

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.

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**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

well be that racialism will be viewed as a relatively minor problem. A major thesis of this booklet is that an expansion of the present schooling system will not solve the country's fundamental social, economic or educational problems.

The last third of the book is devoted to a discussion of the practical implications of his view that one central purpose of expanding education is to increase production, so that education is for employment; and he outlines a number of concrete policy proposals under the headings of 'universal basic education', 'adult functional literacy', and 'further training'. He points out that these three sets of proposals all require substantial financial resources, and that as funds will be limited, at least in the short term, difficult choices will have to be made.

As it is now almost two years since the book was published, the reader needs only to look out of his window to see what choices have in fact been made. He will notice, for example, that large numbers of rural secondary schools have been established and issued with (among other things) bunsen burners; but that, in general, primary schools have not been issued with pickaxes and spades. This is evidence of a choice having been made; the reader is left to put a cross or a tick against the following selection, adapted from the proposals:

#### *Universal Basic Education*

- \* The establishment of Basic Education schools throughout the country, offering a complete (possibly nine-year) course, with agriculture as an integral element in rural areas, is recommended.
- \* The course would provide basic head and hand skills, and also teach skills needed for productive employment in society.
- \* The school year would be closely related to the agricultural year, flexibility being given to schools in different areas to adapt to the variability of the rains and the harvest time, to enable the critical interrelationship between production and learning to be developed.
- \* Selection for education beyond the basic course would be based on an assessment profile compiled for all students both during and on completion of their basic education. This would be based partly on examinations, partly on classroom performance and partly on the impact that students have made upon their peer group and the local community.

#### *Universal Adult Literacy*

- \* A massive campaign for adult literacy in all parts of the country would provide the opportunity to learn basic literacy skills as a means of improving the occupational knowledge and skills already possessed by learners.

#### *Further Training*

- \* A comprehensive manpower-planning study would pinpoint the skills needed in the short, medium and long term, enabling further training to be closely related to requirements, so preventing shortages and surfeits.
- \* Integration of further training and employment was recommended so that those

benefiting could use their new skills in the service of the wider community, and hand on their skills to others.

- \* In general, all work places should be linked directly to centres for further training, there being a range of such centres around the country. Places of work would thus share the national task of providing skills for the economy.
- \* A substantial amount of further training directed specifically at rural development requirements should take place in the rural areas.
- \* Existing secondary and further-education schools and technical colleges should be retained and expanded, but linked directly with the needs of the economy, less emphasis being placed on what is traditionally known as 'academic' secondary schooling.
- \* Further Training Centres should be established, planned to operate in close co-operation with the needs of the other Ministries, notably Commerce, Agriculture, and Industry. Each F.T.C. should develop close links with a particular sector or sub-sector of the economy.

The main message of Riddell's valuable little book is that, apart from the establishment of basic literacy and numeracy, 'education for development' is not something which happens in a school; it is something which happens at work. Hence to expand education we must provide not more schools but more work-places.

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M. J. ROBSON

**Gold Mines of Mashonaland, 1890-1980** By D.J. Bowen. Salisbury, Thomson Publications, 1979, 95 pp., illus., Z\$7.50.

**Gold Mines of Rhodesia, 1890-1980** By D.J. Bowen. Salisbury, Thomson Newspapers, 1980, 106 pp., illus., Z\$12.50.

These two books comprise reprints of articles originally published in *The Chamber of Mines Journal* or *Mining and Engineering*. All the chapters (apart from ones on pre-colonial production, and the early role of the British South Africa Company, which are printed in both books, and West Australian gold, printed only in the latter) are detailed summaries of the history, geology and production of individual mines.

The first book covers twenty-one mines in Mashonaland and the second book repeats eight of these in addition to covering twelve other mines, mainly in the Midlands and Matabeleland. Written by a geologist for a mining readership rather than for historians, these brief surveys are nevertheless useful sources of reference.

R.S.R.