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C.C.T.A.

**Commission for Technical Co-operation in Africa South of the Sahara
Commission de Coopération Technique en Afrique au Sud du Sahara**

EDUCATION

INTER-AFRICAN AND REGIONAL

CONFERENCES

TANANARIVE

ACCRA

NAIROBI

1954

1950

1951

REPORTS

E. I

COMMISSION DE COOPERATION TECHNIQUE EN AFRIQUE AU SUD DU SAHARA

Créée en janvier 1950, la Commission de Coopération Technique en Afrique au Sud du Sahara (C.C.T.A.) a fait l'objet d'une Convention intergouvernementale signée à Londres le 18 janvier 1954. Elle se compose des Gouvernements suivants : Belgique, Fédération de la Rhodésie et du Nyassaland, France, Portugal, Royaume-Uni, Union de l'Afrique du Sud.

OBJECTIF

Assurer la coopération technique entre les territoires dont les Gouvernements Membres sont responsables en Afrique au Sud du Sahara.

ATTRIBUTIONS

- 1) Traiter de tout sujet concernant la coopération technique entre les Gouvernements Membres et leurs territoires dans le cadre de la compétence territoriale de la C.C.T.A.
- 2) Recommander aux Gouvernements Membres toutes mesures tendant à la mise en œuvre de cette coopération.
- 3) Convoquer les conférences techniques que les Gouvernements Membres ont décidé de tenir.
- 4) Contrôler du point de vue général et du point de vue financier l'activité des organismes placés sous son égide et présenter aux Gouvernements Membres toutes recommandations y afférentes.
- 5) Présenter des recommandations aux Gouvernements Membres en vue de la création de nouveaux organismes ou la révision des dispositions existantes pour la coopération technique, dans le cadre de la compétence territoriale de la C.C.T.A.
- 6) Présenter des recommandations aux Gouvernements Membres en vue de formuler des demandes conjointes d'assistance technique aux organisations internationales.
- 7) Présenter des avis sur toutes questions concernant la coopération technique que lui soumettront les Gouvernements Membres.
- 8) Administrer le Fonds Interafricain de la Recherche et la Fondation Interafricaine d'Echanges de Chercheurs et de Techniciens.

BUDGET

Alimenté par les contributions des Gouvernements Membres.

ORGANISATION

- 1) La C.C.T.A. se réunit au moins une fois chaque année. Ses recommandations et conclusions sont portées à la connaissance des Gouvernements Membres en vue de leur adoption à l'unanimité ainsi que de leur mise en œuvre dans les territoires intéressés.
- 2) Le Conseil Scientifique pour l'Afrique au Sud du Sahara (C.S.A.), Conseiller Scientifique de la C.C.T.A., a été créé en novembre 1950, comme suite à la Conférence Scientifique de Johannesburg (1949), en vue de favoriser l'application de la science à la solution des problèmes africains.

Il est composé de personnalités éminentes, choisies de telle sorte que les principales disciplines scientifiques importantes au stade actuel du développement de l'Afrique soient représentées. En tant que membres du Conseil ces personnalités n'agissent pas sur instructions de leurs Gouvernements respectifs mais sont responsables individuellement devant le Conseil.

- 3) Des Bureaux et Comités techniques traitent chacun un aspect particulier de la coopération régionale et interterritoriale en Afrique au Sud du Sahara.
- 4) La C.C.T.A. et le C.S.A. disposent d'un Secrétariat Conjoint. Celui-ci comporte deux sièges, l'un en Europe (Londres), l'autre en Afrique (Bukavu). Il est dirigé par un Secrétaire-Général, assisté à Londres par un Secrétaire-Général Adjoint et à Bukavu par un Secrétaire Scientifique.

PUBLICATIONS

Des brochures traitant de problèmes scientifiques et techniques, dont les données sont habituellement rassemblées en Afrique par le C.S.A., sont publiées à Londres. Toute demande d'information devra être adressée au Siège de Londres du Secrétariat Conjoint, à l'attention du fonctionnaire chargé des Publications et de l'Information.

COMMISSION FOR TECHNICAL CO-OPERATION IN AFRICA SOUTH OF THE SAHARA

Established in January, 1950, the Commission for Technical Co-operation in Africa South of the Sahara (C.C.T.A.) was the subject of an inter-governmental agreement signed in London on 18th January, 1954, and consists of the following Governments: Belgium, Federation of Rhodesia and Nyasaland, France, Portugal, Union of South Africa, United Kingdom.

OBJECT

To ensure technical co-operation between territories for which Member Governments are responsible in Africa South of the Sahara.

FUNCTIONS

- (1) To concern itself with all matters affecting technical co-operation between the Member Governments and their territories within the territorial scope of C.C.T.A.
- (2) To recommend to Member Governments measures for achieving such co-operation.
- (3) To convene technical conferences as agreed by Member Governments.
- (4) To supervise, from the financial and general points of view, the work of the organizations placed under its ægis and make recommendations thereon to the Member Governments.
- (5) To make recommendations to the Member Governments for the setting up of new organizations or the revision of existing arrangements for securing technical co-operation within the territorial scope of C.C.T.A.
- (6) To make recommendations to the Member Governments with a view to the formulation of joint requests for technical assistance from international organizations.
- (7) To advise Member Governments on any other subject in the field of technical co-operation which the Member Governments may bring to its notice.
- (8) To administer the Inter-African Research Fund and the Inter-African Foundation for the Exchange of Scientists and Technicians.

FINANCE

Contributions from Member Governments.

ORGANIZATION

- (1) C.C.T.A. meets at least once a year. Its recommendations and conclusions are submitted to Member Governments for unanimous approval and for implementation in the territories concerned.
- (2) The Scientific Council for Africa South of the Sahara (C.S.A.), Scientific Adviser to C.C.T.A., was established in November, 1950, following the Johannesburg Scientific Conference (1949). Its members are eminent scientists chosen in such a manner that the main scientific disciplines important at the present stage of the development of Africa shall be represented. As members of the Council they do not receive instructions from Governments but are responsible individually to the Council.
- (3) Technical Bureaux and Committees deal with specific aspects of regional and inter-territorial co-operation in Africa South of the Sahara.
- (4) A Joint Secretariat serves C.C.T.A. and C.S.A. It has two seats, one in Europe, London, and one in Africa, Bukavu. It is administered by a Secretary-General, assisted in London by an Assistant Secretary-General and in Bukavu by a Scientific Secretary.

PUBLICATIONS

Publications dealing with scientific and technical problems, the data of which are usually collected in Africa by C.S.A., are issued in London. Inquiries should be addressed to the London seat of the Joint Secretariat, for the attention of the Publications and Information Officer.



**INTER-AFRICAN CONFERENCE ON
EDUCATION**

1st Meeting

**TANANARIVE
1954**

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MEMBERSHIP OF DELEGATIONS

BELGIUM

- MM. AERTS (Belgian Congo), Chef de la Section de l'Enseignement pour indigènes.
LECOLIER, Inspecteur de l'Enseignement primaire du Ruanda-Urundi.

FRANCE

- MM. CABRIERE (*President*), Directeur de l'Enseignement à Madagascar.
REMONDET (French West Africa), Inspecteur d'Académie, Chef du Service de l'Enseignement Primaire.
BINON (French Equatorial Africa), Inspecteur d'Académie du Tchad.
GAUCHER (Cameroons), Délégué du Director de l'Enseignement pour le Nord Cameroun.
DOLMAZON (Togoland), Directeur de l'Enseignement au Togo.
LACHASSE (*Secretary General*), Inspecteur d'Académie, Directeur Adjoint de l'Enseignement à Madagascar.

GREAT BRITAIN

- MM. J. P. ATTENBOROUGH, C.B.E. (Tanganyika), Director of Education in Tanganyika.
W. A. GREGG (Uganda), Assistant Director of Education.
V. A. OTTAWAY (Kenya), Director of Education.
A. G. PAGE (Gold Coast), Director of the Teachers' College of the Gold Coast.

PORTUGAL

- Dr. V. M. BRAGA PAIXAO, Director General of Education, Ministry for Overseas Territories.
Dr. L. A. de CAMPOS METRASS MOREIRA de ALMEIDA (Mozambique), Director of Education in Mozambique.
Dr. BRAZ GOMES (Angola), Professor at the Lycée of Luanda.
Fr. A. MENDES PEDRO, Consultant Missionary at the General Directorate of Education, Ministry of Overseas Territories.

UNION OF SOUTH AFRICA

- M. J. H. VAN DYK, Assistant Secretary of Education for the Bantu.
Observer for UNESCO: M. LESTAGE.

OPENING ADDRESS BY GOVERNOR BAILLY

Secretary General for Madagascar

GENTLEMEN,

The French authorities of Madagascar fully appreciate the honour conferred upon them by the Commission for technical co-operation in Africa South of the Sahara in deciding that its 1954 Conference on Education should be held at Tananarive.

It is a particular and personal pleasure for me to see, gathered here, the delegates of Belgium, Great Britain, Portugal, the Union of South Africa, and France and to welcome you to Malagasy soil in the name of the Governor General, High Commissioner of the Republic.

I trust that on departing from this land you will remember it sympathetically and I earnestly hope that this meeting will confirm and strengthen the spirit of co-operation that inspires our respective countries in the common work of civilization on the African continent and on the Great Island. Though a common effort, our work is not all to one pattern. This is a premise which the Agenda of your Conference wisely accepts with a sensible preference for the modest methods of empirical research that takes into account the diversity of human groups. Responsible as I am for a territory whose proximity to Africa is the only link with the latter and which is so different from Africa in every other respect, I wish to express my appreciation of the sense of reality evidenced by your Commission and I am certain of expressing at the same time the feelings of the peoples of this country.

The unity of western civilization, which is our common heritage, permits the harmonious and rich diversity of nations. How could these various nations—so widely differentiated by their origin, religion, and geographical position—adopt the same policy? Yet if the means used to differ at times, the aim is the same: it is to civilize, that is to liberate minds through increased well-being and education. Your meeting here is a proof that in our community the consciousness of the aim in view is more important than local interests. There is no doubt that this consciousness will be strengthened by your exchange of views. The ethical value of this awareness justifies the conference, quite independently of its efficacy in practice.

Since I have taken the liberty of referring to the agenda of your meetings, I shall venture further, not of course to make some indiscreet intrusion in your discussions, but to show you that your programme does bear on subjects that have been of concern to us and to assure you that the Administration of the Island and the elite of the indigenous population will follow your work with particular sympathy.

Your basic concern is with elementary education, its essential development, the training of teachers in this field and its adaptation to local conditions. For technical and humane reasons which are obvious, the French Administration wished first to ensure the wide expansion of elementary primary education in this country. Marking the beginnings of a new phase, for several years we have been engaged in a vast reform which is essentially aimed at improving standards; to a large extent the results of this reform will depend on the quality of the teachers; and this is enough to explain why we should be primarily concerned with raising the standards of the present teachers and training new ones. Finally this line of reform is adapted to the needs of a more profound cultural development, while paying due regard for both humane and practical reasons to existing values among the Malagasy. I shall not dwell on this problem. You will be able to see for yourselves, while visiting our educational establishments which are all open to you, in Tananarive itself as well as outside it, what we have achieved or, to put it more modestly, what we propose to achieve. Let me simply repeat, that I only wanted to assure you here that your work will be followed with particular interest in the territory which has the honour to welcome you. This territory is anxious to profit by your experience; the office of the High Commissioner will endeavour to secure the material conditions necessary for the smooth running of your conference.

Gentlemen, the delegates of the Union of South Africa, Portugal, Great Britain, Belgium, and France, I am convinced that your stay here will be of benefit to the action developed by our countries in a spirit of trusting co-operation in Africa and Madagascar. In closing, I wish each of you a pleasant stay on our Great Island.

INTRODUCTORY ADDRESS BY M. CABRIERE

Director of Education for Madagascar

Chairman of the Conference

GENTLEMEN,

It is my pleasant duty to add my own words of welcome to those which the Governor Secretary General has spoken and to do so not only in my own name but also on behalf of the European and indigenous teaching staff of Madagascar.

Of course, I have already had the opportunity to say how pleased we are to have you here during our preliminary meetings, but I am glad to repeat our good wishes for a happy stay and for the moral and practical success of our work.

You have been good enough to choose me to preside over our deliberations; this is a sign of confidence which I deeply appreciate and I hope I shall not prove too unworthy of it.

By way of introductory remarks, I will recall the principles to be followed during our exchanges of views, to which the Governor-General referred a while ago.

In opening our conference we may note that during our first contacts we were already in agreement on all essentials:

We agreed that our aim is identical—to promote culture through educational action, on both the African continent and on the Great Island, starting with primary education. The latter is to be considered at the same time as a means to an end—since the foundation of primary education influences the structure of the higher levels (technical, secondary and higher education)—and also as an end in itself, since the humanitarian traditions of our countries require that while attending to the formation of an elite, we should think of the masses first.

We are agreed to recognize the original and indestructible entities of the countries that we represent, the diversity of the human groups where our work is to be developed and also to understand that different methods may be applied.

Thus the present conference, having no competence to formulate rules, does not propose to translate its suggestions into rigid formulae. This is a conference for purposes of information held in a spirit of solidarity and trust, meant to give each of us the opportunity to profit by the experience of the others.

The ordering of our discussions follows logically:

If the agenda is adopted, each point will be discussed separately, in the order suggested by the preparatory conference, aiming at the completion of each item before starting on the next; the following procedure would be adopted:

1. The Heads of Delegations would introduce each item or designate the member of their delegation who will do so.
2. As there may be various aspects to a question, wherever a large territory or a federation of different territories is concerned, other members of the same delegation would be offered the opportunity to give details or information they deem necessary to provide a complete picture of the situation.
3. The floor would then be open to any member of any other delegation who wants to ask for further enlightenment.

Before proceeding I would like to know if the conference accepts this procedure.

AGENDA

1. ORGANIZATION OF PRIMARY EDUCATION.
2. PRIMARY SCHOOLS CURRICULUM ADAPTATION TO LOCAL CONDITIONS.
3. THE PUBLICATION OF SCHOOL-BOOKS FOR AFRICAN PRIMARY SCHOOLS.
4. SCHOOL ATTENDANCE.
5. THE TRAINING OF TEACHERS.
6. THE ROLE OF THE TEACHERS OUTSIDE THE SCHOOL AND IN THE URBAN AND RURAL COMMUNITIES.

ORGANIZATION OF PRIMARY EDUCATION

BELGIUM

(Belgian Congo: Ruanda-Urundi).

The statistics relating to the educational facilities provided for the native population in the Belgian territories of Africa gave the following figures for 1953.

| | <i>Classes</i> | <i>Pupils</i> |
|---------------|----------------|---------------|
| Belgian Congo | 25,000 | 1,050,000 |
| Ruanda-Urundi | 5,000 | 220,000 |

These educational facilities are almost exclusively in the hands of private organizations—chiefly the Catholic and Protestant missions—the Belgian Government's action being limited to subsidizing schools and to their supervision.

The educational programme comprises:

(1) Pre-primary education (2 years' kindergarten and 1 preparatory year) non-compulsory and with the exclusive use of the vernacular;

(2) A two-level primary education programme, when French gradually replaces the vernacular and which gives access after 5, 6, or 7 years to:

(3) Either post-primary or secondary education.

Post-primary education is provided in teachers' training schools and student teachers' schools. These train student-teachers of both sexes and assistant student teachers.

Secondary education comprises, in addition to the general secondary education classes, *special sections*, called "*sections normales*" (teachers' courses) for the training of teachers for higher primary education.

Item 1 of the Agenda

ORGANIZATION OF PRIMARY EDUCATION

FRANCE

(French West Africa, French Equatorial Africa, Cameroons,
Togoland, Madagascar).

In the African territories of the French Union education is organized in the same way as in Metropolitan France, broadly speaking.

Primary education is given entirely in French¹ and comprises three courses, each of 2 years' duration—the preparatory, the elementary, and the intermediate. As in France the "*diplôme du certificat d'études primaires élémentaires*" (primary school leaving certificate) marks the successful completion of primary elementary studies.

At the same time, a test designed to establish the standard attained by the candidate, and comparable to the examination of the "*certificat d'études primaires élémentaires*", gives access to the secondary classes of lycées and colleges.

In France supplementary classes offer a short curriculum of modern studies of 4 years' duration broadly equivalent to the first cycle of secondary education. Access to these supplementary classes is subject to the passing of an examination as in the case of secondary classes of lycées and colleges.

An identical study-cycle is provided in overseas territories by the "*cours normaux*"² (teachers' courses), a 4 year study curriculum leading to the "*Brevet élémentaire*", the minimum qualification required to act as a teacher in primary education establishments. The pupils who have obtained the diploma may act as *assistant teachers*³ upon completion of one year's professional training.

Finally, a few "*écoles normales*" organized as in Metropolitan France, within the framework of primary education, prepare *teachers*, holding their baccalauréat degree, of Metropolitan level.⁴

¹ The Malagasy language is used in Madagascar at the start, in view of its relative linguistic unity, for the acquisition of instrumental knowledge (e.g. for reading).

² Educational establishments preparing 1st grade teachers. Similar establishments called "*Ecoles normales d'Instituteurs-adjoints*" (E.N.I.A.) exist in Togoland and in the French Cameroons.

³ Candidates not holding a diploma but who have obtained marks considered as satisfactory may be appointed as student teachers at the end of a year's professional training.

⁴ In Madagascar, the departments called "*sections normales*" are attached to the Lycées and provide the same preparation as the *Ecoles normales* (Teachers' colleges).

GREAT BRITAIN

(Tanganyika, Gold Coast, Kenya, Uganda).

The organization and length of primary education in the territories under British administration has varied greatly hitherto from one territory to the other.

Most of the African territories under British administration have now adopted or are about to adopt one of the organizational patterns for primary schools described below:

(a) An elementary study cycle of six years, followed by a four years' cycle of intermediate education, or

(b) A four years' elementary cycle which is eventually to be integrated with other courses to form an eight-year cycle of primary studies.

These are inspired by the recommendations made by two study groups of specialists sent in 1951 by the United Kingdom, the one to West Africa, the other to East and Central Africa, to study on the spot the methods and problems of education, and also by the subsequent discussion of their recommendations at the Cambridge Conference of 1952.

Wherever an appropriate vernacular exists, tuition in the lower classes is given in that language, English being introduced as a second language at the latest during the fifth year. In almost all the territories under British administration tuition is given in English at the latest at the start of secondary education.

UNION OF SOUTH AFRICA

Primary education for the Bantu is being reorganized. The various missions and communities are in charge of the administration and supervision of the schools (these enjoy Government subsidies).

Nursing schools apart, primary education has two levels:

(1) Lower primary schools: 4 years: (Sub-standards A and B and standards I and II);

(2) Higher primary schools: 4 years: (standards III to VI)¹ with an examination at the end of standard VI, this examination being at the same time a certificate of completion of primary education and an entrance examination both to teachers' colleges and to secondary and technical education.

The teachers' colleges prepare for:

After one year's studies, nursing school teachers,

After three years' studies, teachers of lower primary schools,

After four years' studies, teachers of higher primary schools and specialized teachers.

Many children leave school on completion of the lower primary schools; primary education is not compulsory.

It is provided according to the region in one or other of the seven Bantu languages spoken in the territory, and in both the official languages over the whole of the territories.

¹ On completion of the lower primary schools, the pupils who are not considered capable of following the higher primary schools are sent to practical courses within the framework of the higher primary schools.

PORTUGAL

(Angola, Mozambique).

In spite of their geographical diversity, the Portuguese Overseas Territories enjoy a system of primary education which is identical to that in force in Metropolitan Portugal. This remarkable unity is based, on the one hand, on the uniformity of the school programmes in force both in the Metropolitan and overseas territories of Portugal, and on the other hand on the exclusive teaching of Portuguese, local languages being used only as a means of communication.

There are two grades of primary education:

(1) *Elementary studies* (free of charge, elementary) three study cycles, each of one year's duration;

(2) *Higher studies* (two study cycles, each of one year's duration).

At the end of the first higher year pupils may :

either go on to secondary general or technical education (after an entrance examination)

or leave school after passing a final school examination.

Prior to joining the primary school the native pupils follow a cycle of study designed to further their adaptation (called "rudimentary studies") under the direction of the Catholic missions in conformity with the spiritual character of Portuguese expansion. This does not, however, affect the individual freedom of worship: all pupils are admitted to the schools, whatever their religion or that of their parents.

This period of adaptation comprises three years of studies, on completion of which the children may be admitted to the third course of the ordinary elementary grade.

The pupils of teachers' colleges, all located at Goa or in Metropolitan Portugal, are students who have completed (in the Metropolitan or overseas territories of Portugal) the five-year cycle of secondary general or technical studies.

PRIMARY SCHOOLS CURRICULUM
ADAPTATION TO LOCAL CONDITIONS

UNION OF SOUTH AFRICA

The delegate of South Africa points out to start with that difficulties similar to those described by the other delegations have also been encountered in his Federation.

On the other hand, primary education is now being reorganized. Until now 4 years' studies were provided for Bantu children only a small minority completed the normal 8 years' cycle of the primary schools of the Union.

The new system will be divided into two cycles of 4 years' studies each: the *lower primary schools*, which is to be compulsory; curricula will be reviewed and adapted to the needs of the children. It is hoped that in this manner an increasing number of young Bantus will benefit by an efficient basic education, providing elementary knowledge not only in their mother tongue, but also in the two official languages. Uniform programmes will apply to *Higher primary schools* to be attended by selected pupils who have completed the preceding cycle.

The new system will allow a greater number of children to leave school with a sufficient sum of knowledge on completion of 4 years' studies, and it will allow a minority to commence the more advanced studies of secondary education.

Those whose abilities prove insufficient at the end of the first cycle will be transferred to "adaptation courses" of a more practical nature and organized within the framework of the higher primary schools.

Item 2 of the Agenda

PRIMARY SCHOOLS CURRICULUM
ADAPTATION TO LOCAL CONDITIONS

GREAT BRITAIN

(Tanganyika, Gold Coast, Uganda, Kenya).

The head of the British delegation reminded the delegates of the aims set in 1952 at the conference held in Cambridge for primary education, i.e. definition of ethics and standards of individual behaviour, community spirit, fostering an active interest in local environment and in the outside world, sound basic knowledge, choice of craft and consciousness of the worthiness of manual labour.

Though not specified in the definition of aims, it was clearly implied that primary education must be closely related to local conditions and that the acquisition of wider knowledge must be attained through a more precise and more intelligent comprehension of the local environment in all its aspects.

As a means of achieving that end the conference recommended active methods such as work in the school gardens (illustrating improved agricultural practice adapted to regional needs) and the search for the acquisition of elementary knowledge in various fields that might give practical insight on local administration, geography, social structure, and trading systems.

During the ensuing discussion attention was drawn to the lack of enthusiasm for manual work often shown by African children and to the difficulty of organizing a satisfactory agricultural tuition, adapted to the needs of young children, in view of the interruption caused by long summer holidays.

As regards research methods, the delegates of the Gold Coast admitted, after an exchange of views with the delegate of the Belgian Congo, that they could lead to the loss of valuable school time, unless surveys were efficiently organized by teachers trained in research work.

BELGIUM

(Belgian Congo, Ruanda-Urundi).

After recalling the general organization of primary education and the general objectives of education, the head of the Belgian delegation defined as follows the twofold aim of primary education:

- (1) To prepare the native to contribute in his own environment to the progress of civilization both in his own interest and in that of the community, and
- (2) To prepare the intellectual leaders of the future.

In order to achieve this double aim, two different curricula have been worked out for the second level, while the curriculum of the first level is the same for all; there is therefore an ordinary second level curriculum intended for mass education and one more specifically designed to prepare for secondary education.

The adaptation of programmes to local conditions is mainly related to the importance given to crafts. They hold a particularly large place in the curriculum of the ordinary second level (two hours daily). The aim of this tuition is not however to train agricultural or industrial workers, but to give children a liking for physical effort and make them conscious of its merit.

The difficulties encountered in the implementation of these programmes are mainly due to the little interest shown by young boys in the tilling of land, owing in particular to ancestral prejudices.

FRANCE

The French authorities responsible for education in overseas territories have for long been aware of the need to adapt curricula to local conditions.

This adaptation appeared particularly desirable from the time when the momentous expansion of primary education made it into an instrument of the enlightenment of the masses destined to remain in their local, rural, or urban environment, whereas previously primary education had for its object the formation of intellectual leaders. The coming into force of the 1946 Constitution (stressing as it does that all citizens of the French Union enjoy an equal right to education) aroused fears among the native population lest local schools should not attain the standards of the Metropolitan.

Therefore, if the curricula worked out in most of the federations stress the need to base oneself on the human environment with which the child is familiar (a recommendation which brought about a real sprouting of text books for use in Africa) we nevertheless aim at maintaining in this adapted form of education standards comparable to those of Metropolitan France.

The difficulties encountered in carrying out these curricula are probably due to the practical difficulty of reconciling the two concepts of adaptation and assimilation.

A general debate on the speech of the delegate of French Equatorial Africa followed these communications. He underlined that "adaptation" was an ambiguous concept, to some extent:

for some it meant merely the partial modification of the curricula and teaching methods,

for others it implied a much deeper change and the introduction of new subjects such as agriculture.

The first meaning applied in French territories for reasons both of convenience and principle (notably in order to preserve the structure of Metropolitan curricula).

Such was also the interpretation given to this term by the Portuguese delegation.

The delegations of Belgium, Great Britain, and the Union of South Africa gave it the second meaning. They deemed it indispensable for the purposes of real adaptation that the curricula of primary schools should include agriculture and crafts, not as a first step to professional training but in order to "direct the mind to agricultural and rural pursuits" (Belgium), or "to awaken in children an interest for such activities" (Kenya).

The French delegates preferred, nevertheless, not to include agriculture and crafts in primary education proper.

To teach crafts as a separate subject may provide a means of dispelling the prevailing prejudice.

It may be pointed out in this connection that the prestige of vocational training was restored in Madagascar, since it has been organized outside the framework of primary education.

PORTUGAL

(Angola, Mozambique).

The general character of Portuguese primary education facilitates its uniform enforcement among all the peoples living on national territories. This means that no problem of curriculum adaptation arises since curricula are so elementary as to be accessible to the most diverse populations.

A problem of adaptation arises nevertheless with regard to the preparatory class of rudimentary education: study of Portuguese, "sensorial education" which compels the teacher to find in his pupils' environment elements upon which an active and profitable education can be based.

On the other hand, wherever possible, an important place is left for agriculture work and in urban centres for crafts, or in the case of girls for household work. This work is adapted to the age of the children and the teaching staff is specialized in these subjects.

THE PUBLICATION OF SCHOOL-BOOKS
FOR AFRICAN PRIMARY SCHOOLS

GREAT BRITAIN

(Tanganyika, Gold Coast, Kenya, Uganda).

The problems connected with the publication of school-books for African primary schools vary greatly from territory to territory. In some the question of the language used does not create major difficulties (f.i. in Tanganyika) in others it appears to do so and these problems have to be solved in different ways, depending on the territory (Gold Coast, Kenya, Uganda).

The preparation and publication of school-books is now subject to various rules and a broadly uniform conception seems to have prevailed in this respect; thus:

1. The precise elaboration of final curricula, time-tables, and textbooks is generally entrusted to the centres of education already set up or in process of organization.

The staff of these centres and that of teachers' colleges are particularly well prepared for this task and are encouraged to produce textbooks which are usually tested in the teachers' colleges before being published for distribution (Tanganyika). A great effort is now being made with regard to books intended for teachers (notably books intended to serve as a guide in the teaching of a given subject), (Kenya).

2. A number of territories have set up a joint central organization for the publication of books, notably textbooks.

The East African Literary Office, servicing Kenya, Uganda, and Zanzibar, is one of them.

BELGIUM

(Belgian Congo, Ruanda-Urundi).

The problem of languages is the first obstacle to the publication of adequate schoolbooks; in addition to French and to the four "*Linguae francae*" countless vernacular languages are in use. This explains the existence of hundreds of different schoolbooks.

Indeed—and this aspect of the problem is important—primary education is entrusted to the Missions and these have for a long time printed and prepared on the spot their own schoolbooks.

As could be expected, the value of these is very variable. Generally speaking such textbooks should be improved through simplification and adaptation to local environment. The increased interest evidenced in our particular problems by Belgian publishers and the organization, in the near future, of a Commission for Education, which intends to prepare textbooks and to publish a review on educational problems, are a good portent for the future.

Item 3 of the Agenda

THE PUBLICATION OF SCHOOL-BOOKS
FOR AFRICAN PRIMARY SCHOOLS

UNION OF SOUTH AFRICA

When the Missions opened schools for the Bantus, they also printed readers on their own presses in various vernacular languages and also in English (the official language). The fast development of primary education later brought publishers and missions into competition with regard to the publication of books in the vernacular and in the two official languages. The new textbooks are an improvement on the old as their authors have benefited by the progress made in educational methods. These books will be in adequate supply in the near future.

The number of books, other than readers, was small. In Bantu schools the teachers used European school-books as guides. The pupils did not use these books, as the majority of parents could not afford them, despite substantial reductions granted by the Union Government. It was therefore decided that schools would purchase their books themselves and this resulted during the last few years in the appearance in the Northern provinces of textbooks in history, geography, and hygiene, specially written for Bantu schools in the local vernacular and conforming to official curricula. Similar books are being prepared in Transvaal, particularly, for arithmetic and hygiene.

It was decided that the Committee of Bantu languages would in future determine the policy to be followed in the publication of textbooks. The distribution, free of charge, to pupils of readers in the vernacular and in the two official languages was also considered.

FRANCE

(French West Africa, French Equatorial Africa, Cameroons, Togoland, Madagascar).

The problem of the publication of text-books arose in the French territories of Africa and was particularly acute after the last war. For a long time the textbooks used had been those of Metropolitan France. The massive development of primary education resulted in an urgent need of school-books adapted to Africa; special books were published as French publishers took increasing interest in the development of education in Africa. A great many are now in existence covering basic subjects, i.e. reading, French, arithmetic, science, history, and geography.

These books are written in French and prepared in Madagascar, where, in view of the linguistic unity of the island, the first reader is in Malagasy. Indeed it is considered that the best and fastest method of teaching how to read French is to use Malagasy (results so far obtained confirm this assumption).

The authors have taken care to adapt their textbooks to the African schoolboy. They do not tend, however, to limit the field of learning to the pupil's village or clan, and it is recognized that the curriculum must acquaint the pupils not only with Africa but with the French Union and the world.

PORTUGAL

(Angola, Mozambique).

The uniformity of education and school curricula throughout Metropolitan Portugal and the overseas territories results in the same books being used in all Portuguese establishments of primary education. Most of them are published in Portugal; some are published in Angola and Mozambique.

The one book used in rudimentary education (a reader, including lessons of arithmetic and elements of ethical and religious education) is published by the Portuguese Government and sent to the Missions who distribute it among their pupils free of charge. Other auxiliary books have also been published for the teaching of drawing, history, and geography. The teachers enjoy great latitude in the use of the only textbook for rudimentary education—they are not instructed to follow the printed text slavishly.

The great problem which remains to be solved is that of textbooks for rudimentary education more suited to the purpose, i.e. textbooks dealing with problems relating to Africa (for instance history books) and intended also to develop the pupil's interest in reading by the publication of children's stories.

SCHOOL ATTENDANCE

PORTUGAL

(Angola, Mozambique).

The problem could be defined as follows:

(a) a fall in school attendance when passing from rudimentary education for the natives to general primary education;

(b) a further drop in attendance when passing from the elementary to the supplementary grades of general education.

These consecutive reductions in attendance may be due to:

the inadequacy of attendance control (which should be strengthened in some regions at least).

a certain lack of adjustment between degrees of learning and material conditions of life (a better education does not necessarily lead the recipient to a better position).

on the other hand, and though primary education is absolutely free of charge, school attendance deprives the family of the revenue the child could earn by working.

finally the Government aims first of all at giving access to the schools to the greatest possible number of children. Essentially therefore its effort will be one of horizontal expansion, which will have to be supplemented in the near future by vertical expansion also.

Item 4 of the Agenda

SCHOOL ATTENDANCE

Fall in the number of pupils when passing from preparatory to intermediate classes

FRANCE

(French East Africa, French Equatorial Africa, Camerouns, Togoland, Madagascar).

The question refers to two different problems:

(1) *that of school attendance properly speaking* (study of the variations in the ratio:

$$\frac{\text{Number of pupils actually attending.})}{\text{Number of registered pupils.}}$$

(2) *the question of the drop in the number of pupils attending class in passing from the preparatory to the intermediate level.* The two problems will be studied consecutively.

(1) *School attendance is usually satisfactory* in all the territories (90 per cent on the average); this is therefore a satisfactory result, but it has only been achieved recently. Local difficulties exist: *one difficulty* springs from the nomadic character of some populations, giving rise to special problems: endeavours have been made to find adequate solutions (school camps and specially trained teachers).

(2) *The number of pupils in each class drops considerably* in any one school when passing from the preparatory to the intermediate stage. This tendency already appears in Metropolitan France, and sometimes assumes great proportions in its overseas territories. The main reasons for this scholastic "fall out" seem to be the following:

(1) A lack of efficiency in educational methods due to an insufficient number of qualified teachers;

(2) An excessive number of pupils in the lower forms;

(3) The existence in these junior cycles of a considerable number of children who have started school too late to be able to follow the normal pattern;

(4) A tendency, at times unwarranted, for the teachers to keep pupils in the same form two years running;

(5) The existence of schools which do not provide a full cycle of studies.

The remedies to these deficiencies are obvious, but it is not always easy to put them into effect.

BELGIUM

(Belgian Congo, Ruanda-Urundi).

Though it varies greatly from region to region, school attendance appears to be satisfactory in secondary schools and boarding schools in the Belgian territories of Africa, particularly in the towns (over 95 per cent at Leopoldville). The difficulty does not lie in inducing children to attend school, but in building a sufficient number of schools and in training a qualified teaching staff in sufficient numbers.

A fall in the number of pupils is nevertheless observed between the lower and higher levels for the following reasons:

(1) Pupils dislike leaving their villages or their home district to go to far distant schools either as boarders or for the whole day.

(2) There is not yet a sufficient number of qualified teaching staff to justify opening new central schools despite the measures taken to advise and supervise the teachers in the remote countryside and to train, in normal conditions, head-masters of primary schools for the natives.

GREAT BRITAIN

(Tanganyika, Gold Coast, Kenya, Uganda).

Only the "fall out" problem will be dealt with. The Cambridge Conference has studied this problem and recommended the following remedial measures:

- (1) that schools be made more attractive,
- (2) that they should be provided with a sufficient number of books and school equipment,
- (3) that a reasonable limit be set to the number of pupils in each class,
- (4) that pupils should not be admitted in the middle of the school year,
- (5) that pupils who are average should not be admitted in the lower classes,
- (6) that the qualifications of teaching staff be raised in the lower classes,
- (7) that as far as possible pupils should not be kept in the same class two years running, and that examinations between classes should be abolished.

Finally, the delegate of Uganda underlined that the setting up of schools with an inadequate cycle of studies (1 or 2 years) is an obstacle to progress. These schools are thus limited to the lower classes because of the lack of teachers qualified to take charge of higher forms and to teach in English.

Here again the difficulty is the training of staff, sometimes also the lack of school premises.

UNION OF SOUTH AFRICA

According to statistics, about 17 per cent of Bantu children attending school finish the normal 8-year cycle. It is hoped that the new regulations which came into force in January, 1954, will result in a considerable reduction in this "fall out", which incidentally varies from region to region but is particularly apparent in the Bantu reserves.

Technically the "fall out" is due to the same reasons as those given by the other delegations but there are also economic and social reasons:

- the attitude of parents towards school attendance,
- the small advantage to a Bantu of a school diploma,
- the importance of paid children's labour in the agricultural districts.

As has already been said we hope that these problems will be solved satisfactorily by the new system of education introduced in 1954 and the measures taken in conformity with the instructions of the Bantu Education Division of the Department for Indigenous Affairs, i.e.:

- 4 years' studies in reorganized elementary primary schools directed by women teachers and their assistants,
- admission to be subject to specified conditions relating to age, attendance, and the possession of adequate school equipment,
- admission of pupils at the beginning of the school year only,
- appropriate time-tables,
- regulations relating to the passing from one class to the next so as to avoid keeping pupils in the same class for 2 years running unjustifiably.

THE TRAINING OF TEACHERS

PORTUGAL

(Angola, Mozambique).

Candidates for Training Colleges are expected to have had, in addition to their primary education, 5 years' secondary education or its equivalent in technical training. Admission to the Training College, whether in Metropolitan Portugal or Goa, is by competitive examination. The 2 years' training, which is free, consists of 3 terms theoretical and practical study for the profession leading up to a final examination followed by 6 months' practice. At the end of this time candidates sit for the State examination which qualifies them as teachers. (General education is thus almost entirely ignored in favour of professional training.)

Educational conferences are organized to raise the teachers' standards. Teachers are finally accepted into the profession only after 5 years' actual teaching which time may serve a selective purpose.

There are far more women than men candidates for the training colleges. There is no cause for anxiety in this, however, as the women teachers are often of greater value to the profession than the men. The speaker emphasized that financial difficulties, together with the need for a considerable expansion of native education, would probably necessitate the Government's altering the methods of recruitment.

At the end of this speech discussion took place on women teachers—the possibilities of recruitment, standards and qualifications, the place of women teachers in the profession, and the effects on the profession of their marriage or of maternity leave. These are complex problems which vary in each territory.

Adaptation courses are provided in schools of basic education directed by the missions. If the need arises lay teachers may be employed.

Besides the actual study for teaching, practical instruction on the use of equipment and its maintenance, hygiene, and discipline is given at the Centre for Scholastic Organization, as well as additional courses on agriculture, cattle-breeding, manual and domestic work, etc. These courses prepare the teachers for their future work outside the classroom.

The teachers' academic standard is maintained by 3 sets of courses held at the mission centres. Their cultural standard is improved by the same means as those outlined by the Belgian delegate.

We are also faced with the same difficulties as those mentioned by the other delegations regarding the quality and quantity of candidates for the teaching profession.

THE TRAINING OF TEACHERS

GREAT BRITAIN

(Tanganyika, Gold Coast, Kenya, Uganda).

The Cambridge Conference had also given careful consideration to this important question and had drawn up the following recommendations:

(1) That the training of teachers should be entrusted to specialists.

(2) It is a continuing process, not confined to the training colleges. It should be carried on by the training college staff, the Inspectors, the Heads of Departments, and the School Directors throughout the teachers' careers.

(3) That the training colleges must consist of not less than 100-200 student teachers and not more than 300, with a proportion of 1 teacher to 12 pupils.

(4) That educational institutes be set up to co-ordinate the policy of those responsible for the training of teachers.

As is the case everywhere, the recruiting of teachers presents two problems which are hard to reconcile:

a problem of quantity,

a problem of quality.

One has, therefore, to find a large number of good candidates, for students who come to primary education are often those who have failed in the secondary.

A positive result could certainly be achieved if the career were made more attractive, in the first place by giving teachers salaries at least equal to those of employees of other departments of the Civil Service. For example, in the Gold Coast teachers in training (while paying for their board and lodging) receive a salary. This acts as an incentive and, for their part, the students sign a 5-year contract.

It is to be hoped that all teachers will eventually have had a secondary education. At the moment, however, this is impossible, and it is considered advisable in practice to distinguish between two Diplomas, A and B.

Requirements for Diploma B, the lower standard, are 6 years' primary education followed by:

4 years' intermediate school education,

1 year's student-teaching, and

2 years' teachers' training.

Diploma B teachers can sit for Diploma A after 3 years' actual teaching and 2 years' further study. Diploma A can also be obtained at the end of a 2-year course following the completion of secondary education. Teachers holding Diploma B qualify only as primary school teachers, while holders of Diploma A may teach in both primary and intermediate schools. Diploma holders are accepted at the School of Education of the University College of the Gold Coast for more advanced professional training, or at Kumasi College for specialized courses.

No particular curriculum is usually set for the Training Colleges but the raising of students' cultural standards is worked for, side by side with academic training. At the same time attempts are made to arouse the students' curiosity and initiative by means of social surveys and monographs. Finally, arrangements have been made for practical work in one of the local schools.

The training colleges contain a department for vocational practice. They also hold refresher courses for former pupils. There are, however, several thousand teachers who have not been trained in the specialized schools. The evening classes and Saturday morning classes which were organized for them with the assistance of School Directors proved inadequate and arrangements have been made for practical training of 6 weeks' duration.

BELGIUM

(Congo, Ruanda-Urundi).

I. *Training of teachers*: In the African territories under Belgian administration teachers are trained in three categories of establishments.

(1) *Technical training schools* (2 years' studies after the ordinary second level). These schools, which are to be abolished, train supplementary student-teachers.

(2) *Student-teachers' schools* (4 years' studies after completion of the second selective level).

(3) *Teachers' training sections* (3 years' specialization after the first cycle of secondary education).

A full primary school (for practical training) is always attached to the training college.

Teachers' training includes 4 kinds of weekly exercises: a model lesson, a trial lesson, attendance as an observer at a lesson (during the first 2 years), taking part in a lesson (during the last 2 years). The difficulties encountered are mainly due to:

(1) the poor response to recruitment: inadequate sense of vocation, which is undoubtedly due to the low pay of teaching staff,

(2) the inadequate organization of practical training. To send observers to lessons implies the presence of first-rate teachers in the schools used for practical training. This is not yet the case everywhere.

II. *Improvement of teachers' standards*: Periods of practice are not included in the curricula, due to the lack of means. The missions are allowed to require that pupil-teachers should acquire 1 or 2 years' practice at the beginning of their teaching career and before they sit for the diploma (this regulation is still in force in the Belgian Congo but abandoned in Ruanda-Urundi).

The following means are used to improve standards:

monthly meetings of student teachers; education conferences attended exclusively by head-masters;

comprehensive inspection and model lessons;

presentation of methods and procedures; debates in which every student teacher may discuss his difficulties.

III. *The cultural standards of teachers*: Teachers can take advantage of the numerous public libraries, attend study groups, attend instructive films (mobile film units), read the daily papers, periodicals, and educational reviews which are of interest to all student-teachers.

To conclude: In spite of this organization out of the 36,000 teachers now employed in the Belgian Congo (20,000 in schools enjoying state subsidies) only 7,000 have some teachers' training . . . and in many cases this training is inadequate.

The two main difficulties are surely the following:

the insufficient number of student-teachers,

the inadequate qualifications of many of our teachers.

The first of these problems is related to the question of salaries. The second is explained in part by an insufficient general education, which in our opinion is the major fault in our educational system.

UNION OF SOUTH AFRICA

Teachers are trained in the training colleges, most of which are supervised by the missions and subsidized by the State. These colleges are being brought within the jurisdiction of the State.

In the training of teachers, more emphasis is laid on the professional than the cultural side, and practical experience, under the direction of professors who are for the greater part trained in Europe, constitutes the most important part of the training college curriculum. We need about 3,000 teachers a year and can obtain that number. There are, as a matter of fact, more women teachers than are actually needed, but that causes no inconvenience. On the other hand, we lack premises and equipment.

The following problems are raised in connection with training colleges: an unsatisfactory geographical distribution, connected with the fact that the colleges, which had been set up by the missions, are unable to come to agree on their respective spheres of influence; as a result of the above (and of the fact that each college draws its pupils indiscriminately from all parts of the Union), a multiplicity of languages (about 8), is taught.

Teachers who are trained in these colleges and then sent back to their native districts have lost touch with their own people; they have no knowledge of local culture.

Finally, the staff of the training colleges is not always equal to its task and the State's failure to foresee and direct the development of these colleges is to be deplored. The question will be reconsidered.

FRANCE

(French East Africa, French West Africa, French Cameroons, Togoland, Madagascar).

The training of teachers has dominated the history of primary education in Africa. The problem was resolved on a purely local basis before the last war. After the Brazzaville Conference, in accordance with the expressed wish of the people to bring the system of education in Africa into line with that of Metropolitan France, most of the territories adopted this principle, and the "Brevet élémentaire" (of Metropolitan France) became the necessary qualification for primary teachers. The reform in the training of African teachers is, however, too recent for all of them to hold this qualification.

African primary school teachers now consist of:

(a) Teachers trained on French Metropolitan lines in colleges in France or Africa, in which the course of studies includes 3 years' general education and 1 year's professional training, who hold the "Baccalauréat" and the "Certificat d'aptitude pédagogique".

(b) Assistant teachers who hold the "Brevet élémentaire" and the local "Certificat d'aptitude pédagogique", and who have followed a course of training consisting of 4 years' general education and 1 year's professional training;

(c) Student teachers holding purely local diplomas, one of which must be the "Certificat d'aptitude pédagogique". Some of these have followed the same course of training as the assistant teachers, but have not obtained the "Brevet élémentaire".

At least once a year theoretical and practical refresher courses, modelled on those held in France, are organized by Inspectors of Education for all primary teachers.

The teachers' culture, generally inadequate (a fact which reflects unfortunately on professional work) presents a great problem. Attempts at cultural improvement by means of correspondence courses, a wider scope of reading and the stimulation of interest in local affairs have been made, but it is an uphill task.

THE ROLE OF THE TEACHERS OUTSIDE THE SCHOOL
AND IN THE URBAN AND RURAL COMMUNITIES

GREAT BRITAIN

(Tanganyika, Gold Coast, Kenya, Uganda).

“The teacher’s place in society” was one of the questions on the Agenda of the Cambridge Conference. It was considered that the teacher should be more than a dispenser of knowledge; that he should play the part of a pioneer in the community—by organizing scout movements, sports, educational groups, and adult education in his locality. In Kenya, for instance, headmasters are members of the schools’ committee and organize the activities of the parents’ association. They are also authorized to participate, outside the school, in the public life of the community.

Often, however, the teachers’ work and influence are affected by their frequent changes of school. They are often strangers in the villages where they teach and which they leave during the holidays, and especially at week-ends, to visit their families. Nevertheless, they recently took part in work on fundamental education for which they are entitled to receive a supplementary remuneration at an agreed rate for a certain number of hours per week.

Consideration has been given to making teachers conscious of their place in society by bringing them into contact with the workers of other departments, such as the veterinary and agricultural departments, with whom they will be asked to co-operate in future, in the schools.

The delegate of the Gold Coast believed that the idea of allowing teachers to assume certain functions in local councils and committees presented a difficult problem, and that such activities might sometimes impede their work.

Item 6 of the Agenda

THE ROLE OF THE TEACHERS OUTSIDE THE
SCHOOL AND IN THE URBAN AND RURAL
COMMUNITIES

UNION OF SOUTH AFRICA

The native teacher must play a part of prime importance in the development of the Bantu people. He must educate in the broadest sense of the word. The first essential to his success is that he should be a native of the district in which he teaches. A teacher can play such a part more easily in a country community, where he can gain the people's confidence and form closer and more lasting ties, than in an Urban community.

Many Bantu teachers take an active part in religious affairs, and more than half of them (the number is even higher among women teachers) in youth movements. Nearly all of them are interested in school sports and inter-school contests; they also organize choral singing and concerts. They are authorized to take part in certain councils.

The situation is much the same in the towns but certain urban conditions, particularly the complex nature of the population, make the teacher's task more difficult. In this instance, success is above all a question of personality.

FRANCE

(French East Africa, French West Africa, French Cameroons,
Togoland, Madagascar).

The African teacher must make devotion to his class his first consideration; he must bring home to his pupils the elementary education laid down in the curriculum, he must inspire proper mental attitudes and give moral and civic education. This fundamental task is far more delicate than in France, as great care must be taken to avoid uprooting the pupils, or bringing past and present (the younger generation and the old) into opposition. This aspect of education shows how the teacher's work must be extended outside the classroom, and how effective it can be in the evolution of aboriginal peoples.

There are many extra-scholastics sides of an African teacher's work: to list the most important:

Courses of adult education: These courses usually serve a dual purpose: to combat illiteracy and to teach the fundamentals of hygiene and agricultural techniques.

Postgraduate and extra-scholastic arrangements for former students: of sport and cultural groups organized by the teacher who may act as instigator or adviser.

Vocational Guidance : This is intended for the information of parents on the openings available to their children in the light of the latter's inclinations and ability.

Liaison with the Administration : in which the teacher acts as the link between the people and the departments of health, law, registries and land tenure, etc.

The prestige of the teaching profession is affected by the often delicate role played by the teacher in local society; this depends on a good general education and adequate cultural standards (also salary and accommodation).

BELGIUM

(Congo, Ruanda-Urundi).

In Belgium, especially in country districts, the teacher is a man of importance. In the Congo, although the student-teacher must educate by example and sometimes has a certain influence, his role is rarely prominent. He is no more, in fact, than an employee of the Mission; he has no political standing in the community but implements Mission policy.

This position varies considerably according to the individual and the region.

Another reason for the teachers' lack of prestige is that they are badly paid, and consequently find it hard to assert themselves.

The Government felt moved to act in this respect by bringing pressure to bear on the missions for a revision of salaries.

PORTUGAL

(Angola, Mozambique).

In the Portuguese territories the primary school teachers, for the most part Europeans, enjoy a certain prestige by virtue of their service to the community; their conduct is usually exemplary and their position, especially in country districts, holds certain privileges. In addition, they usually constitute an element of social stability.

Native teachers are only found in adaptation centres directed by the missions. Their influence in the villages is often very far-reaching; they are advisers, friends, and members of the community. Their private lives, however, remain apart and they act in no official capacity outside the school.

They often provide the link between the native population and the Europeans.

EXPRESSION OF HOPES FOR THE FUTURE

The C.C.T.A. Conference on Education, which met in Tananarive from the 9th-13th November, 1954, had as its object an exchange of information between all members on the problems of primary education in Africa and Madagascar so that each Member might profit from the experience of the others.

The Conference unanimously approved the following text:

The Conference:

TAKING NOTE that its goal has been reached in a spirit of objectivity, confidence, and sympathetic understanding;

EXPRESSES the hope that the contacts which have thus been established will be maintained by means of an exchange of correspondence, documents, and visits, and

EXPRESSES the wish that other conferences on education may be held in which the same spirit of international co-operation that inspired its own work is displayed.

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