Department and for formulating educational policy.

(ii) Divisional Inspectorate.

The country is divided into five Divisions, each with a Divisional Inspector and three or more Circuit Inspectors.

The primary function of the inspectorate is to assist and advise the staffs of schools situated in the respective Divisions and Circuits. In addition, however, considerable Administrative work falls on the shoulders of the Department's Inspectors by reason of the close collaboration which exists between Mission Superintendents and the Department's officers. The Inspectorate is also responsible for the conduct of vacation courses, which are valuable both as refresher courses and as a means of instruction in up-to-date educational methods.

(iii) The Superintendent.

In the management of schools (which includes advising and stimulating the local community to erect and maintain school buildings, the selection and supervision of teachers, arrangements for their accommodation, payment of their salaries, correspondence with the Department and many other duties), the keystone of the system is the Missionary Superintendent, who may be either African or European.

Grants in respect of superintendence and travelling are made by Government to superintendents and their assistants, subject to their paying a specified number of visits,

at specified intervals and of specified duration, to their schools each year.

(iv) Native Education Advisory Board.

The Native Education Advisory Board is a statutory body, which rests annually under the chairmanship of the Director of Native Education. It is composed of senior officials of the Department and representatives of the missions and of the African Teachers' Association. The Board elects its own Standing Committee. Its chief functions are to provide for the elucidation and adjustment of ideas between the Department and the Missions; to make recommendations to the Minister of Native Education; and to advise the Minister on matters submitted to the Board by him.

(v) Other Committees.

The following joint committees representing both missionary and departmental opinion, meet regularly to discuss matters laid down in their terms of reference:-

Syllabus Committee.

Standing Committee on Secondary Education.

Other ad hoc committees are formed from time to time to discuss problems of common interest in the educational and social fields.

(c) Classes and Courses:

The nomenclature of classes and the division of courses is as follows:-

Sub-standard A)	Lower Primary	
Sub-standard B)		
Standard 1	Upper Primary	
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Form 1	Junior Secondary	
Form 11		
Form 111	Senior Secondary	
Form 1V		
Form V		
Form VI		
	Full Secondary	

(d) Primary Education:

(i) Course:

At the primary level the immediate aim is

to provide five years' education for all, i.e. from Sub-standard A to Standard 3, and to cater for as many as possible in Standards 4 to 6. In the urban areas the general policy is to provide all children with eight years' primary education, i.e. from Sub-standard A to Standard 6.

Primary education covers eight classes - Sub-standards A and B, Standards 1 - VI, and is designed to develop in pupils the necessary growth of sociably desirable knowledge, aptitude and skills. In rural areas the more common type of village primary school has a five- or six-year course daily; this is regarded as a minimum requirement for literacy. The curriculum comprises the usual subjects: Scripture, arithmetic, English, vernacular, nature study, hygiene, history, geography and physical training. Afternoon sessions are devoted to agriculture and manual training. The medium of instruction is the vernacular. A noticeable trend in this type of school has been the increase in the number of teachers: 10 years ago over half were one-teacher schools; in 1952 the proportion of one-teacher schools was only one-fifth. From the village school a pupil may proceed to a central primary school; this provides the full range of eight classes but serves mainly as a "top" with standards IV to VI for the surrounding villages. A boarding section is the rule, and central primary schools have extensive land, both for agricultural training and for growing the schools' food requirements. About one-third of the time-table is devoted to practical subjects, with a curriculum designed to be terminal. Upon completing the course pupils take a departmental Standard VI examination and may then leave school or proceed to secondary education. Urban primary schools offer the full eight-year course, with rather less of an agricultural bias, and tend to resemble their European counterparts.

(ii) Curriculum:

The curriculum of the African primary school has been based on the pattern of European schools in Southern Rhodesia and in the United Kingdom, with the addition of the study of the vernacular tongue. From

Standard 4 upwards, however, instruction is given in the English medium.

"Industrial subjects", such as gardening, domestic science, woodwork and metalwork, are included in the school curriculum.

The need for the establishment of a full primary education for as many as possible is realized by the Government. To implement this, the following steps have been taken:-

(a) The elimination of over-age pupils in the upper primary school by imposing an age limit for admission to Sub-standard A and for admission to Standard 4.

(b) The allocation of special grants to certain village schools to enable them to erect buildings for Standards 4 to 6.

As indication of the progress at the lower primary stage is the extreme pressure for admission to the upper classes in central primary schools. The Department is aware of this pressure and is trying to relieve it.

The Development in Primary Education is shown in Tables XXXI to XXXIV.

(e) Post-Primary Education.

In the field of post-primary education the Government's policy is to provide opportunities for those who are capable of profiting by such higher education. The immediate aims of post-primary education are to effect a general raising of academic standards, to eliminate the untrained teacher from the system, to provide teachers of higher academic standards and to train specialists in the fields of building, carpentry, agriculture, hygiene and commercial subjects.

(f) Secondary Education.

Secondary schools, either government or mission, have a four-year general course leading to the Cambridge School Certificate examination which gives access to higher education. University education is being started within the country.

A number of trade schools provide vocational education at the secondary level. One of the best known, Dam-boshawa, is a residential school with three-year courses in agriculture, building, carpentry, hygiene and sanitation. The curriculum combines general subjects with practical.

The first Government secondary school was opened in

1946. By 1951 seven missionary institutions had established secondary courses.

An innovation introduced is the establishment by the Government of day secondary schools in Salisbury, Bulawayo and Umtali. Entry to these schools is restricted to bona fide residents of the urban African townships. Students pursue a two-year course, leading to the Southern Rhodesia Junior Certificate Examination.

In many other secondary schools students are prepared for the Cambridge Oversea School Certificate Examination, and provision is made for selected students to continue their studies for a further two years to take the Cambridge Higher School Certificate examination in preparation for university entrance.

Here also the Government assists the missions in their endeavours to establish more secondary courses by making grants towards the cost of new buildings, classrooms and laboratories, subject to certain minimum conditions regarding equipment and staffing.

There are two Government boarding schools, four Government day schools, and 27 mission schools doing secondary work.

Table XXXV: Details of the numbers of schools and pupils enrolled in (a) Aided, and (b) Government Schools, are shown in Table XXXV.

(g) Technical and Vocational Education.

Non-academic subjects form part of the curriculum of the primary schools. In all primary schools the following subjects must be taken in Standards 4, 5 and 6:-

<u>Boys</u>	<u>Girls</u>
Art and Craft	Art and Craft or Needlework
Agriculture	Agriculture or Domestic Science

For girls, the choice of the subject depends on the availability of qualified women teachers. Two hours per week are devoted to each subject. Provision is also made for agriculture and handwork (including needlework) in the lower standards.

(i) Industrial and Vocational Training:

In addition to the above, further industrial work is encouraged on a voluntary basis, subject to the availability of proper accommodation, adequate

equipment, and suitably qualified teachers. The Department provides syllabuses for needlework, agriculture, building, woodwork, leatherwork, light metal work (all five hours a week), and domestic science (two hours per week). A three-year course is provided in each subject.

Industrial and vocational training proper, however, begins at the post-Standard 6 stage. One of the best-known schools of this type is Damboshawa School near Salisbury, which was founded in 1920 on some 900 acres of land in the Chinamora Reserve. The policy of the school - a policy adopted by many other industrial schools - was that pupils should learn by doing and that the boys themselves should build up their own school.

Boys wishing to enter industrial schools must have passed Standard 6 with good results in English, arithmetic and primary industrial work.

The following 3-year Post-standard 6 Handyman's courses are at present being offered:- Building, carpentry, health and hygiene. Certificates are awarded to successful students.

In addition, 4-year Post-Standard 6 Agriculture courses are also offered, for which Certificates are awarded.

(ii) Commercial Training:

Commercial Courses are offered at three Government Schools.

(a) One-year post-Junior Certificate (Form 11) Commercial Course, which is provided at an urban Day Secondary School. Tuition is given in basic Commercial Practice and Typewriting. Students take the Pitman's examination at the end of the course.

(b) Two-year post-Junior Certificate (Form 11) Commercial Course, which is provided at a Boarding Secondary School. Tuition is given in Book-keeping, Typewriting and Commercial Practice. Students take the Pitman's Examination in all subjects.

(c) One-year post-Cambridge School Certificate (Form 1V) Commercial Course, which is provided at a Boarding Technical Teacher Training College. Students enter for the Pitman's Certificate examinations in Shorthand, Typewriting, Book-keeping and Business Methods.

Two Government boarding schools offer a Junior Technical Course. At one school the bias is towards the

Engineering Trades, and at the other towards the Building Trades.

Those Schools conduct 2-year courses leading to the Southern Rhodesia Junior (Technical) Certificate. This certificate is equal to the Junior Certificate awarded at Form 11 level in the Academic Secondary Schools. The Junior (Technical) Certificate Course, however, includes a number of technical subjects such as Building or Engineering Practice, Technical Drawing, and Building or Engineering Science. These are, of course, in place of some of the academic subjects taken in the Academic Secondary Schools. The course is particularly suitable for boys who wish to train as apprentices in industry.

Table XXXVI: Details of Technical and Vocational Courses are shown in Table XXXVI.

(iii) Agricultural Training:

The majority of agricultural students become Agricultural Demonstrators in the Reserves and perform valuable service in helping to teach better methods of farming. Others go to work as foremen under European farmers; and a small number return to manage their parents' farms in the Native Purchase Areas. Some become specialist teachers in central primary schools.

(iv) Hygiene:

Hygiene students are specially trained for the Department of Health. They are posted to the Reserves, where they become Health Demonstrators, responsible for teaching the people the elements of preventive medicine.

The majority of commercial students find posts in industrial and commercial firms, while a few join various government departments.

Many of the building and carpentry students become specialist teachers in central primary schools, while a considerable number set up their own businesses after a period of employment in industry.

(v) Correspondence Schools:

The Central African Correspondence College is registered as an Aided School. Pupils who have to leave school at Standard 3 are able to take Standards 4, 5 and 6 by correspondence, with an external Departmental examination at Standard 6. The Southern Rhodesia Junior Certificate (Form 11) is also available as an external examination.

TABLE XLI: Teacher Training: Untrained and Trained Teachers; Percentage:

Year	Untrained Teachers			Trained Teachers			Total No. of Teachers	Percentage of Trained Teachers
	Male	Female	Total	Male	Female	Total		
1948	2,974	843	3,817	1,493	422	1,915	5,372	33.4%
1953	2,955	1,520	4,475	2,443	742	3,185	7,660	41.6%
1955	3,775	1,747	5,522	2,995	938	3,933	9,455	41.6%
1957	3,821	1,697	5,518	3,873	1,337	5,210	10,728	48.6%
1959	3,590	1,413	5,003	5,236	1,561	6,797	11,800	57.6%
1960	3,254	1,517	4,771	5,899	2,078	7,977	12,748	62.6%
1961	3,239	1,528	4,767	6,838	2,359	9,195	13,962	65.9%

TABLE XLII: Revenue Expenditure on Education:

Year	Expenditure on Education	Grants to Aided Schools	
		Amount	Percentage of Education Expenditure
1948/9	£548,444	£417,241	76.08%
1953/4	1,038,255	815,507	77.97%
1955/6	1,548,030	1,245,263	80.44%
1957/8	2,270,425	1,789,442	78.55%
1959/60	2,807,170	2,061,347	74.3%
1960/1	3,953,000	2,909,217	76.1%

TABLE XLIII: Cost per School Pupil (1959):

Classes	Aided Schools		Government Schools	
	Cost per Pupil	No. of Pupils	Cost per Pupil	No. of Pupils
Sub-Standard A to Standard 3 .....	£3.53	376,000	£8.96	29,760
Standard 4 to Standard 6 .....	8.10	36,000		
Teacher Training .....	42.67	2,600	77.94	406
Secondary .....	28.41	2,325	74.27	916
Industrial .....	25.26	493	59.33	686
Special and Homecraft .	20.12	647	-	-
TOTAL .....	-	418,065	-	31,768



(vi) Homecraft Schools and Special Schools:

The following schools, details of which are shown in Table 1X, receive Government assistance:-

(a) Homecraft Schools:

These schools are designed to meet the needs of women who have not been able to obtain full primary education but wish to learn about cooking, sewing, baby care and all the skills which contribute to make a home. Married women are also enrolled and may bring their children with them; and husbands are encouraged to pay visits.

The first homecraft school was founded about 12 years ago, as a private venture. There are now eight such schools, conducted by various Missionary organisations. The girls and women live in the Homecraft villages for a year at a time under conditions such as any enterprising African can achieve in a Reserve.

The object of the homecraft village schools can best be summed up in the words of the founder of the first school: "To provide simple training for the rank and file that they might become true home-makers, able to cope with, and improve, Reserve conditions."

In Umtali the Tendai Training Centre provides training for girls who wish to go into domestic service. The normal academic standard for entry into these courses is Standard 6; and after this one year's training these girls are able to obtain well-paid posts with European families.

(b) Special Schools:

At present four schools cater for blind and physically handicapped pupils. The Zimuto School for the blind is run by the Dutch Reformed Church, and the Morgenster<sup>(1)</sup> and Loreto Schools for the deaf and dumb are conducted by the Dutch Reformed and Roman Catholic Churches respectively. In the schools for the blind there is a very wide age-range, and pupils are taught to read in Braille in both the vernacular and English. In addition to simple instruction in the general subjects, a good deal of handwork is given, and some pupils are taught to use the

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(1) A rather special opportunity was afforded me to visit the various training institutions (e.g. Blind, Teacher Training and Theological Schools) of the Dutch Reformed Mission in Southern Rhodesia, as my late brother-in-law, the Rev. H.W. Murray, was Head of that Mission. His son, the Rev. G.M. Murray, has since been appointed in that capacity.

typewriter.

The Jairos Jiri School for the blind and physically handicapped was started some years ago by an African, Mr. Jairos Jiri, M.B.E., in accommodation provided by the Bulawayo Municipality. Mr. Jiri, largely by his own efforts, has interested people of all races in this enterprise, and as a result of generous grants made by commercial undertakings, the Municipality and various Trusts, the school is now accommodated in well-equipped modern buildings.

Table XXXVII: Homecraft and Special Schools are shown in Table XXXVII.

(vii) Aided Community and Night Schools:

The educational needs of those who are too old for admission to primary schools are catered for in aided community schools and Government night schools; the former situated at Missions, mine compounds and tea estates; while the latter are conducted at Government schools in the urban areas. While the majority of pupils are men and women and juveniles in employment, an increasing number of pupils are those who are too old for admission to Standard 4 in the day schools and too young for employment.

Table XXXVIII: Details of Community and Evening Schools and Enrolment are shown in Table XXXVIII.

In most instances the evening and part-time schools aim merely at literacy in the vernacular and in English, with simple arithmetic and general knowledge. In the Government night schools classes may range from beginners to Standard 6, and tuition is given for a minimum of  $1\frac{1}{2}$  hours every evening. With the introduction of external Standard 6 and Junior Certificate examinations, pupils in these schools will follow a prescribed course leading to the attainment of the appropriate certificate.

(h) Teacher Training:

Teacher-training centres are usually maintained by Missions as part of their school system. Owing to the rapid increase of primary schools, the training of sufficient teachers has become a serious problem and steps have been taken to introduce emergency schemes. Two types of courses are the rule: the primary teachers' course (for incomplete village schools) for which the entrance requirement is the Standard IV certificate; and the higher Primary course (for teachers of Standards IV to VI) open to

TABLE XLIV: Public Expenditure on Education:

- (a) European, Asiatic and Coloured;  
(b) African.

Item	Amount	Percentage
<u>European, Asiatic and Coloured:</u> (1952/3)		
Administration, inspection, etc. ....	£79,824	3.3%
Teachers, matrons, salaries, etc. ...	1,414,446	58.4%
Pre-school education .....	45,860	1.9%
Primary education ) Secondary education ) Higher education ) ..... Post-school education )	522,220	21.6%
Adult education .....	150	0.0%
Special education .....	1,450	0.1%
Subsidies granted to private schools	68,600	2.8%
Capital expenditure .....	230,000	9.5%
Other expenditure .....	36,500	1.5%
Government bursaries, grants and scholarships .....	39,000	1.6%
TOTAL .....	2,438,050	100.0%
<u>African:</u> (1951/2)		
Administration, inspection, etc. ....	42,025	4.8%
Primary education .....	45,160	5.2%
Secondary education: General ..... Vocational ....	28,500 28,662	3.3% 3.3%
Subsidies granted to private and mission schools, including primary, secondary (general and vocational), teacher training, adult and special education .....	620,000	70.9%
Scholarships .....	3,000	0.3%
Capital expenditure .....	85,000	9.7%
Other expenditure .....	21,970	2.5%
TOTAL .....	874,317	100.0%

those who have completed two years of secondary school. Both types of course last two years and combine general education with professional training.

Until the opening of the first Government Teacher Training School in Umtali, all teacher training had been carried on by the various missionary institutions. To these institutions must be given most of the credit for the very great advances which have been made in the training of teachers.

Since 1956 it has been the Department's policy to substitute trained teachers for untrained personnel.

Teacher training falls into five categories:

(i) Primary Teacher's Lower Certificate Course (P.T.L.)

This is a 2-year post-Standard 6 course, which qualifies teachers to teach any class in the first 5 Standards of the Primary School (Sub-Standard A to Standard 3).

(ii) Primary Teacher's Higher Certificate Course (P.T.H.)

This is a 2-year post-Junior Certificate (Form 11) Course, which qualifies teachers to teach any class in Primary School. (Sub-Standard A to Standard 6.)

(iii) Elementary Industrial Certificate Course (E.I.C.)

This Domestic Science Course is of one year's duration following successful completion of normal teacher-training. The E.I.C. qualifies the teacher to specialise in Domestic Science teaching in Standards 4,5 and 6.

(iv) Elementary Industrial Teacher's Certificate Course (E.I.T.C.)

This is a 2-year post-Standard 6 Domestic Science Course. The E.I.T.C. also qualifies the teacher to specialise in Domestic Science teaching in Standards 4,5 and 6.

(v) Technical Teacher Training Course (F.C.)

This is a 4-year course for the Final Certificate of the City and Guilds of London Institute in various trades. The entry qualification is Cambridge School Certificate. Students who successfully complete a fifth year of study qualify as Technical Instructors. Graduates of this course may be employed as Technical Instructors in Technical Secondary Schools and Trade Schools.

All the above courses are residential. The medium of instruction in all such institutions is English.

Table XXXIX: The number of teachers employed from 1955 to 1961 and the Teaching Certificates awarded from 1955 to 1960 are shown on Table XXXIX.

Table XL: Teacher Training Courses in operation during 1961 are shown in Table XL.

There is a steady increase in the numbers of trained African teachers. Some of the teachers qualified as untrained, particularly in the later years, have good academic qualifications ranging from matriculation to university degrees.

Table XLI: The number of African Teachers, Trained and Untrained, Male and Female, and the percentage of Trained Teachers, are shown in Table XLI.

(vi) Domestic Science Teacher's Course (Planned to commence January 1962).

This is a new course for women who have passed Cambridge School Certificate. This 3-year course will be associated with the Institute of Education of the University College of Rhodesia and Nyasaland. Successful students will receive the Institute's Certificate.

The course will be devoted entirely to further practice in Domestic Science subjects and the professional training of teachers.

Successful students will be appointed to teach Domestic Science subjects in Secondary Schools, and will be graded as 2-year trained on the Standard Scale.

In order to reduce further the number of untrained teachers in the service an In-Service Training Scheme for untrained African teachers will commence in 1962.

(i) Future Teacher Training:

As one of the chief aims of the Government's plan for African education is the production of more highly qualified teachers, necessitated by the increased demand for secondary education, it is necessary to produce more African teachers capable of taking classes in the upper primary schools, and in the lower forms of the Secondary schools. To this end, the following courses have been planned:

(i) T.2 Teacher's Course. (Planned to commence January 1962).

This is a 2-year post-Cambridge

TABLE XLV: Summary of School Statistics (1951):

Level of education and type of school	Insti- tu- tions	Teachers		Pupils	
		Total	F.	Total	F.
<u>Primary:</u>					
Government schools .....	12	155	-	6,828	2,902
Government-aided schools	2,138	7,024	-	224,961	98,055
Government-aided evening schools .....	86	26	-	5,433	719
Other government-aided schools .....	3	10	-	151	43
<u>Secondary:</u>					
General:					
Government schools ....	1	18	-	287	66
Government-aided schools .....	8	23	-	456	57
<u>Vocational:</u>					
Post-primary industrial government schools ....	2	5	-	374	13
Post-primary industrial government-aided schools .....	7	16	-	230	6
<u>Teacher Training:</u>					
Government-aided training schools .....	22	82	-	951	231

Certificate Course. Students who successfully complete the course will be well qualified as Primary school teachers.

(ii) T.I. Teacher's Course. (Planned to commence January 1963.)

This course is for the training of Junior Secondary School teachers.

Accepted students who have obtained 5 credits, including English, in the Cambridge Certificate will undergo a 3-year Course of training.

Students who have completed Form VI with not less than one subject at Principal level in High School Certificate will undergo a 2-year Course of training.

Successful students will receive a Certificate from the Department of Education of the University College of Rhodesia and Nyasaland, and will be placed on the Standard Scale as 2-year trained teachers.

(j) Unified African Teaching Service:

In January, 1960, a Unified African Teaching Service was established, with membership composed of all Government- and mission-employed trained teachers. Previously different terms of service had been applicable to Government and mission teachers, the latter not being eligible for paid leave or pension.

A Board to advise the Minister on the conduct and management of the Unified Service has been set up under the chairmanship of the Director of Native Education. Representatives of the Missions, the U.A.T.S., the Department of Native Education and the Department of Labour serve on the Board.

The disciplinary code of the U.A.T.S. is administered by a standing committee of three members, who advise the Director of Native Education. All charges are in writing, with adequate opportunity for rebuttal. A final appeal to the Minister lies against the Director's decision.

(k) Further Statistical Summaries:

Further Statistical Summaries are given in the following two tables:

Table XLV: Summary of School statistics (1951) is shown in Table XLV.

Table XLVI: Class and Sex Distribution is shown in Table XLVI.

5. Finance:(a) Native Education Vote:

Current Native Education Vote 1960-61 is broadly analysed under the following head:-

Head Office and Inspectorate .....	£234,113
Government Schools .....	£790,300
Aided Schools - Grants .....	£2,909,217
Other Grants .....	£19,370
Total.....	<u>£3,953,000</u>

The figure shown under "Aided Schools - Grants" covers:-

- (i) Teachers' salaries and responsibility allowances.
- (ii) Boarding grants.
- (iii) Equipment and Maintenance grants.
- (iv) Clerical assistance in schools.
- (v) Superintendents' travelling and supervision.
- (vi) Vacation courses.
- (vii) Publications.
- (viii) Libraries.
- (ix) Community and other approved work.
- (x) Salaries of boarding masters and mistresses.

In addition, the Government have made special grants to selected missions in order to enable them to build and extend secondary schools and teacher training institutions. Provision has also been made for financial assistance, for the development of upper primary classes at a number of selected schools in the rural areas each year.

The present education vote from revenue funds is £3,953,000 out of a total budget of £24,560,417 for the Colony.

Table XL11: Figures for current expenditure in recent years (1948-1961) are shown in Table XL11.

(b) Cost per pupil:

Table XL111: The comparative cost per pupil per annum is shown in Table XL111.

(c) Public Expenditure:

Table XL1V: Public Expenditure on Education is shown in Table XL1V.

(d) Bursaries and Scholarships:

Bursaries are awarded for the following



courses in conjunction with the Beit Trustees:-

	<u>Government</u>	<u>Beit</u>
(I) Teacher Training Higher (P.T.H.) value £15. p.a.	20	10
(II) Teacher Training Lower (P.T.L.) value £12. p.a.	30	50
(III) Lower Secondary value £12. p.a.	20	40
(IV) Higher Secondary value £12. p.a.	20	10

The Lower Teacher Training and Lower Secondary Bursaries are awarded by the Department on the applications and recommendations submitted from the schools with Standard 6 classes. The Higher Teacher Training Bursaries are awarded to the teacher training schools, who select the bursar in consultation with the Local Inspectors. The Higher Secondary Bursaries are scholarships awarded on the results of the Junior Certificate examination.

Bursaries for higher education are awarded by the Federal Government, who have established a special bursaries committee with the Secretary for Education as Chairman.

There are also special Government bursaries for:-

(a) Goromonzi and Fletcher Secondary Schools:

Boys £12, Girls £9 - up to 20 per cent of enrolment.

(b) Untali Teacher Training School:

24 at £10 and 7 at £5.

(c) Damboshawa and Mzingwane:

12 and 10 respectively - by remission of fees.

These awards are made on the recommendation of the principals.

The Beit Trustees also award bursaries at Goromonzi and Fletcher Secondary Schools, for up to 12½ per cent of enrolment, of the same value as the Government bursaries. At Damboshawa and Mzingwane there are also bursaries of £7.10., provided by the Native Development Fund.

There are also in both Mission and Government schools a varying number of private or special awards.

## 6. Legal Basis.

(a) Ordinance 1897.

The first Education Ordinance, passed in 1897, provided for payment of grants to aided African schools.

(b) Act 1938.

European and non-European education is governed by the Education Act of 1938. This Act provides for the compulsory education of all Europeans from the beginning of the school term after they attain the age of 7 years to the end of the term in which the age of 15 is reached. A similar provision for non-European children is modified to the extent that attendance at schools is not compulsory unless the child lives within three miles of a school providing suitable facilities. The Act further stipulates that English shall be the sole medium of instruction in all classes of every government and every aided school. In terms of the Act, one half-hour every morning is at the disposal of ministers of recognised denominations for religious instruction.

(c) Repealed Acts.

The Native Development Act, which had also made provision for Native Education, was repealed, and so were the Native Status Determination Act, 1948, and the Transfer of Powers Act, 1951, such portions as related to the Native Development Act, chapter 75, and their place was taken by the present Act, Act 8 of 1959.

(d) Act 8 of 1959.

This Act makes "Further and different provision for the education, other than higher education, of natives"<sup>(1)</sup> It further provides, inter alia, for the following:

- (i) Supervision and control of all schools;
- (ii) Inclusion of Religious Instruction;
- (iii) Establishment of Native Education Advisory Board;
- (iv) Payment of Fees;
- (v) Administration of Schools Funds;
- (vi) Registration of Schools;
- (vii) Inspection of Schools;
- (ix) Establishment of the Unified Native Teaching Service and
- (x) Employment of non-Native Teachers.

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(1) Southern Rhodesia. Act No.8, 1959. Government Printer, Salisbury.

(e) Subsequent Government Notices.

(i) Government Notice No. 218 of 1959,  
Native Education. (Non-Government School) Regulations 1959.  
Classification and Special Provisions.

(ii) Government Notice No. 219 of 1959.  
Native Education. Grades, Fees, School Funds Accounts.

(iii) Government Notice No. 376 of 1959.  
Native Education. Unified Native Teaching Service Regulations.

(iv) Government Notice No. 52 of 1960.  
Unified Native Teaching (Amendment) Regulations.

(v) Government Notice No. 53 of 1960.  
Native Education. (Non-Government School). (Amendment).  
Regulations.

(vi) Government Notice No. 54 of 1960.  
Native Education. (Government Schools). (Amendment).  
Regulations.

(vii) Government Notice No. 55 of 1960.  
Unified Native Teaching Service. (Pensions and Gratuities)  
Regulations.

(viii) Government Notice No. 73 of 1960.  
Native Education. (Non-Government School). (Amendment).  
Regulations.

(ix) Government Notice No. 311 of 1960.  
Native Education. (Government Schools). (Amendment).  
Regulations.

(x) Government Notice No. 13 of 1961.  
Native Education. (Non-Government School). (Amendment).  
Regulations.

(xi) Government Notice No. 41 of 1961.  
Unified Native Training Service. (Amendment). Regulations.

**TABLE XLVI:** Class and Sex Distribution of Pupils, 1951-2:

Standard or Form	Enrolment		Percentage of Pupils enrolled			
			By sex for each class		By class for each sex	
	Total	F.	Total	F.	Total	F.
Below standard I	135,912	61,798	100.0%	45.5%	56.7%	60.5%
Standard I .....	39,742	17,448	100.0%	43.9%	16.6%	17.1%
Standard II .....	25,867	10,519	100.0%	40.7%	10.8%	10.3%
Standard III ...	18,508	6,610	100.0%	35.7%	7.7%	6.5%
Standard IV .....	8,370	2,749	100.0%	32.8%	3.5%	2.7%
Standard V .....	5,384	1,645	100.0%	30.6%	2.2%	1.6%
Standard VI .....	3,593	937	100.0%	26.1%	1.5%	0.9%
Form I .....	831	204	100.0%	24.6%	0.4%	0.2%
Form II .....	577	135	100.0%	23.4%	0.2%	0.1%
Form III .....	169	17	100.0%	10.1%	0.1%	0.0%
Form IV .....	81	9	100.0%	11.1%	0.0%	0.0%
Form V .....	33	2	100.0%	6.1%	0.0%	0.0%
Post-standard VI (industrial):						
1st year .....	341	19	100.0%	5.6%	0.1%	0.0%
2nd year .....	263	-	100.0%	-	0.1%	-

**TABLE XLVII:** Schools in Five Categories: Kawambwa District (taken as example):

Categories	Number of Schools
1. Elementary - up to standard II .....	46
2. Middle - standards III/IV .....	1
3. Elementary and middle - including 1 & 2 (above) .....	23
4. Elementary, middle and upper - to standard VI .....	4
5. Elementary, middle, upper and teacher training (same as 4 (above), but including teacher training) .....	1
	<u>75</u>

## B. Northern Rhodesia.

### 1. History:

In 1900, North-Eastern Rhodesia came under the control of the British South African Company, which had its headquarters at Kasama.

In 1924, Northern Rhodesia became a British Protectorate, and in 1929, a modified form of indirect rule was introduced into the area by the Native Authority and Native Courts Ordinance of 1929 (modified in 1936).<sup>(1)</sup>

Native Courts were recognised and given jurisdiction in certain cases; judicial court officials were paid, and Africa Education has recently been brought under the jurisdiction of these native courts.<sup>(2)</sup>

### 2. Facts and Figures:<sup>(3)</sup>

- (a) Total population: (1959): 2,400,000: European, 74,400; Asiatic, and coloured, 4,300.
- (b) Total area: 752,000 square kilometres; 290,000 square miles.
- (c) Population density: 2 per square kilometre; 7 per square mile.
- (d) Enrolment of girls as percentage of total: 33 per cent in African primary schools.
- (e) Pupil-teacher ratio: 35 in African primary schools.
- (f) Total revenue (1951): 15,897,273 pounds.
- (g) Public expenditure on education (1951): 360,033 (European education).

Official exchange rate: 1 pound - 2.80 U.S. dollars).

### 3. Aims and Policy:

In common with other British territories, Northern Rhodesia has prepared a 10-year Development Plan (1947) in which education plays a considerable part. The whole plan was reviewed in 1951, and special factors made necessary the drawing up of an African Education Adjustment Plan

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(1) Tour Report. Kawambwa District, p.4.

(2) *ibid*, p.16.

(3) Colonial Office, London, April 1953. Total Population: Government Fact Paper, No. 97, 1961.

TABLE XLVIII: Summary of School Statistics, 1951:

Level of education and type of school	Insti- tu- tions	Teachers		Pupils	
		Total	F.	Total	F.
<u>Primary:</u>					
Government .....	97	512	80	25,641	7,686
Government-aided .....	1,264	3,777	769	120,200	39,453
Other institutions ...	310	279	17	16,107	6,369
<u>Secondary:</u>					
<u>General:</u>					
Government .....	2)	36	16	337	22
Government-aided ...	3)				
<u>Vocational:</u>					
Government .....	1	-	-	124	-
<u>Teacher Training:</u>					
Government .....	2	-	-)	557	116
Government-aided ...	22	-	-)		
<u>Higher:</u>					
Post-secondary Teacher Training .....	1	-	-	50	-

TABLE XLIX: Public Expenditure on Education, 1951:<sup>(1)</sup>

Source of Revenue	Amount	
	African	European
From Colonial Revenue .....	£441,044	£311,549
From local (native authorities) funds .....	25,534	-
From Special Development Funds:		
Imperial Funds .....	120,510	-
Colonial Funds .....	-	125,399
Expenditure by Government Departments other than Education Department .....	27,000	8,405
TOTAL .....	£614,088	£445,353

(1) Official rate of exchange: £1 sterling: 2.80 U.S. Dollars.

for 1951 to 1957.

The long-term aim of the Department of African Education is to reach a four-year period of universal primary education, with longer periods in some areas and with the vocational and secondary education needed for the territory's social and economic progress. In an effort to preserve a balance between rural and industrial development both the rural school and the development area school are being directed more closely to community needs.

The problems of a rapidly expanding system of education are numerous: finance, staff, buildings. Particular mention may be made of wastage in the primary school and of difficulties in the way of decentralizing school control. The readjustment plan for African education stresses this latter point, and provides for effective local education authorities which will represent the central government, missionary societies, native authorities and recognised African bodies.

In the field of European education similar problems of expansion are faced. While the territory has hitherto made use of institutions abroad, the growing population (partly through natural increase and partly through immigration) creates a strong demand for more schools.

#### 4. Organisation and Administration:<sup>(1)</sup>

##### (a) General:

The whole system of education in Northern Rhodesia is based on co-operation between government and voluntary agencies, normally missionary societies. The latter manage 95 per cent of schools publicly maintained or aided.

##### (b) African Education Department:

European and African children usually attend separate schools.

The African Education Department is organised to provide a specialist service for the Bantu peoples of the territory. It is headed by a Director of African Education who is assisted by a small headquarters staff concerned with such special fields as vocational education, the education of girls, adult education. Principals of some of the larger

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(1) Hailey, African Survey, p. 1159.

government institutions (at secondary and teacher-training level) are responsible directly to the director. For administrative purposes the Education Department is divided into areas corresponding to the six provinces of the territory. In each there is a provincial education officer and his assistants; this officer is responsible for inspecting schools, supervising education generally and recommending the grants to be paid from public funds to schools managed by voluntary agencies. He also acts as secretary to the local education committees in his province.

(c) Mission Schools:

A considerable number of missionary societies are active in the field of education. While administrative patterns vary between these bodies, it is usual to have a manager appointed for each school. An increasing number of native authorities (including town councils) also manage schools.

In a specific district selected for intensive inspection,<sup>(1)</sup> 65 out of 75 schools were managed by missionary societies, viz. (i) The White Fathers, (ii) the London Mission Society, (iii) the Christian Mission of Many Lands, (iv) the Universities Missions of Central Africa, and (v) the Seventh Day Adventists. (The other 10 schools were managed by the Government.)

Of the 75 schools mentioned, 72 were Government-aided and 3 were unaided.

(d) Advisory Boards:

This decentralized school system has created the need for advisory boards and committees at various levels. For the territory as a whole there is the African Education Board and a smaller standing committee, representing all bodies, official and non-official, with an interest in education. The principal role of the board is to advise the Governor on matters of general policy; but the board also sets up expert committees of a more technical nature to advise the Director of Education on secondary education, curricula, and the education of women. Below the territorial level, local education committees perform similar advisory services for districts. An attempt is being made to develop local education authorities with more direct responsibility for schools than is now the case.

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(1) Tour Report, Kawambwa District.



(e) Categories:

Schools fall into five categories:

- (i) Elementary (up to standard 11).
- (ii) Middle (standard 111 to 1V).
- (iii) Elementary and Middle (a combination of (i) and (ii) above).
- (iv) Elementary, Middle and Upper (up to standard VI).
- (v) Elementary, Middle, Upper and Teacher Training (the same as (iv) above, but with the inclusion of Teacher Training.)

Table XLVII: The number of schools in the Five Categories is given in Table XLVII.

(f) Primary Education:

The Primary course covers nine years, and is divided into three stages: elementary (four years), middle (two years) and upper (three years). The small vernacular substandard schools usually receive no grants, unless they serve as "feeders" to elementary schools. The elementary school is conducted in the vernacular medium: the curriculum includes the three R's, geography, nature study, moral and religious instruction, physical training, singing, handwork and gardening, with history and English in the last two years. Middle schools may be weekly boarding schools in rural areas or day schools in towns; the vernacular medium is used; the courses have a more practical bias towards general science, handwork and gardening. With the upper school, English becomes the medium of instruction and at least one-third of the time is devoted to practical subjects - agriculture, building, carpentry, homecraft and community service training, according to the locality. The upper school leads to the government Standard VI school-leaving certificate examination, and the course is designed to be terminal, not merely preparatory to secondary schooling.

(g) Secondary Education:

Secondary Education covers four years, in two stages, 2 2, with an additional half year for those taking the Cambridge School Certificate examination. English is the medium of instruction; mathematics is begun in the junior secondary school and Latin may be substituted for one of the vernacular languages.

(h) Vocational Education:

Vocational education is maintained or aided schools is given at various levels. The junior trades school provides practical training with a little theory and general education. Trainees may specialize in one trade or take a wider course in building and carpentry. The post-Standard VI course is more specialized, with one-third of the time spent on theory and drawing. This is followed by an instructors' course for foremen. Students learn their trades on-the-job, and are in some respects in the position of apprentices. Apart from the establishments under the Department of Education, there are a number of schools and courses run by other government departments for training staff in medical, survey, agricultural and forestry, co-operative and other fields.

(i) Teacher Training:

Teacher training is given at various levels in the school system; and the courses lead to certificates of five different grades, P1 to P5. The curriculum varies with type of establishment but usually combines general with professional education and a period of practice teaching. Despite a high rate of wastage, some 80 per cent of teachers in aided schools are professionally trained. An attempt is made to provide means of in-service training and to arrange refresher courses. No institution for higher education exists in Northern Rhodesia. Bursaries are given to enable students to proceed to Makerere (Uganda), Fort Hare (Union of South Africa) and to the United Kingdom for courses of further academic or professional training, as well as to Salisbury.

(j) Status of Teachers:

Salary scales of government, native authorities and mission teachers are the same as those for the African Civil Service. The five grades of teachers' certificate, P1 to P5, correspond in theory to the level of class the teacher may be in charge of (T5, assistant in elementary school; T4, head teacher of elementary school or assistant in middle school; and so on); but owing to shortages this pattern is not strictly followed. Teachers in recognised schools have to belong to the United African Teaching Service.

Table XLVII1: A Summary of school statistics is given in Table XLVII1.

## 5. Finance:

Revenue for education is derived from the departmental budget and from native authorities; additional funds for capital expenditure are available under the Colonial Development and Welfare Scheme. Government financial assistance to the Missions covers a wide field; recurrent grants are made for teachers' salaries, equipment, boarding expenses, refresher courses; capital grants for buildings may be 50 per cent of the cost, or even the full cost when buildings are erected on communal land.

Tuition is free in all schools, but boarding establishments make a small charge which may be waived in necessitous cases.

Table XLIX: Public Expenditure (African and European) on education is shown in Table XLIX.

## 6. Legal Basis:

### Ordinance 1951:

The African Education Ordinance of December 1951 contains consolidating provisions for African education. It provides for the necessary administrative authority; establishes a United African Teaching Service to which all teachers shall belong; sets out the forms of financial aid; and empowers local education authorities to maintain and take over schools.

## C. Nyasaland.

### 1. History.

As a British Protectorate in Central Africa, Nyasaland was known as "British Central Africa", until 1954 when it became part of the Central African Federation along with the Rhodesias.

Here, too, the history of African education is largely the story of the growth of the work of Christian missions. The Dutch Reformed Church, especially, commenced an extensive work there in 1884, when Dr. Andrew Murray visited the country to hold revival services. In 1888 the Rev. A.C. Murray went as resident missionary, working amongst the Angoni, descendants of the Zulus who fled under Chaka's rule, and establishing schools at Mvera, Kongwe, Mkhome and elsewhere. The Scottish

TABLE L: Summary of School Statistics, 1951:<sup>(1)</sup>

Level of education and type of school	Insti- tu- tions	Teachers		Pupils	
		Total	F.	Total	F.
<u>Primary:</u>					
Government schools ....	5)			683	325
Government-aided	641)	2,612	395	90,879	33,080
schools .....					
Unassisted schools ....	3,936)				
<u>Secondary:</u>					
Government schools ....	2)			40	-
Government-aided	13)	22	5		7
schools .....					

TABLE LI: Public Expenditure on Education, 1951:<sup>(2) (3)</sup>

Administration .....	£ 17,792
Primary .....	158,477
Secondary .....	29,982
Teacher Training .....	18,625
Scholarships .....	4,398
Maintenance .....	2,209
Capital Expenditure .....	26,417
By Government Departments other than Education ...	9,100
Estimated expenditure by voluntary agencies .....	83,308
	£341,579

(1) Education Department. Annual Report, 1952.

(2) Ibid.

(3) Official rate of exchange: £1 sterling; 2.80 U.S. Dollars.

mission of the Established Church of Scotland started its work South of Lake Nyassa, eventually concentrating on the Livingstonia Mission farther North.

These two missions were responsible for a large percentage of the educational work in the country, concentrating on Teacher Training with a view to the Training of Evangelists.

## 2. Facts and Figures. (1)

- (a) Total Population: (1959): 2,800,000: Europeans, 9,000; Africans, 2,782,000; other races, 9,000.
- (b) Total area: 123,000 square kilometres; 47,500 square miles.
- (c) Population Density: 19 per square kilometre; 50 per square mile.
- (d) Total Revenue: (1952 estimate): 4,052,000 pounds.
- (e) Public Expenditure on Education: (1953): 375,307.

## 3. Aims and Policy:

The Ordinance which introduced a five-year plan for education aimed primarily at an expansion of the numbers of schools in all classes. Many of the objects of the plan were achieved, but progress was hampered by the fact that the proportion of Africans remaining sufficiently long at school to benefit from the course was too low.

A second five-year plan was drawn up in 1950, taking effect in 1951. This plan began with a survey of all assisted and some unassisted schools and the keynote of the second planning period is qualitative rather than quantitative - improvement of standards all round and a great increase in the number of pupils completing the full primary course, and consequently a steady increase of candidates for entry to secondary schools and for professional training.

The ultimate ideal is universal education.

## 4. Organisation and Administration:

### (a) Control:

The Department of Education, headed by a Director, comprises a headquarters staff and a field staff

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(1) Colonial Office London. 1953. World Survey, p. 698.  
Total Population: Government Fact Paper, No. 97, 1961.

of education officers.

The Director is responsible for the conduct of education including the registration and classification of schools and teachers.

Each mission school is in charge of a school manager. The schools of a mission tend to form a single system, with supervisory staff and teacher-training institutions. Co-ordination between different bodies is secured through the system of advisory committees.

A large number of schools are maintained by missions; and few have been developed by native authorities, local committees and private estates; direct government action is limited largely to the post-primary level.

(b) Primary School:

The Primary school course covers eight years. A syllabus for each subject taught is laid down by the Department.

Medium of instruction: the vernacular is the medium of instruction, with English introduced as a subject in the third year.

(c) Senior Primary School:

The senior primary school continues the work of the primary, laying more stress on agriculture and practical handwork. At the end of the senior primary course pupils take a Government Standard III examination. The certificate gives access to Secondary and teacher-training institutions.

(d) Age limits:

In the academic year 1948-49 age limits were introduced governing admission of boys to sub-Standard A and Standard IV of the primary course, these being fixed at 9 and 15 respectively. Subsequently these age limits have been lowered to 8 and 14 respectively and extended to include girls.

(e) Secondary Education:

Secondary education for Africans is provided by full secondary schools and by the post-primary classes attached to senior primary schools. The four-year course leads to the Cambridge Overseas School Certificate examination.

(f) Vocational Training:

Vocational Training courses are maintained

by missions and by Government departments other than educational. The Agricultural Department, in particular, trains instructors.

(g) Higher Education:

There is no Higher Education establishment nearer than Uganda or the Union of South Africa.

(h) Adult Education:

In urban areas night schools give formal education to young people and adults.

(i) Teacher Training:

Teacher Training is carried out by Mission and Government training centres. Girls' boarding schools (at senior primary level) have also developed special classes in this direction.

Three types of course are offered:

(i) The vernacular grade:

A two-year course with at least a Standard III qualification for entry;

(ii) The English grade:

Limited to those who have passed the Standard VI examination;

(iii) The Higher Grade,

Based on a lower secondary school background. Students passing this grade examination become teachers in senior primary schools up to Standard III, but this can hardly be achieved in a five-year period.

TABLE L: A Summary of School Statistics is given in Table L.

5. Finance:

Education is financed partly from internal revenue. Native authorities levy an education rate, the proceeds of which are disbursed on the advice of district school committees. Building grants for assisted primary schools in villages must be met from local contributions rather than from central revenue. School and boarding fees are charged.

TABLE Ll: A Summary of Public Expenditure on Education is given in Table Ll.

## 6. Legal Basis:<sup>(1)</sup>

### (i) The Education Ordinance of 1945:

This ordinance contains the most recent and most comprehensive legislation. This established several Advisory Committees on Education; provided for the setting up of Government schools, and regulated the payment of Government grants for non-Government schools.

### (ii) Five-year Plan:

Simultaneously with the Ordinance a five-year plan was introduced. A second five-year plan was drawn up in 1950, taking effect in 1951, endeavouring to improve the standard of education generally, and to increase the number of pupils, especially primary. On the success of this plan further educational development was based.

## D. Some Rhodesian Impressions.

A striking similarity between Bantu educational problems of the Federation and those of the Republic of South Africa are shown by the following two items quoted from recent issues of the "Rhodesian Herald" by the Press and Publications Department of the Federal Ministry of Home Affairs in Salisbury.<sup>(2)</sup>

Dr. E.M.B. West, Director of the Rhodesian Institute<sup>(3)</sup> of African Affairs, told Bulawayo Rotarians that Europeans in Southern Rhodesia have for years been pursuing two irreconcilable policies for Natives. Europeans have created Native frustration by pursuing a vigorous policy of Native Education, then refusing to give the Natives an outlet for his new-found abilities. Today, a large proportion of African children are getting primary education and a growing number are being educated at high school. Technical education for Natives has been started and Natives are attending the University College in Salisbury. "It would be logical to suppose Africans would be able to use the ability they have obtained from education for the benefit of themselves and the community," he said. "But the African who was born here is legally debarred, whatever his resources,

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(1) World Survey, p. 698.

(2) Bantu, p. 630, 1961.

(3) 17 February 1961; cited by Bantu, p. 630.



from setting up business in his trade or profession in the urban areas."

This danger of Natives being frustrated by irreconcilable policies is great indeed.

Dr. Walter Adams, Principal of the University College of Rhodesia and Nyasaland, said<sup>(1)</sup> the disastrous results in the last Higher School Certificate examinations have limited the intake of new students at the University College of Rhodesia and Nyasaland. The University College starts its new sessions on March 6 with 25 full-time students of whom 115 are new.<sup>(2)</sup> Of the total figure 61 are Natives. There are 157 men and 78 women. Dr. Adams said the new intake included 26 students from Northern Rhodesia and eight from Nyasaland, including nine Natives from Northern Rhodesia and four from Nyasaland. The total number of students in the Arts faculty including agriculture, will be 78. Teaching staff at the University College - including research staff - will number about 70 for the new session.

The most conspicuous feature of education in Southern Rhodesia in recent years has been the rapid and continued expansion of the service. The total population, European, coloured and Asiatic, of the colony has more than doubled in the space of 10 years. The Education Department therefore has made its prime object the maintenance of the standard of education, while not losing sight of the next steps of accepted policy. These include: the introduction of compulsory education for all non-European children; the raising of the school-leaving age of 16; the lowering by one year of the compulsory age of entry; and the establishment of government pre-kindergarten education.

A grant from the Copper Belt Mines of R2,600,000 towards the training of the African is (i) a gesture of goodwill which might well be repeated elsewhere, (ii) a contribution not merely towards education but certainly towards mining, industry and commerce, and (iii) the outcome of the growing realization that the level of education must be raised not merely for the sake of the individual but for

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(1) 20 February 1961; cited by Bantu, p. 630.

(2) These figures have been checked and are as supplied. Evidently the number "25" should read "235."

the sake of the community and the nation.

Rhodesia, that is, the Rhodesias, or (without arguing whether Nyasaland is or ever will be an integral part of the Federation) the Federation, revealed a keen interest in education. This statement is fact, but requires explanation. Rhodesia has been compelled to give interest and support to an ever expanding educational programme for various reasons, and I certainly do not wish to detract from the value or sincerity of this interest by ascribing any ulterior or secondary motive, but while the first two motives are obvious and carry our approval, the third is present to an extent which is difficult to determine.

(i) It is, as it has always been, part of the laudable British system to offer education to all her colonies;

(ii) The Rhodesian Native has shown keen interest, aptitude and ability in the educational field, and deserves the opportunities offered through the various institutions, especially the University;

(iii) Education has become a fashionable asset which, however intrinsically valuable, has a certain social hallmark. As one inspector put it: "The African will sometimes strive to obtain a degree or a diploma without the slightest intention of ever using it otherwise than to display as a badge of social distinction." Another educationalist questioned admitted that "In this country of political competition we must necessarily ensure a safe percentage of certificates to avoid the impression that we as Europeans consider ourselves more entitled to academic distinction than we do the Africans." (I wondered whose safety was being ensured!)

Let this in no way be interpreted as an attempt to doubt the academic ability of the African or to detract from the high appreciation held for the work of the Education Department.

The reception of education appeared to be less spontaneous here than elsewhere, mainly because education was viewed as a method to provide the individual with certain advantages of personal nature, rather than as a means of building the social structure of nationhood. I was conscious of a lack of purpose on the part of many reasonably well qualified students.

A personnel officer in Northern Rhodesia, who had served in a similar capacity in the Union of South Africa, in reply to my question: "Is there a difference between the

Rhodesian African and the Union Bantu?" replied unhesitatingly, "A very marked difference." He went on to state that the Rhodesian African had not the assurance of individual and racial progress and development as had the Union Bantu. He stated that climatic conditions and diet resulting in poor health had something to do with this "attitude to life." He spoke of the absence of the artistic Zulu handicrafts. "Except for a few mats and a few clay pots of poor quality" there was "nothing to be seen anywhere."<sup>(1)</sup> He attributed this to a lack of initiative, born in turn from a lack of certainty and an official compliance that the purpose of education, according to many Africans, was solely to enable them to earn sufficient to be able to live a life of ease. This meant that every student above Standard IV considered himself superior to manual or menial labour, and sought a "collar and tie" job.

A Departmental official expressed the opinion that "too many students are well-trained but have not learnt how to use that training."

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(1) cf Tour Report Kawambwa District, p. 25.