

BOOK REVIEWS

The European Educational System in Southern Rhodesia, 1890-1930 By R.J. Challiss. Salisbury, University of Zimbabwe, Supplement to *Zambezia*, 1982, vii, 127 pp., Z\$4.50.

A thorough reading of the previously almost untouched 'E' (European Education) series of correspondence files in the National Archives enables Challiss not only to construct a convincing narrative but also to explore the political, economic and social aspects of early European education.

Challiss shows how education was crucial to the maintenance of settler economic and political power. While substantial revenues from the Rhodesian Government, private funds and the support of the Imperial Government were all appropriated for White education (pp. 5-17, 28-42, 84-95), African education received paltry state support and 'the course of African education was diverted in the period 1914-23 from progression towards secondary schooling and sophisticated technical training into a simplified kind of instruction that was considered to be most suitable for African aptitudes, abilities and needs' (p. 37). Furthermore, construction and maintenance of a comprehensive European education system depended very much on the exploitation of African labour (pp. 67-83).

In the course of seeking to maintain White supremacy and Empire loyalty Rhodesian schools developed a particularly racist, militaristic and jingoistic ethos (pp. 21-3, 26-8, 49-57, 57-66). A significant feature of the development of European education in Zimbabwe, manifestations of which can still be seen in government 'A' and exclusive private schools today, was the early injection of British ruling class 'Public School' values and institutions into schools (pp. 53-6).

Challiss's analysis of the curriculum of European schools (pp. 96-9) is sketchy, establishing only that academic subjects vastly outweighed technical subjects. His examination of some aspects of the relationship between education and White racism (pp. 57-66) is more satisfactory, providing useful insights into the fears that underlie racism and into the complete failure of early European education to counter those fears.

Although Challiss's monograph is far superior to the superficial and ideological work he so acerbically and effectively criticizes in his footnotes, I find one major flaw in it, and that is its lack of a sufficiently developed theoretical framework. This inadequacy pervades the monograph and a proper critique of it would involve a more extended analysis than is possible here. A single example will have to serve as illustration.

In describing the establishment of European education Challiss refers to the speed with which European schools were taken over by the state and to the role played in this by the first two Directors of Education (pp. 10-12). His analysis would have been more profound, and of greater use to contemporary educators, if he had used the concepts of state and ideology. Challiss would then have been able to show that it was the nature of the settler state that determined the role played by government in relation to both European and African education throughout the colonial period, and that the ideology of educators—the way educators explained and justified their actions—played a very important part in the creation of educational policy. Today, of course, the nature of the independent state and the ideology of educators, both of which reflect the class structure, continue to shape

the direction of education. Given Zimbabwe's professed goal of building a democratic socialism, the most disturbing aspect of current debate on education in Zimbabwe is the almost complete absence of class analysis and the consequent failure to develop a coherent socialist education strategy. Histories such as the one reviewed here have an important contribution to make to the development of such an analysis and strategy, but only if they use sharper, more committed, concepts.

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Bilingualism, Language Contact and Planning By *E.A. Ngara*. Gwelo, Mambo Press, Zambeziwana 12, 1982, xii, 162 pp., Z\$8.70.

Dr Ngara's book is a welcome addition to the Zambeziwana Series as it is the first work in the series which examines issues of language in Zimbabwe.

The phrase 'issues of language' bespeaks an enormously wide range of topics and problems. Dr Ngara begins with a discussion of bilingualism, that is, the relationship between languages in contact within a particular boundary (here, Zimbabwe) and the problems of acquiring two or more languages for the individual member of a community. This is followed by a survey of the language situation in the country itself with some interesting observations from the writer's 1975 study on the attitudes to language of Black teenage students. Clearly the war for national independence created a growing awareness of a linguistic and cultural identity with Shona, although, as a counterbalance to this, the study records a positive attitude to a neutral world language like English.

The central chapters of the book discuss the specific linguistic and learning problems for the Shona student in learning English. The contrastive studies of Shona/English phonology and grammar are the first easily accessible accounts of these subjects and should provide language teachers and laymen with a valuable reference source. To the linguist, these chapters are a spur to deeper study.

Languages in contact inevitably influence each other's development in every aspect of the linguistic systems from phonetics to semantics. Ngara introduces and analyses the important principles of 'penetration', 'interlarding' (for example, when a Shona speaker is so accustomed to using particular phrases of English that he cannot avoid using them in his first language) and the idea of 'alternation' which is 'an advanced form of interlarding where the bilingual introduces so much English that it may be difficult to tell whether he is speaking Shona or English' (p. 97). There are some interesting examples:

Hwahwa hunopinda right through
Vanhu vacho vari devoid of sense ambuya
Iye ndiye trouble causer

It should be emphasized that from the linguistic point of view these are natural processes of language interchange. They look forward to a future variety of spoken Zimbabwean English in which there may well be so much 'alternation' in a speaker's language that the new variety could in fact assume a separate language identity. Such speculation is of the future but decisions concerning the relationships between our three most widely spoken languages in contemporary Zimbabwe may well affect the kind of language which future generations of Zimbabweans use.