

CHAPTER V.

A. French Congo.

1. History: (1)

The history of French colonisation in Africa must be traced from the Franco-Prussian War of 1870 when France, crippled by her defeat, looked for rehabilitation to a Greater France beyond the seas. This desire for African possessions was expedited in effect by the Berlin Act of 1885. A competition for territorial sovereignty between Great Britain, Germany and France was motivated by the vast commercial resources in Africa.

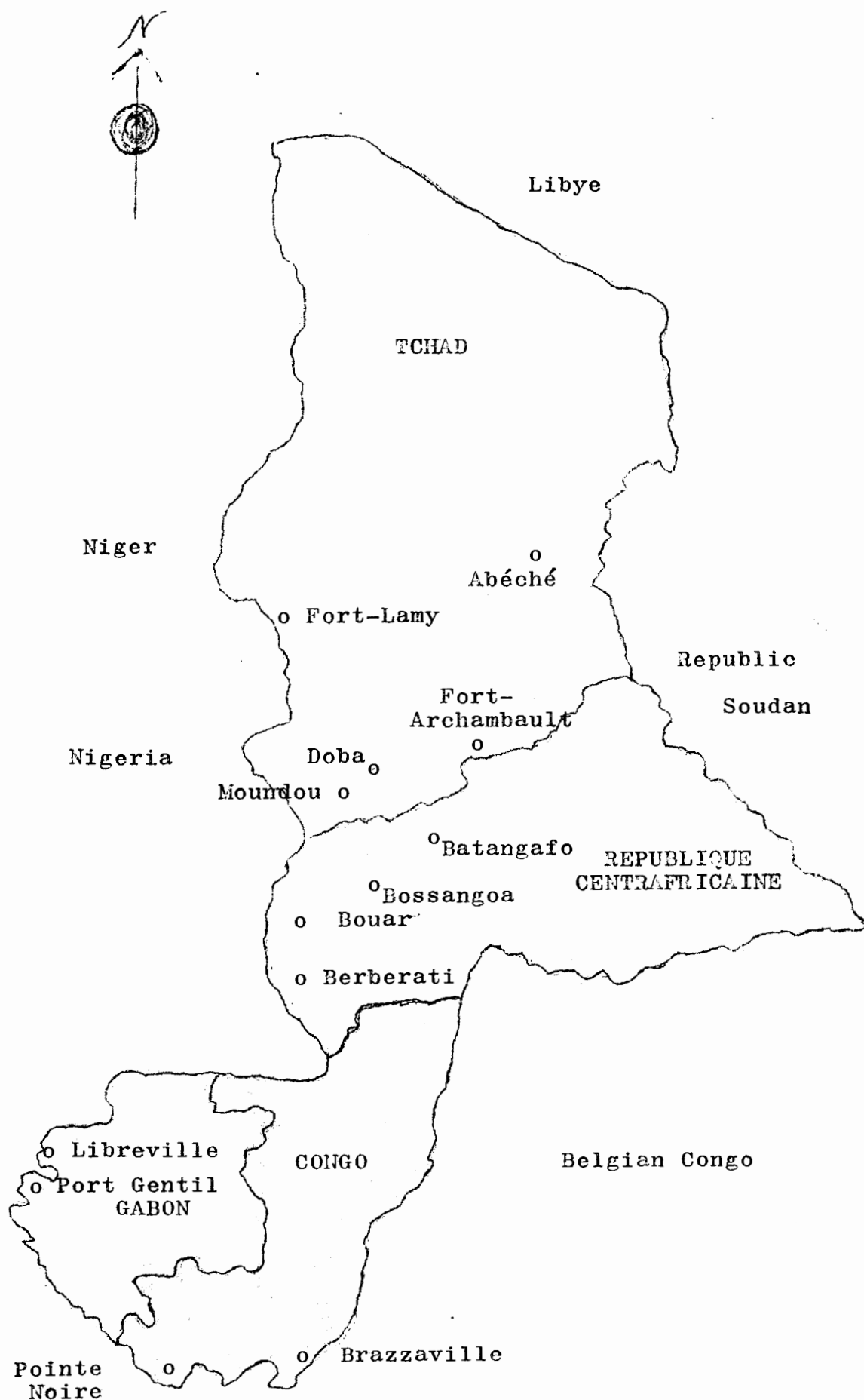
"French Tropical Africa" included an area different from what is now known as French possessions. French possessions were grouped more or less as follows: (i) The Dakar area, French West Africa, Senegal, Guinea, Ivory Coast, Dahomey, Upper Senegal and Niger, Togo and Mauritania, an area of some 1,822,000 square miles and a population of nearly 12,000,000 and (ii) the Brazzaville area, French Equatorial Africa, Gabon, Congo, Ubangui-Shari and Camerun (previously German.)

Since 1891 gave the "A.E.F." (l'Afrique équatoriale française) colonial responsibility, an attempt was made to unite the numerous races into a group of French colonials - white-skinned Arabs of the Tchad, pygmies of the equatorial forest, Sudanese and Bantu, the Teda of the Tibesti, the Sara from the South-West, the Banda and Baya in Oubangui, the M'Bochi, Téké and Kongo in the Middle Congo and the Fang in Gabon.

2. Facts and Figures: (2)

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- (1) Foreign Office Handbook; l'Afrique équatoriale Française; and other publications of the Haut Commissaire Général, Brazzaville.
 - (2) Ministère de la France d'Outre-Mer, Paris, 1952. Also:- l'A.E.F. économique et sociale, 1947-1958. (Latest figures available taken.) Also:- L'enseignement. Encyclopédie et maritime: Afrique-Equatoriale Française, p.204-208. Paris, 1950. Also:- Service de Coordination de L'Enseignement Dans La France D'Outre-Mer. L'Afrique-Equatoriale Française. Paris. 1951, p. 52.
Total Population and Percentage Total: Government Fact Paper, No. 97, 1961.

CHART LXVIII: The Four Territories of French
Equatorial Africa; A.E.F.;
French Congo.



- (a) Total Population: (1958): 4,876,000. Europeans, 25,221; European percentage of Total: 0.5 per cent.
- (b) Regional Population:
 - i) Tchad 2,570,000 inhabitants.
 - ii) Oubangui-Chari .
(Republique Centrafricaine) 1,130,000 inhabitants.
 - iii) Middle-Congo
(Congo, Moyen Congo) 750,000 inhabitants.
 - iv) Gabon 400,000 inhabitants.
- (c) Total Area: 2,538,000 square kilometres; 980,000 square miles, of which 250,000 square miles of desert, and 173,000 square miles of equatorial forest.
- (d) Population Density: 2 per square kilometre; 5 per square mile.
- (e) Total Enrolment: 10,788 in primary schools.
- (f) Enrolment of girls as percentage of total: 14 per cent.
- (g) National Revenue: (1952 annual budget for territory): 27,380,302,000 French Francs.
- (h) Administrative Area: The following four territories:
 - i) Tchad Chief Town: Fort-Lamy.
 - ii) Oubangui-Chari
(Republique Centrafricaine).. Chief Town: Bangui.
 - iii) Middle-Congo
(Congo, Moyen Congo) Chief Town: Pointe Noire.
 - iv) Gabon Chief Town: Libreville.Brazzaville is the Federal Capital.
- (i) Public Expenditure on Education: 1,495,445,000 French Francs.
(Official Rate of Exchange: 100 French Francs to 0.2857 U.S. Dollar.)

3. Aims and Policy:

The broad lines of educational policy in A.E.F. are laid down by agreement with the Grand Council and the representative councils of the four territories- assemblies

with a majority of African representatives.

Private education, which is in the hands of the Christian missions, is supervised, so far as teaching is concerned, by the public educational authority. It is governed by the same general provisions as State education as regards types of school curricula and timetables.

All educational institutions admit European and local pupils, town or country dwellers, without distinction; for the pre-school and primary institutions and certain vocational schools there is no entrance examination; admittance to secondary and technical schools is subject to the passing of an entrance examination. In all State schools, education is entirely free. In the public pre-school, primary technical, vocational and teacher-training schools, books and stationery are also supplied free. Textbooks are in the French language and are adapted to local circumstances.

Primary education culminates either in the entrance examination to the secondary school, or in the examination for the primary school certificates. It has been found possible for almost all pupils, on the completion of their primary school period, either to continue their studies in technical, teacher-training or secondary schools, or to take up an apprenticeship.

4. Organisation and Administration.

(a) General:

The Department and Inspectorate-General of Education of A.E.F. were set up in 1941.

The present organisation was set up by the Order of 6 July 1949, which defines the functions of the Inspector-General of Education and of the local heads of the education service in the four territories. The Inspector-General of education - who acts as technical adviser to the High Commissioner, to whom he is responsible - deals, generally speaking, with all matters of State and private education, and supervises all staff. The heads of the service in the four territories carry out the same functions, under the authority of the local governors and the technical supervision of the Inspector-General of Education; the heads of sections are responsible for groups of schools - the school sections, of which there are at present six to eight to each

territory.

The Inspector-General lives at the federal capital, Brazzaville; the local heads of the service live in the chief towns of the territories - Pointe Noire, Libreville, Bangui and Fort-Lamy. Advisory bodies have also been set up - (i) The Higher Council for Education, which gives advice on all questions concerning State and private education; (ii) the Educational Councils, which exercise the same functions in their respective territories; (iii) the Local Educational Committees, which plan school policy in each area and decide what improvements are required in buildings and equipment.

(b) Pre-School Education: (3 to 6 years of age).

Provision is made for physical exercises, sensory exercises (handwork, drawing), speech and recitation exercises, observation tests conducted with familiar objects and persons, and exercises aimed at inculcating a moral sense. Children of 5 to 6 years of age receive their first lessons in reading, writing and arithmetic.

(c) Primary Education: (6 to 14 years of age).

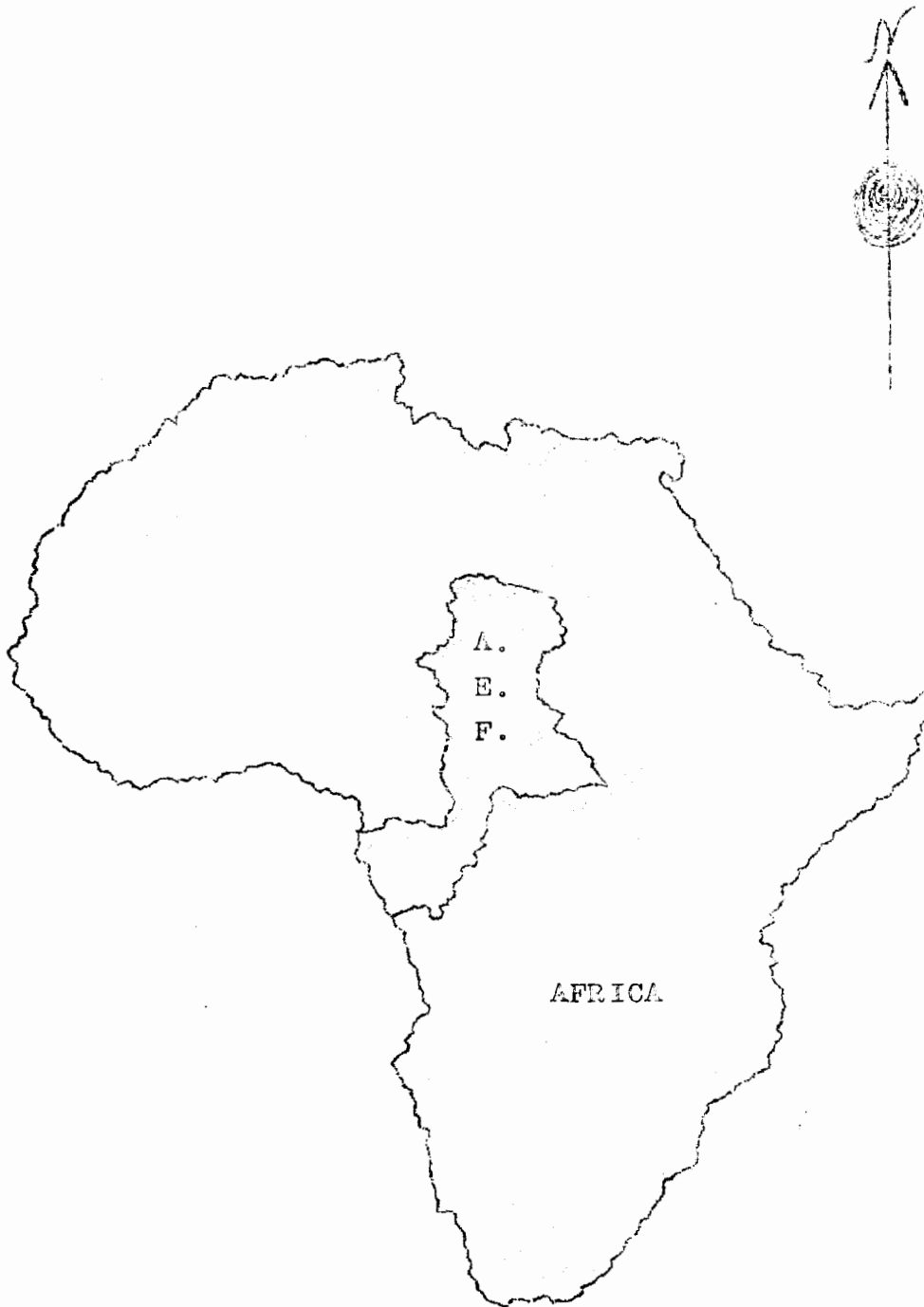
During the first year the child learns to read. The rest of the curriculum is aimed solely at keeping up the good physical, intellectual and moral habits developed during pre-school training, or inculcating them if the child has not been through that training.

(d) Secondary Education: (13 to 20 years of age).

There are five schools providing the first and second cycles of secondary education (at Brazzaville, Pointe Noire, Libreville, Bangui and Fort-Lamy), four providing the first cycle only (Dolisie, Oyem, Bambari and Bongo), one complementary school (Brazzaville), one school for training senior personnel (Brazzaville), and one Franco-Moslem college (Abéché).

The extension of primary education since the end of the second world war has led to a considerable rise in the secondary school enrolment - from 400 in 1945-1946 to 1,200 in 1950-1951, a figure which does not include winners of scholarships who have been sent to receive their secondary education in France. Native pupils make up 77 per cent of the total enrolment.

CHART LXIX: French Equatorial Africa in
relation to the rest of the
African Continent.



The colleges in the chief towns of the four territories provide a classical and modern education exactly similar to that given in Metropolitan France; it consists of two cycles each terminating with the baccalauréat (first part, classical and modern; second part, philosophy and mathematics.) The first cycle (four years) is given, also, in other colleges and the complementary schools; it leads up to the elementary certificate or to the lower secondary certificate (brevet d'études du premier cycle.)

The recent opening of the lycée at Brazzaville will considerably reduce the cost of maintaining holders of secondary school scholarships in France, and thus make more funds available for the local institutions.

(e) Vocational Education:

The pre-apprenticeship, apprenticeship and domestic science sections may be considered together; children between 14 and 16 years of age are admitted to them without an entrance examination. The pre-apprenticeship and domestic training centres are attached to the primary schools. The apprenticeship sections are independent institutions, to be found throughout the territory, some of them being operated by the State and others privately. The curricula are aimed at preparing pupils for the duties of a self-supporting and useful adult existence in their home surroundings. The studies have a wide humanistic basis, but practical considerations are not forgotten. The general culture imparted is the same for all; practical training takes an important place and varies according to the background - town or country - and the district concerned.

Apprenticeship centres admit pupils from 17 to 20 years of age; there is no entrance examination when the number of places available is in excess of the applications. The subjects taught are joinery and carpentry, motor-car mechanics and masonry. The vocational training school at Brazzaville, which has an entrance examination, takes pupils from 15 to 19 years of age and provides a course of secondary studies, corresponding to the first modern cycle, with special regard to practical work. The students also learn the elements of technology. After six months in the school, pupils are guided towards the speciality for which they are best suited - either mechanics, joinery and carpentry, masonry

or commerce. Centres of agricultural apprenticeship, which are attached to the schools of agriculture, take pupils from 14 to 16 years of age, with an entrance examination. The training is adapted to local conditions. Pupils are given a general education with special regard to practical village life, and technical instruction on the following subjects: general agriculture; the principal food crops; fruit-growing and industrial activities of the district; machines used in cultivating the soil and in harvesting and processing the crops; agricultural zootechnics; practical work (horticulture, smith's work, wheelwright's work, masonry, the organisation, and operation of the workshop.

The agricultural schools at Oyem (Gabon), Sibiti (Middle Congo) and Grimari (Oubangui-Chari) take particularly promising pupils between the ages of 17 and 20 from the apprenticeship centres, and also accept a few agricultural moniteurs who have already held posts. They provide a general education corresponding to the third secondary school year in the first modern cycle, and a technical training, adapted to local needs, the instruction supplementing in greater detail that given at the apprenticeship centres.

The Central School of Agriculture holds a competitive entrance examination for students of 19 to 22 years of age, and provides them with a general education and a theoretical and practical technical training. The third year is devoted to specialisation. Handicraft sections at Brazzaville (Maison de l'Artisanat), Bangui and Fort-Lamy admit pupils from 15 to 19 years of age without an entrance examination; they teach leather work, bookbinding, shoemaking, pottery, ceramics and sculpture.

(f) Teacher Training:

Teacher-training schools have been set up to train African teachers; they have recently been reorganised, in view of the need to raise the standard of general and vocational education among teachers without slowing down the opening of new schools.

Until 1944, moniteurs were recruited by competitive examination from among holders of the primary school certificate; successful candidates took a year of special classes

and then a course of practical training, with a terminal examination. Under the present system they are recruited from among pupils holding the lower modern secondary certificate. Teachers are trained in teacher-training schools to which pupils go after completing their course at one of the territorial colleges. The vocational training school at Brazzaville has a teacher-training and a technical section. Sections for moniteurs (from 17 to 19 years of age, with a competitive entrance examination) are provided both by the State and in private education. The future moniteurs receive a general education with supplements what they have already been given; a course of practical training (handicrafts and agriculture for boys, sewing and domestic economy for girls); and elementary instruction in general teaching practice and school legislation. They also have to take trainee courses in a primary school, a pre-school section, a kindergarten and a dispensary.

The teacher-training schools at Bambari and Mouyondzi take pupils from 17 to 20 years of age, with a competitive examination, and give them a three-year course, corresponding to the second modern secondary school cycle, together with special training for their future work - professional conduct, child psychology, general and special pedagogics, school legislation and administration. The students must also take trainee courses in primary schools attached to these training schools.

A technical teacher-training section admits pupils following a competitive examination open to holders of the foreman's certificate when they complete their course at a centre of apprenticeship or a vocational training school. Students receive a general education, with elementary courses in general pedagogics and general technology.

(g) Special Education:

At Brazzaville there is a rehabilitation centre for juvenile delinquents, where the children detained are given the first essential elements of general education together with a vocational education which prepares them for apprenticeship to a trade. Two centres for intensive vocational training, each with certain specialised sections, are operating under the supervision of a psycho-technical mission. The latter is responsible for the admission of pupils; it used the method of tests. Successful candidates

are assigned in groups of 15 to a specially trained moniteur. In eight of nine months, thanks to progressive methods of intensified practical training, they can be regarded as skilled workers. The course concludes with a practical examination. All teaching staff is carefully chosen and has received the special training provided by the Ministry of Labour.

(h) Adult Education:

Of all the various educational undertakings, Adult Education has received perhaps the most attention.

(i) Classes:

Adult education provides for the education of the general population and the further progress of the already literate, and there are advanced training courses for certain categories of workers. Adult education pursues a dual aim - literacy for all, and the further progress of the already "advanced." A fundamental education programme is also under consideration; a pilot project has been initiated in the Oubangui territory and other experiments will be made in remote districts during the next few years. The Department of Social Welfare, acting in co-operation with the Departments of Education and Information, has inaugurated, and financed with funds drawn from its own appropriation from the general and territorial budgets, a four-year plan for the development of cultural institutions. These funds have made it possible to provide for the operation of cultural clubs, a film service, a section for the recording of African music, and a centre of African applied arts, and to purchase books and periodicals for the libraries of the cultural clubs.

(ii) Magazines:

A monthly magazine, *Liaison*, is brought out by the cultural clubs; it is prepared entirely by Africans and contains articles on social, cultural and economic questions and notes on the activities of the cultural clubs and the various groups concerned with literature, art and folklore; it is illustrated by drawings and photographs. Another monthly, *A.B.C.*, an illustrated magazine on African subjects, including education in A.E.F. has been appearing since January 1952.

(iii) Cinema:

The cinema section of the Social Welfare Department, by the use of specially made educational films with a commentary in the local language, instructs the illiterate part of the population in the basic techniques of cropgrowing, stockbreeding, fishing, hunting and hygiene.

The record section collects African folk music, has it recorded, circulates the records to cultural clubs and youth organisations, and arranges for their broadcasting in the programmes of African music given by Radio A.E.F.

(iv) Museum:

A centre and museum of African applied arts has been opened at Brazzaville. It is built in the local style and contains studios for painting, modelling and cabinetmaking. Here the African craftsmen perfect their technique and the things they make are sold at cost price. There is also a centre which makes collections of pottery, basketwork and other local handicraft products of interesting quality. Exhibitions are arranged from time to time to introduce this local work to the public.

(v) Library:

An independent library service operates. The library at Government House contains about two thousand volumes (standard works on A.E.F., official journals, government publications, etc.) and has a reading-room where the public can consult books on general cultural subjects, newspapers and periodicals. The Alliance Française maintains libraries in the chief towns of the federation, and mention should be made of the library of the civilian club at Brazzaville, the libraries of the military and cultural clubs, and that of the Institut d'Etudes Centrafricaines, which is of a more specialized character, intended for research workers and technicians.

5. Finance:

Expenditure is met by appropriations from the general (federal) budget, the local (territorial) budgets and by grants from the French Government.

The general and local budgets provide funds for ordinary and extraordinary expenditure (salaries, scholarships, smaller building projects, upkeep of school premises,

operational expenses.) Financial assistance from the French Government (Investment Fund for Economic and Social Development - FIDES) is used for the construction and equipment of new buildings.

Private education receives grants which cover about 80 per cent of its expenses. The appropriation for education rose from 1.81 per cent of the budget in 1939 to 5.07 per cent in 1945, and 6.6 per cent in 1950-1951, in addition to the grants from FIDES.

According to the "First Plan" (1947-1955) the amount of 205,900,000 million francs was spent on education.

According to the "Second Plan" (1953-1958) the amount of 410,200,000 million francs was spent on education.

6. Legal Basis.

(a) General:

The Governor-General, who is responsible for administration and the maintenance of order, is appointed by the President of the Republic. He is also High Commissioner of the French Republic and, as such, exercises certain personal powers.⁽¹⁾ He promulgates laws, organises the various departments of his administration, and plans the general budget. The Governor-General has the assistance of a government council - a consultative body composed of a secretary-general, the governors of the four territories, the heads of the chief departments, and four public figures appointed by him.

There is also an elected assembly, the Grand Council, with 20 members, which has deliberative and consultative powers and competence, at federal level, especially in economic and financial matters.

(b) Regulation of Education:

Education in A.E.F., is regulated by decrees issued by the High Commissioner, which cover the administrative organisation, the curricula, and the system of operation of the schools, and provide for examinations. These decrees are promulgated on the proposal of the Inspector-General of Education.

(1) Authorised by Decree of 4 May 1946.

The educational system in A.E.F. is at present undergoing extensive revision.

(c) Principal Decrees:

The principal decrees or orders which regulate the educational system are as follows: (i) Order of 2 January 1937, concerning the general organisation of education in A.E.F.⁽¹⁾

(ii) Order No. 1758, of 28 July 1941, concerning the organisation of the Department of Education in A.E.F; and

(iii) Order of 6 July 1949, reorganising the Inspectorate-General of Education.

7. Some French Impressions:

Dapper the young Frenchman who piloted us over the primeval forest, making a perfect landing on the narrow airstrip in Gabon. Dapper the young Arab of the Tchad who was our airhostess. Both were obviously products of the same school.

The A.E.F. schools were proud of their progress during the past ten years: educational personnel had grown from 19,000 to 90,000;⁽²⁾ specialized workers and technicians are trained in five professional schools of which the largest (with 300 pupils) is in Brazzaville;⁽³⁾ volley ball, basket ball, athletics, physical culture and especially football receive keen support, and "Idriss Mahamat, a young man from Tchad, is the best junior jumper in France, having cleared 1 meter 89 mm at 14 years of age."⁽⁴⁾ will be recounted proudly to any visitor to the Félix-Eboué Stadium in Brazzaville.

The French educational system underwent little if any change in its form of application in A.E.F., and the French have found little if any trouble in producing a well educated elite. The contrast between the educated and the uneducated, between the wealthy and the poverty

(1) Authorised by Decree of 4 May 1946.

(2) 1'Afrique équatoriale Francaise; p.69.

(3) ibid., p.73.

(4) ibid., p. 79.

stricken, is great, however. Man's dire need, materially and educationally, is well expressed in the preface to "Freedom"⁽¹⁾ in these words: "Freedom is our struggle. Freedom is our story. We wrote it because this is what the heart of Africa wants to say to the world. We in this film come from all over Africa, where Nature with gay abandon has lavished her gifts, and man lives in want and suffering, in pain and struggle, where poverty faints on plenty's door and simple villages vie with gorgeous cities, where the new lives with the old."

This describes A.E.F., and my impression was not that education had reached the masses, in spite of what statistics might prove, mainly perhaps because its content, however thorough, was foreign to these people who, whatever their mental ability might be, were but new-comers to western civilization, so different to what had been theirs.

I came across a very small contribution to the content of education from the Congolese themselves. They seemed to take for granted that the white man would import education and distribute it as necessary. The fact that they themselves were rich in tradition which might be developed, did not seem to weigh heavily at all. "Western Culture has many admirers,"⁽²⁾ yet the School of Art and Handicraft, and the art studio of Poto-Poto, both located at Brazzaville, are outstanding amongst educational institutions in not only reviving and encouraging the old, but also in creating an opportunity for the new, with the result that in this branch of education the Congolese has produced artists, ivory carvers, ceramists of no small fame, while "L'art moderne africain" is indeed something new.

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(1) "Freedom", an all-African film produced by Moral Rearmament.

(2) *l'Afrique équatoriale Française*, p. 77.

B. Belgian Congo.

1. History. ⁽¹⁾

The history of the Congo goes back many centuries. In 1482 the Portuguese explorer Diego Cao discovered the mouth of the River Congo, or Zaire, but the Portuguese could not sail up the river because of the rapids between the estuary and what is now Leopoldville, so they opened settlements south of this stretch - settlements which were the foundation of the Portuguese Colony Angola.

There are records of missionary work in 1534. In the Archives of St. Paul de Loanda there is a document dating back to 1570 by which the "King of Congo" ceded land to the Portuguese, but 60 years later the Portuguese were driven out again. A time of comparative silence follows. In 1816 "2000 slaves were shipped annually to the Americas" ⁽²⁾ European powers had resolved to suppress the slave trade and the Portuguese renounced the right to trade slaves "north of the equator." ⁽³⁾ In 1817 the British Government declared slave trade to be piracy.

Belgium, already with colonial interests in Africa, focused her attention on this area "for the benefit of children who had been saved from the horrors of the Arab slave-trade" ⁽⁴⁾ Known as "The Congo Free State", the Congo was, by the Berlin Conference of 1885, awarded not to Belgium, but to the King of the Belgians, Leopold II, as a personal possession, and became the property of the Belgian Nation in 1908. ⁽⁵⁾

⁽⁶⁾ "In 1906 the Free State and the Holy See signed a convention, whose prime objective was the evangelization of the country." Protestant missions opened their first schools at the same period. "Education provided by those various establishments was chiefly utilitarian," and

(1) Stanley, The Congo; Teaching and Education in Belgian Congo, Public Relations Bureau; et alia.

(2) *ibid.*, p. 13.

(3) *ibid.*

(4) Teaching and Education in Belgian Congo, p.5.

(5) In his Agony of the Congo Calder estimates that during the rule of Leopold II, "between five and eight million Congolese" were killed to vacate their land and gain monopoly of rubber and ivory. (p.15.)

(6) Teaching and Education in Belgian Congo, p.5.

"it was necessary to meet the direct needs of the Administration."⁽¹⁾

A Commission was created in 1922, and "its findings laid down the fundamental principles of a school policy that would respond to the new needs of the country."⁽²⁾ The recommendations of this Commission were enforced in 1929.

"However, the regulations of 1929, which laid the foundations of the Congo's public education system for the natives of the Congo and Tuanda-Urundi (on October 20th, 1924, Belgium had become responsible for the administration of those territories as a League of Nations mandate, were to undergo considerable amplifications in the years that followed. The first fundamental revision resulted in the regulations of 1948, which were adopted for the last time in 1952."⁽³⁾

2. Facts and Figures:⁽⁴⁾

- (a) Total Population: (1957): 13,100,000;
Europeans, 97,000; European percentage of
Total: 0.7 per cent.
- (b) Total area: 2,343,930 square kilometres;
905,000 square miles.
- (c) Population density: 5 per square kilometre;
13 per square mile.
- (d) Population within school-age limits: (1950
estimate): 1,900,000.
- (e) Total enrolment: (1950 estimate): 970,000.
- (f) Pupil-teacher ratio: 29 in State and govern-
ment-aided schools.
- (g) Illiteracy rate: Two-thirds of population es-
timated unable to read.
- (h) Total Revenue: (1951 estimate): 5,125,000
Belgian francs.
- (i) Public expenditure on education (1951):
633,000,000 Belgian francs.

(1) Teaching and Education in Belgian Congo, p.5.
 (2) *ibid.*, p.5.
 (3) "The organization of free subsidized education for natives, with the assistance of the Christian Mission Societies. General Regulations. Cited in Teaching and Education in Belgian Congo, p.6.
 (4) World Survey of Education, p.107.

- (j) Cost per Pupil: 543 Belgian francs (public expenditure in State and government-aided schools).

(Official rate of exchange: 1 Belgian franc - 0.02 U.S. dollar).

3. Aims and Policy:

"The aims for the education of African children are: to instruct and educate all children; to prepare them to live in their ancestral environment or elsewhere; to train up an elite without neglecting the education of the masses; to adapt school activities to local conditions and to the aspirations of the natives; to eradicate illiteracy among adults. The ultimate aim is to raise the general standard of the population, so that the Belgian Congo may become a civilized nation."⁽¹⁾

An important reorganisation took place in 1948, the objects of which were as follows: to vary the curricula for elementary primary education, according to whether they are intended for the masses or for an elite; to extend secondary education for boys so as to improve their basic general education and professional qualifications - vocational training beginning in the fourth year; to extend and adapt technical and vocational education by setting up workshop schools in most of the rural communities and increasing the number of technical schools and colleges providing non-specialized education, together with the number of vocational schools at the various levels training qualified workers and technicians; to develop education for girls; to extend education for the training of native teachers; and to organize education for adults.

4. Organisation and Administration:

The State schools represent only a very small proportion of the total number of schools, being attended by approximately 6 per cent of all children enrolled in the schools (subsidized and non-subsidized). Education for the natives is provided by the various national and foreign

(1) World Survey of Education, p.107.

religious missions. It is government-aided on condition that it complies with certain directives from the government.

A 10-year plan, which came into operation in 1950, provides that the central administrative staff shall be considerably increased. School inspection is carried out by public officials - a chief inspector, 25 inspectors attached to the educational service of the six provinces of the territory, eight engineers specialized in technical education, of whom three are civil engineers and five technical engineers, and a psychologist; and by some 30 missionary inspectors.

A. Boys' Schools:

1. Ecole primaire du 1^{er} degré: Lower primary school.
2. Ecole primaire du 2^e degré ordinaire: Upper primary school, with practical course adapted to needs of native community.
3. Ecole primaire du 2^e degré sélectionné: Upper primary school preparing for secondary level.
4. Ecole moyenne: Lower vocational secondary school preparing for clerical posts.
5. Ecole d'auxiliaires: Vocational training school preparing for lower clerical posts in civil administration, industry and commerce.
6. Ecole d'apprentissage pédagogique: Teacher training school for uncertificated teachers in village school.
7. Ecole de moniteurs: Teacher training school.
8. Ecole technique: Pre-vocational secondary school of technical training in three cycles leading to a corresponding finishing course at école professionnelle.
9. Ecole professionnelle: Vocational training school with courses at three levels providing supplementary training to courses at école technique; the lower course training qualified workmen the middle course training foremen and the upper course technicians, with provision for specialized teacher training at middle and upper levels.
10. Ecole secondaire générale: General secondary school with classical (Latin) and modern (science) streams.

11. Ecole secondaire spéciale: vocational secondary school with lower cycle of core subjects and upper cycle of specialization.
12. Classe de Liaison: Transitional primary class allowing pupils to transfer from pre-vocational upper primary course to general upper primary course.
13. Atelier d'apprentissage: Vocational training school giving workshop instruction in crafts and trades.

B. Girls' Schools.

1. Ecole primaire du 1^{er} degré: Lower primary school.
2. Ecole primaire du 2^e degré: Upper primary school including a classe préparatoire forming a transition from primary to post-primary studies.
3. Ecole moyenne ménagère: Lower vocational secondary school of home economics and women's occupations.
4. Ecole de Monitrices: Teacher training school.
5. Ecole ménagère post-primaire: Vocational training school of home economics at post-primary level with course adapted to needs of native community.
6. Ecole ménagère périmprimaire: Vocational training school of home economics at primary level for over-age pupils with courses adapted to needs of native community.
7. Classe préparatoire: Included in Ecole primaire du 2^e degré (2 above).

C. Description of Schools and Available Education:⁽¹⁾

1. Pre-school Education:

This education is provided in nursery schools (one or two years) which work on the principles obtaining in Belgium as far as school activities are concerned, but are adapted to native life and circumstances; and in preparatory sections (one year) where children from various environments are prepared for admission to the Primary schools.

2. Primary Education:

a) Boys:

Primary education for boys is provided in lower primary schools (ecoles primaires du premier degré, first and second years, and third year optional), where pupils have the opportunity of acquiring a basic knowledge of

(1) World Survey of Education, p. 110.

elementary subjects and become accustomed to working; in primary schools (third, fourth and fifth years), where the pupil is trained for life in his natural environment by means of agricultural work and handicrafts and social education; in preparatory or selective upper primary schools (third, fourth, fifth and sixth years), which are open to selected pupils and give a general education fitting them for admission to secondary schools; link classes (one year) are optional and provide a remedial course adapted to the level of the pupils to prepare them for entry to the upper primary schools.

b) Girls:

Primary education for girls is provided in the lower primary schools (first and second years, third optional year), which provide some training in manual work suited to girls' needs; upper primary schools (third, fourth and fifth years) giving a general training particularly suited to girls; over-age primary home economics schools (three years) which provide an essentially practical training in domestic subjects, adapted to the resources of the country and intended for pupils who are too old to follow a regular primary curriculum; sixth year classes preparatory to secondary education.

3. Complementary Education:

a) Boys:

For boys this education is provided in the clerical schools (écoles d'auxiliaires de chefferies et de petits commis) with a two years' course of practical instruction, which train for administrative posts in the native districts or for junior clerical posts in industry and trade; the student-teacher schools (two years), for non-certified teachers who wish to pass the agrégation examination, and for the rapid training of teachers for village schools to make up for the lack of certified teachers; workshop schools for boys (as set forth in 5 below - Vocational Education.)

b) Girls:

For girls there are lower secondary home economics schools (three years) which train them to take their place in an enlightened native society; and student-teacher schools similar to those for boys.

4. Secondary Education:

a) Boys:

For boys there are intermediate schools (four years), which train for clerical work; teacher-training schools (four years), which train native teachers for lower and technical upper primary schools and provisionally for the classes of the preparatory upper primary schools; specialized secondary schools (six years), comprising a common section (three years) followed by specialized section (three years) - an administrative and commercial division, a division for surveyors, a teacher-training division and a science division - which prepare pupils for the exercise of certain professions; general secondary schools (six years) which give a classical or modern scientific education, preparing pupils for higher education.

b) Girls:

For girls there are teacher-training schools (four years, the last year being optional), where the curriculum is simpler and contains a larger proportion of practical subjects than the curriculum in teacher-training schools for boys, and is suited to the needs of primary education for girls; and intermediate home economics schools (three years), which have an intermediate school curriculum adapted to girls' education.

5. Vocational Training:

This education is provided in the technical and vocational schools; in the workshops set up by the government, which entrusts their management from the government; or by industrial, commercial and transport concerns.

The government's plan for the reorganization of technical and vocational education provides for several kinds of establishment; workshop schools for boys (two years for boys who have completed their lower primary education), to train ordinary workers for the various trades; technical schools for the first, second and third stages (two years for each stage after completion of the six years of primary education), providing two, four or six-year courses of instruction with no immediate object, to be followed by one of the three vocational stages or by higher technical education; vocational schools of the first stage (two years after the first technical stage), second stage (two years after the

first and second technical stages) and third stage (two years after completion of the three technical stages), where the immediate object is the training of qualified workers, foremen and technicians; some sections in the second and third vocational stages are also suited to the training of teachers for the technical and vocational schools.

In a few years' time, higher technical education will complete the education provided in the technical schools of the third stage by training technical engineers.

6. Agricultural Education:

Since the 1948 reorganization, this education is provided in schools for agricultural assistants, covering the last three years of secondary studies, on the science side, and comprising two sections (agriculture and forestry); vocational agricultural schools (two or three years), for the training of agricultural teachers, foresters, water-bailiffs, farmers, gardeners, etc.; specialized sections for the training of agricultural teachers (one year), which give teachers a technical training in agriculture sufficient to enable them to teach agriculture in certain primary, teacher-training or vocational schools; school farms (one or two years) for the training of farmers, market gardeners and stock-breeders.

In addition, there is a post-school and extra-school instruction, given in centres for practical training in agriculture (cycle of 20-25 lessons, usually weekly). These centres, which are open to everyone, aim at giving farmers supplementary practical training suited to local agricultural resources. There are also refresher courses (course de perfectionnement et d'entretien), of varying length, aimed at improving the technical knowledge on non-certified agriculture teachers and maintaining that of certified teachers.

7. Higher Education:

(a) General:

The University centre of Kisantu-Kimuenza was, at the time of investigation,⁽¹⁾ being organized to begin its work in 1955. It was then also proposed to establish faculties at Leopoldville. There are now two Universities in the Belgian Congo, Lovanium, located at Kinwenzha near

(1) World Survey of Education, 1955.

Leopoldville, a foundation sponsored by the Roman Catholic University of Louvain, and the Belgian Congo and Ruanda-Urundi State University at Elizabethville, the former commencing its University grade tuition in 1954, the latter a year later. Both are working under the auspices of the Belgian Universities.

"From the start, the Congolse Universities have been faced with a crucial problem. It seemed desirable, in view of the country's immense needs, to train a large number of students. But, at the same time, it was just as necessary to maintain a high level of education, comparable with that provided by similar establishments in Europe. Faced by this dilemma - quantity excluding quality - the Congolese Universities have chosed the steep path by making the conditions for admission of the students very strict, by adopting programs of study equivelant to those of the European Universities and by inviting professors of the metropolitan Universities to sit on the examining boards at the end of the year."⁽¹⁾

(b) Louvanium:

(i) Statistics:

At Louvanium the student total grew as follows:

1954-1955:	33
1955-1956:	87
1956-1957:	169
1957-1958:	249
1958-1959:	365

The academic personnel grew as follows:

1954-1955:	12
1955-1956:	29
1956-1957:	49
1957-1958:	79
1958-1959:	130

These figures include part time personnel and, as practically every one of the mission staff has some assignment, including the "personnel administratif et technique", the figures should be halved for the actual "personnel enseignant à temps plein."

(ii) Facultes et Instituts:

A l'ouverture de l'année académique 1958-1959, l'Université comptait les enseignements suivants:

Faculté de théologie:

1^{re} et 2^e épreuve du baccalauréat

Institut supérieur des sciences religieuses:

Epreuve unique

Faculté de droit:

1

Faculté de médecine

2^e et 3^e épreuve de la candidature en sciences naturelles et médicales

1^{re} et 2^e épreuve du doctorat

1^{re} épreuve de la licence en science dentaire

Epreuve complémentaire unique de médecine tropicale

Faculté de philosophie et lettres:

1^{re} et 2^e épreuve de la candidature en philosophie et lettres préparatoire au droit

1^{re} épreuve de la candidature en philosophie et lettres.

Groupe: philologie africaine

1^{re} et 2^e épreuve de la candidature en philosophie et lettres. Groupe: philologie romane

1^{re} épreuve de la licence en philosophie et lettres.

Groupe: philologie romane

Institut de psychologie et de pédagogie:

1^{re} épreuve de la candidature en sciences psychologiques

1^{re} et 2^e épreuve de la candidature en sciences pédagogiques

1^{re} et 2^e épreuve de la licence en sciences pédagogiques

Epreuve de l'agrégation de l'enseignement secondaire supérieur

Faculté des sciences:

1^{re} épreuve de la candidature en sciences naturelles et médicales

1^{re} et 2^e épreuve de la candidature en sciences mathématiques ou physiques

1^{re} et 2^e de la candidature en sciences biologiques

1^{re} et 2^e de la candidature en sciences chimiques ou géologiques et minéralogiques

1^{re} épreuve de la candidature en sciences géographiques

1^{re} et 2^e épreuve de la licence en sciences zoologiques

Institut polytechnique:

1^{re} et 2^e épreuve de la candidature ingénieur civil

1^{re} épreuve du grade d'ingénieur civil (sections: constructions, électricité et mécanique)

Institut agronomique:

- 1^{re} et 2^e épreuve de la candidature ingénieur agronome
- 1^{re} et 2^e et 3^e épreuve du grade d'ingénieur agronome des régions tropicales

Faculté des sciences politiques, sociales et économiques:

- 1^{re} et 2^e épreuve de la candidature en sciences politiques et sociales
- 1^{re} et 2^e épreuve de la licence en sciences politiques et administratives
- 1^{re} et 2^e épreuve de la licence en sciences sociales
- 1^{re} et 2^e épreuve de la licence en sciences économiques
- 1^{re} épreuve de la licence spéciale en anthropologie culturelle
- 1^{re} et 2^e épreuve de la candidature en sciences commerciales
- 1^{re} épreuve de la licence en sciences commerciales et financières
- Epreuve pour le certificat d'anthropologie culturelle
- Epreuve pour le certificat de journalisme

Ces enseignements seront développés d'année en année jusqu'à atteindre le cycle complet dans chaque spécialité.

....

L'Université a également organisé une section préuniversitaire générale préparatoire aux examens du jury central et une section préuniversitaire scientifique préparatoire à l'examen d'admission aux études d'ingénieur.

8. Adult Education:

It is estimated that one-third of the native population is able to read. There are night schools in population centres. A plan for the reorganization of adult education provides for the opening of different categories of classes in all the native areas.

9. Education for European Children:

This education is neither free nor compulsory. The curricula followed are the same as in Belgium. There are nursery, primary and secondary schools (athénées, collèges, instituts). Legally, there is no obstacle to the admission of native children to these schools, but, in practice, the determining factor is the level of education.

D. Programme for Expansion of Education Facilities:

The educational system was reorganized in 1948 with a view to providing all native children with an

education adapted to their character and to local conditions. A 10-year programme of expansion of educational facilities, prepared in 1948, contemplated, inter alia, the construction of a number of new schools with the aid of funds from the Native Welfare Fund (Fonds de Bien-Être Indigène). This plan, covering the period 1950 to 1959, in addition to expenditure on a number of special types of schools, envisages the following expansion in the general educational system:⁽¹⁾

TABLE LXXI: Expansion envisaged:

Type of school	No. of children leaving		Estimated capital expenditure in millions of Belgian francs
	First year of plan	last year of plan	
Kindergartens	6,500	16,500	54
Primary schools	150,000	225,000	61
Secondary schools	22,500	34,000	200

"The number of provincial inspectors is to be increased .. The establishment of a centre for psycho-technical studies is also under consideration; vocational guidance centres will be set up to select candidates for vocational training.

"The number of teacher-training colleges is to be increased; some of them will provide more comprehensive courses designed to train teachers for selected primary schools of the second degree. At a later date, higher teachers' training colleges will train teachers for modern and classical secondary schools."⁽²⁾

5. Finance:

Primary education for natives is free in the State and government-aided schools.

Education is financed from the Belgian Colgo budget and from contributions from Belgium. The Missions, philanthropic organisations and private societies also spend large sums on education.

A native welfare fund was established (by a royal degree of 1 July 1947, and Fonds de Bien-Etre Indigène) apart from the administrative organisation strictly so called. The fund is designed to raise the physical, intellectual and

moral standard of the natives, and to promote their social and economic advancement. As regards education, the fund fulfils a twofold task: it assists the teacher-training schools for both sexes, the workshop schools for boys, the home economics and the student-teacher schools; it also meets the cost of equipping the central rural schools at the technical upper primary level. A survey was carried out by the fund for the purpose of improving textbooks for native schools.

6. Legal Basis.

Freedom of education is guaranteed by Art. 17 of the Constitution. By Art. 2 of the "Charte Coloniale" all restrictive measures are forbidden, hence there are both State schools and Private schools.

Education is under the general supervision of a directorate of education, public worship and Missions, comprising a) a section dealing with the general education for Europeans and scientific establishments; b) a section dealing with general education for natives, public worship and Missions, and c) sections dealing with technical and vocational education for natives and Europeans.⁽¹⁾

7. Belgian Congo Impressions:

No sooner had I accustomed my mind to the fact that the mighty Kariba dam would generate one million kilowatt, than I visited the Congo where I was told that the Inga scheme would harness the Congo river to produce twenty five times that amount. The very next day I visited the University of Louvanium which claimed to have the first (and at that time only) nuclear reactor in Southern Africa.

In the face of such scientific progress it was difficult to understand the appalling ignorance of the masses of the Congo with its 11 million inhabitants. On my way to the University, and that afternoon on the opposite side of the river, signs of incendiarism were evident, and the target too often was school buildings and other educational institutions. I was puzzled at this, and was not satisfied

(1) Arrêté du Régent, 3 December 1949, relating to the administrative organisation of the colony, Bulletin Administratif du Congo Belge, 25 December 1949, p. 2394-6, quoted in World Survey of Education, p. 108.

TABLE LXXII: Summary of School Statistics, 1951:

Level of Education and Type of School	Institu- tions	Teachers		Students enrolled
		Euro- pean	Native	
A. <u>NATIVE EDUCATION</u>				
(a) <u>Pre-School</u> :				
1) Schools maintained by army and police, pre- primary sections	8	-	7	351
2) Pre-primary schools, government-aided	73	-	82	3,350
3) Preparatory schools, government-aided	197	-	262	10,795
4) Pre-primary schools, Catholic	224	1	224	4,621
5) Pre-primary schools, Protestant	899	(2)..	(2)..	20,996
(b) <u>Primary</u> :				
1. <u>State Schools</u> :				
(1) Primary schools, denominational	7	8	77	3,842
(2) Schools maintained by army and police, primary sections ..	7	-	16	386
2. <u>Government-aided Schools</u> :				
(1) Lower primary schools	5,784)	984	15,594	306,583
(2) Incomplete lower primary schools ...	1,686)			43,251
(3) Upper primary schools	1,287)			132,138
(4) Preparatory sixth class for girls ...	22	5	22	519
(5) Primary schools of home economics	57	50	51	1,646
(6) Schools for auxiliary teachers	2	2	4	56
(7) Practice schools	70	66	82	2,432
(8) Workshop schools	53	49	126	1,586
(9) Post-primary schools of home economics .	45	55	48	1,097
3. <u>Unaided Schools</u> :				
(1) Lower primary schools Catholic	5,148	147	5,912	122,078
(2) Primary schools, Protestant	9,349	(2)..	(2)..	248,500
(3) Workshop schools	12	10	7	192
(4) Post-primary classes	4	(2)..	(2)..	183
(5) Primary schools main- tained by companies	434	83	1,021	43,539
(6) Other post-primary schools	26	24	35	1,059

summary continued

Summary of School Statistics, 1951, continued

Level of Education and Type of School	Institu- tions	Teachers		Students enrolled
		Euro- pean	Native	
(c) <u>Secondary:</u>				
1. <u>State General Education:</u>				
(1) Intermediate sections	2	5	-	110
(2) Secondary sections, general cycle	4	17	6	439
2. <u>State Vocational Education:</u>				
(1) Secondary sections, specialized cycle .	6	20	15	132
(2) Vocational sections .	5	20	27	626
(3) School of art	1	4	1	31
3. <u>Government-aided General Education:</u>				
(1) Intermediate schools	11	30	14	862
(2) Classical secondary schools	5	24	1	221
(3) Modern secondary schools, general cycle	9	32	10	731
(4) Preparatory classes .	1	10	-	71
4. <u>Vocational Education:</u>				
(1) Modern secondary schools, special- ized cycle	5	13	4	106
(2) Vocational schools ..	4	17	16	379
(3) Intermediate schools of home economics .	7	9	4	110
(4) Teacher-training schools	55	168	101	3,596
5. <u>Unaided Schools:</u>				
(1) Teacher-training schools	2	2	-	18
(2) Schools of home economics	2	2	-	32
(3) Teacher-training courses	8	(1)..	(1)..	167
(4) Apprenticeship courses	16	(1)..	(1)..	275
6. <u>Schools Maintained by Companies:</u>				
(1) Vocational schools ..	27	31	24	1,547
(2) Schools of home economics	19	21	22	1,620
(d) <u>Other:</u>				
1) Schools for adults	124	-	-	7,606
2) Religious classes, Catholic (3)	59	195	-	2,407
3) Pastors' schools, Protestant	27	1,088	(1)..	-

summary continued

with the summary dismissal of the problem by one instructor who simply said "They (the Africans) don't want education." To my mind there had to be some deeper explanation. Perhaps it is to be found in the opinion of a missionary who holds that "education is so much waste if it is not Christian education." Perhaps it is to be found in the opinion of another missionary who holds that "education is still too closely associated with political domination to be accepted for its own worth." Perhaps it is to be found in the opinion of yet another missionary who holds that "the rate of development educationally and socially has been out of proportion to the national rate of development from barbarism to civilization, the former having outstripped the latter." A personal comment would be to the effect that the Congolese has developed to the stage where education has proved to be a tremendous asset and of tremendous value to him personally in trade and commerce, but, because of the system which classes education as a gift from the Belgian or French homeland to the Congolese, he has never realized it as a possession, or a possible possession of his own race, for which he is responsible, and which should be possessed, administered and developed as a national asset, bearing the African hallmark and utilized to build an African Nation not part of, but equal in development to the Belgian and the French nations.

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