

than already depressed export prices. This was ensured by an elaborate 'rake off' system whereby traders, miners, ranchers and farmers purchasing maize from Africans were obliged to pay levies to the Board which thereby derived the income for subsidizing the export losses of the large European maize growers (*ibid.*, 18-20).

In effect, what the Co-op participated in was an elaborate exercise designed to ensure the survival of the European farming sector at the expense of the African.

It is to the Co-op's credit that its members 'vigorously opposed' the two-pool quota system operated by the Maize Control Board, albeit for the wrong reasons. For not only was the system 'the very antithesis of co-operation'. It was, in the final analysis, also a piece of blatant exploitation.

Ministry of Education and Culture
Salisbury

C. F. KEYTER

Sable: The Story of The Salisbury Club By C. Black. Salisbury, privately, 1981, xiv, 254 pp., no price indicated.

This story of Zimbabwe's senior club is basically a collection of lively biographies of chairmen and members over the years. As such it is interesting reading and almost constitutes a non-political Who's Who of Southern Rhodesia. It is a pity, however, that someone with Black's knowledge and skill did not attempt a more analytical history of an institution that, one may guess, played not a small part in defining Establishment consensus in White Rhodesia. Civil servants of a certain rank were expected to join; Ministers were extended membership if not already members. Thus when Special Juries were created there was considerable White opposition to being judged as well as ruled by the Salisbury Club.

R.S.R.

Education for Employment By R. Riddell. Gwelo, Mambo Press in association with the Catholic Institute for International Relations and the Justice and Peace Commission, From Rhodesia to Zimbabwe 9, 1980, 72pp., Z\$0.95.

The inertia of a complex system is great. Although in a revolutionary era men's minds easily leap ahead, rapid change 'on the ground' in an educational system is virtually impossible. Thus, although published in 1980, this book is still of interest and importance, and must have provided a useful contribution to the ferment of ideas that has surrounded education in Zimbabwe since Independence.

In the first two thirds of the book the author provides an excellent survey of how matters stood in education in this country on the eve of Independence, and how we had reached that situation along a road paved with racialism. But with great perception he remarks:

The removal of racial discrimination, in practice as well as theory, and policies of positive discrimination will not solve the country's education and development problems on their own. Indeed, in future years, it may