

A SURVEY OF STUDENT DISCIPLINE PROBLEMS IN LUSAKA  
SECONDARY SCHOOLS FROM 1960 TO 1970

BY

STANISLAUS S. SHANA

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PREFACE

This is a survey of student discipline problems in Lusaka Secondary Schools from 1960 to 1970. It will be noticed that some of the problems are common, not only to Lusaka Secondary Schools, but also to other Secondary Schools in Zambia. The choice of Lusaka Schools was merely done in the interest of narrowing down the area of investigation. This study opens up what, I believe, is largely new ground, or perhaps rather, old ground treated in a new way.

A number of people gave their time unselfishly to discussing and even reading the draft of this dissertation. Beyond any shadow of doubt, the greatest of gratitude is owed to the Heads of the Secondary Schools who furnished me with the vital documents relating to discipline in their schools without which this dissertation would have had no foundation.

Thanks are also due to Mr. Sinkala, my co-worker in the office, for discussing with me the vital issues of this dissertation. While one found it unavoidable to disagree with him, here and there, it was his ability to conduct constructive discussions that one found most valuable and inspiring.

Grateful acknowledgements are due to Miss Elizabeth Ngoma and Miss Febbie Mambwe for obliging me with the typing of the draft of this dissertation and to Miss Esther V.K. Zulu of the University of Zambia, Lusaka for typing the final copy of this dissertation.

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What I owe my wife can no more be expressed than can my debt to the fact of life itself.

Finally, I must thank my supervisor Mr. A.K. Tiberondwa of the University of Zambia for his sympathetic and natural ability in directing me through this dissertation.

STANISLAUS S. SHANA

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ABSTRACT

I undertook this work because indiscipline struck me, during my day-to-day work as Inspector of Secondary Schools, as a never-ending problem. Fortunately, I have lived through both worlds - the pre-independence world and the post-independence world. It is true to say that the years immediately before Independence, 1960-1963 witnessed a lot of indiscipline in Secondary Schools. In fact the years 1959 and 1960 witnessed so great a number of indiscipline acts in schools that the Ministry of African Education found it necessary to produce Circular No. 12 of 1960 entitled 'Discipline in Schools'. The full text of this circular is found at Appendix A. One would have thought that with the gaining of Independence in 1964 indiscipline was brought to an end. But far from it, indiscipline worsened. The year 1969 was the worst hit. So I decided to find out why the problem does not end.

The idea, therefore, was to conduct a survey in order to see the general trend of discipline in these schools between 1960 and 1970. This period was deliberately chosen as it would enable me to study both the pre-~~end~~ and/<sup>the</sup> post-independence periods. One of the aims was to try and find out whether indiscipline in these schools was purely the work of the nationalists or whether there was something else to it. If there was, could weak points be pin-pointed and remedies prescribed?

In trying to diagnose the ills of the disciplinary systems of these schools, I realized, only too late, that some of the utterances I have made will make me very unpopular, not only with the students, but also with the educationists and disciplinarians. I know most of them will no doubt overwhelm me with excellent reasons for all the matters I have been presumptuous enough to challenge. Already I wish I could say, like the preacher coming to a difficult passage in his text: "Now, my friends, this is a matter of great difficulty; let us look at it boldly in the face and pass on." May be the free society of Zambia will spare me from any wrath to come by ignoring such professional profanity. My definition of a free society is, 'a society where it is safe to be unpopular.' This saying of Mr. Adlai Stevenson, twice a candidate for the Presidency of the United States, is one well worth pondering. There are far too many people all over the world who use threats and intimidations to suppress opinions and to compel apparent support. I, indeed, take refuge in this statement.

#### THE PROBLEMS:

Many people enjoy reading a mystery story. As the plot thickens and the final pages challenge us we are faced with the problem of identifying the guilty party. We attempt to pull together the threads of the story, to assemble every thread of relevant information, to analyse the personalities involved.

In many ways, reaching a disciplinary or an administrative decision is like searching for a hit-and-run driver. Before we act we seek to pull together threads of the story, to assemble all relevant information and to assess the situation in order to see what is likely to have happened. This is not easy.

This dissertation, sets out, by means of a number of 'problems' or 'issues' to provide a variety of typical problem situations, discipline-wise, which faced secondary school administration during the period in question. Though in some cases solutions have been suggested, it is hoped that every reader must be his own detective, counsel, judge - and, if necessary, executioner, too.

No dissertation can provide solutions to school discipline problems. This is because every disciplinary situation is unique. No one situation is exactly like another; no particular formula will suffice for the solution of any particular problem.

We are well aware that leadership implies the existence of follower-ship, that administrative situations are interaction situations involving people and many other elements. Each situation is as different from the other as are the personalities, experience, age, sex, mood, and so on of the people involved. Time of day, temperature, colour of room, intensity of illumination, size of staff, school

rules, community attitudes - these and thousands of other variables can influence a given problem situation.

Yet in the research for this dissertation, it was clear that many situations were so frequently met with in schools that they deserved singling out for discussion. Gradually, it was possible to amass a nucleus of evidence which appears to have significance for school discipline. Although this evidence may not solve individual problems, it may well provide guide lines for action.

#### METHOD OF DATA COLLECTION:

It might be of some use to mention the method used in amassing data for this dissertation.

Besides studying files on disciplinary matters in various schools, offices, the archives, and reading relevant books, the interview method was extensively used. It has, however, been found that the method is not without faults. In applying it, several problems cropped up. It might be valuable to show here the nature of the problems experienced in using this method.

#### THE INTERVIEW METHOD:

- i) This method was found to be too slow since each individual had to be questioned separately.
- ii) In some cases uniformity in responses over the same issue could not be achieved since the same question might have diverse meanings to different people. It might be comprehensible to some and incomprehensible

to others.

- iii) At times a reply to a question made me abandon my previous line of thought, as a result, the interview became less easily comparable with the preceding ones.
- iv) Some of the respondents did not feel safe or free to express views, they thought might be disapproved or might get them into trouble politically. Although they were assured that they would not be identified in any way, they seemed to doubt one's good faith, since in most cases one knew either their names or even their addresses.
- v) Some people gave an answer today and decided the following day to change it after giving it a second thought.
- vi) Some people had one grievance which they wanted to harp on. It did not matter what one said or how one asked them, they would still come back to it.
- vii) Credibility of facts was very difficult in some cases to ascertain for; in trying to find out, for instance, how active the Nationalists were in influencing indiscipline in schools, one was sometimes given exaggerated melodramatic answers which made one feel the people just wanted to impress one that they were tough politicians who fought hard during the struggle for independence.
- viii) Some questions involved self-analysing of the respondent's feelings etcetera, thus prevented a candid reply.

BASIC FACTS ABOUT LUSAKA REGION SECONDARY SCHOOLS

Lusaka Region has thirteen Secondary Schools. Of these thirteen, six are boarding Schools, three are mainly Day Schools with limited facilities for the boarding, and the rest are completely Day Schools. Only two of the thirteen Schools (Kawala and Naboye) are co-educational Schools; the rest are single sex Schools.

This survey was conducted in all the thirteen schools namely:-

BOARDING SCHOOLS

1. Chongwe Secondary School (Boys Only)
2. David Kaunda Technical Secondary School (Boys Only)
3. Feira Secondary School (Boys Only)
4. Kafue Secondary School (Boys Only)
5. Munali Secondary School (Boys Only)
6. Roma Girls' Secondary School (Girls Only)

DAY SCHOOLS WITH LIMITED BOARDING FACILITIES

7. Kabulonga School for Boys (Boys Only)
8. Kabulonga School for Girls (Girls Only)
9. Kawala Secondary School (Boys and Girls)

DAY SCHOOLS

10. Libala Secondary School (Boys Only)
11. Matero Boys' Secondary School (Boys Only)
12. Matero Girls' Secondary School (Girls Only)
13. Naboye Secondary School (Boys and Girls)

Dominican Convent School and the International School are Private Schools which do not fall under Lusaka Region as such and therefore were not included in the survey.

The class patterns of the thirteen schools to date are as follows:

	<u>FORMS:</u>				
	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>
Chongwe	4	4	2	2	-
David Kaunda	4	4	4	3	3
Feira	3	3	1	2	-
Kafue	3	3	3	2	2
Munali	4	4	4	2	2
Roma	3	3	3	2	2
Kabulonga Girls'	6	6	6	3	3
Kabulonga Boys'	7	7	7	3	3
Kanwala	6	6	5	3	3
Libala	5	4	4	2	2
Matere Boys'	3	3	3	2	2
Matere Girls'	5	4	4	2	2
Naboye (Kafue Day)	3	3	3	2	2

Each Form would have about 35 students and the teacher requirement according to the establishment is  $1\frac{1}{2}$  teachers per class excluding the Head and Deputy Head. As is to be expected the teaching staff is preponderantly expatriate with a sprinkling of Zambian teachers. As is to be expected also the student population is mainly Zambian with a sprinkling of Asians (forming the biggest group), followed by Coloureds and then Europeans.

No Africans were admitted in the following schools until shortly before Independence when they were thrown open to all:

Kabulong Boys' (Europeans)

Kabulonga Girls' (Europeans)

Kamwala (Asians and Coloureds)

Of the thirteen schools, only two (Feira and Naboye) were opened after Independence in the late sixties. The rest are old schools except that Chongwe used to be called Chalimbana.

This survey was started in September, 1972 and was completed in December, 1973.

## CHAPTER 1

### THE PREREQUISITES OF MILITANT STUDENT MOVEMENT

#### THE INTERNATIONAL SCENE:

"The youth of Zambia are Leaders of tomorrow and the task of developing this Nation lies on them. The prerequisite of sound leadership is self-discipline." 1

In recent years the world has seen a wave of student insurrections in which students have taken radical action in many countries. But this international picture of student revolt is a complex one and indeed is ~~not~~ applicable to Zambia. Therefore, any naive attempt to apply the experiences of one area or even one school to that of another can only lead to confusion. But brief synopsis from a few selected student struggles across the world might help to throw light on various possibilities.

#### LATIN AMERICA:

Latin American students claim a special pre-eminence in any accounts of student action. The Cordoba Manifesto of 1918 was the first declaration of student rights; and since that time, Latin American students have played a constantly militant role in the politics of their nations. The Latin American experience suggests that, academic demands and more general political activity are complementary rather than competitive. "The students of Latin America are well aware that academic reform is itself an insufficient goal and can only be seen

correctly achieved by the transformation of the whole society in which the institution functions. Until society has been changed, the liberty and rights of all students are insecure."2

#### CHINA:

The Chinese experience, among other things shows an attempt at radical democratization of the university and represents a totally different type of student movement, one in a socialist society playing an insurgent role in alliance with other groups.

#### GERMANY, FRANCE AND ITALY:

It is not my intention to analyse student movements in all the countries of the world. But suffice it to say that in the late sixties, the movements in Germany, France and Italy were mainly politics of agitation and are of special importance for British students because they are advanced capitalist countries, geographically and socially close to Britain.

#### AFRICA:

Africa has had her own share of this. Giving a public lecture at the University of Zambia in 1973, Mr. A.K. Tiberondwa talked of the growing crisis in Africa's Universities and Governments. He pointed out that there was no clear pattern that emerges about the nature of students' protests, except in Franchophone Africa, where there was increasingly widespread protest against the nature of the

ties between local universities and the French system, giving rise to complaints about French cultural domination and that nowhere was the student challenge over this issue more radical than in President Tsiranana's normally acquiescent Madagascar.

Mr. Tiberondwa said, "Faced by student challenges, most African governments showed the same tendency of considering what kind of reforms to introduce only after first acting toughly - closing down universities, expelling students, dissolving student unions and, invariably, giving their strong backing to the university authorities. This kind of response was typical of all governments irrespective of whether they are of the right (as in Madagascar, Ivory Coast, Zaire and Ethiopia); or of the left (as in the Sudan and the Congo People's Republic)." He went on to say; "Another marked feature was the growing militancy in secondary schools ..... While there is an old tradition of African secondary school students rioting over bad food or living conditions, a more highly politicized form of protest has begun to appear; this was exemplified by the movement in Ethiopia when secondary school students led what is probably one of the most significant protest movements that country has known in its recent history."3

He wound up his lecture by pointing at yet another source of difficulty common to a number of African countries, (Ivory

Coast, Algeria, Senegal and Zambia), that of the student unions' refusal to become too closely identified with the ruling party. Where there were specific attempts to integrate the students union into the ruling party there was open resistance as had happened in Algeria, the Ivory Coast, and Senegal, he observed. *L. Tamm*

This selection of examples leaves out much. It is historical; there have been militant student movements throughout history. In Muslim societies, take for instance Usman dan Fodio's 19th century jihads and the rest of them, theology students have often been a disruptive political force; and in post-Napoleonic Europe students were the main exponents of the new liberalism. In Russia students were extremely active as Narodniks and Marxists under the Tsars. But although these experiences were historically important, I am mostly concerned with the contemporary wave of student action and its immediate historical roots. It is quite clear that the student movement developed and radicalized itself in the 1950s and 1960s. One would also include NUSAS in South Africa, Salisbury Students in Rhodesia, the UNEM in Morocco, the Persian and Indian students, and the Eastern Europeans in 1967 and 1968.

My period (1960 - 1970) also includes the time when there was no university in Zambia. Therefore one of the highest institutions of learning was the secondary school to which very mature student went.

In the early fifties a coherent and militant student

movement had not yet emerged in Zambia. But it may have been only a matter of time before it did. The immediate priorities for any such movement, it would seem, are obvious: the fight against the authoritarianism of schools, alliance with the nationalists, struggle against imperialism, and struggle for independence, among other things. These were the issues which were mainly the natural focus of struggle for a mass student revolt in most parts of the world. Perhaps Zambia is no exception.

But for the students to achieve this, there has to be a revolutionary tradition within their culture. For only where revolutionary ideas are freely and widely available - forming part of their daily environment - will large numbers of students begin to revolt. Before the late fifties, the students of this country were muzzled and quiescent mainly because of their cultural tradition which knew no student revolutions of a serious nature and their fear of the colonial ruler. But now that Nationalist movements had laid root and the Federation had been imposed on the people, the ground seemed to have been prepared for student action in Zambia.

The objective conditions for student revolt exist throughout the institutions of higher learning. Everywhere one finds education subordinated to examinations, competition and grading. "Most fields of study are stunted by academic

philistinism and hostility towards ideas (especially new ones): social relations between staff and students are usually infected by paternalism, deference, careerism and, of course, traditional status divisions."<sup>4</sup>

Once there is a strike, a demonstration, or some direct action, the action becomes contagious and cumulative among students because it gives them a glimpse of disalienation. During such events the rock-solid structure of the institution seem to dissolve. The mysterious operations of bureaucracy are exposed. Familiar unquestionable routines no longer seem part of the natural order of things. Pretensions of authority seem arrogant and hollow. Before the laughing audience the conjurer has lost his mirrors, his curtain, his false bottomed hat and his capacious sleeves and is reduced to nothing.

Of course if the mass of students are not sustained by a sure knowledge of what they are doing and why, they may be alarmed by their new-found freedom. This is the source of the backlash against student uprising which has sometimes engaged in the wake of student strikes. Often, of course it is very difficult for students to have a clear perspective on the uprising in which they have been involved. After weeks, or terms, of mundane political activity in which it had seemed impossible to develop enough momentum for any radical onset, suddenly the situation dramatically alters. The 'strike moment' has arrived. It arrives under

many guises: provocation from the authorities, bad food, use of bad language, a vote in the union, which changes the entire situation. The usual meetings, an hour and a half in length, once a week, term on term, are suddenly contracted into debates that last a day and a night. Under these conditions a term's work can be done in a day.

Student uprising is not primarily a matter of constitutional rights but rather of the student's autonomous capacity for mobilization and struggle. So legislating against it will not solve the problem but perhaps understanding it will go a long way to help ease the problem. For there is nothing more striking about student upsurge than its spontaneous adoption of revolutionary method, unsatisfied by parliamentarist rules or formalistic conventions. By engaging in struggles with the authorities students can make inroads on established power albeit for a short period only. For just as the liberation movements of the Third World have long ago decided not to wait for the liberation of their countries as a consequence of negotiation and persuasion, so students today refuse to wait for some external deliverance from their plight. Over and over again, students on strike have used or invented new, radical forms of protest and so have the authorities whose reaction has been notorious. When their attempts at co-optation are rejected, they vigorously deploy the armoury of repression developed for such purposes: special police, para-military units, guard

dogs, water cannon, tear gas and the like. The exact balance of force and fraud in each country varies with the strength of the student uprising; but nowhere does the mask of repressive tolerance long conceal the true visage of authority, in its determination to defend the status quo.

Perhaps here, one would pause and ask: why are the actions of students feared and hated? What is it that has made students act, and what is it that gives a potentially revolutionary character to their actions? What are the reasons for this untrammelled radicalism, which has so shocked their elders? The answer must be sought in the political context of their countries and in the general administration of their institutions of learning. For as future intellectual workers and leaders, students provide a particularly sensitive register of changes in the nature of international as well as domestic politics.

Fortunately for this country, especially during the period and in the area this dissertation is covering, there has not been anything to be compared with the student movements of the world. But there certainly has been enough similar student disturbances, protests, strikes, and general indiscipline in Lusaka Secondary Schools to draw a parallel to the student uprisings of the world. It will therefore be the purpose of this dissertation to make 'a survey of student discipline problems in Lusaka Secondary Schools from 1960 to 1970.' It is hoped that as the dissertation unfolds itself, the

scattered thoughts expressed in this first chapter will be identifiable, causes of disturbances spotted and possible solutions for future action suggested.

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CHAPTER 2PROBLEMS OF DIET

"A hungry man is an angry man."

In the preceding chapter a mention was made that student uprisings come 'under many guises: provocation from the authorities, bad food, use of bad language, a vote in the union etc.' Investigations in Lusaka Secondary Schools revealed, among other things, indiscipline brought about by complaints against poor sustenance. For one reason or the other, the meat is rotten, the beans cannot cook, there is not enough food to go round, a word has gone round that a lizard fell into the pot of meat, deliveries have not been made, the government nutritionist recommends things that are either out of reach or are not available, the boarding vote has been reduced, the menu offers no variety, and a dozen other reasons. There is no boarding school in Lusaka that can boast of never having experienced indiscipline as a result of food. Usually demonstrations against food tend to be violent. Indeed the old aphorism that 'a hungry man is an angry man,' holds good here.

Lusaka Heads of schools did not lie idle. They sought ways and means of eradicating this problem. Meetings of Heads of schools were called and ideas were shared. At one such meeting a suggestion was made that the teaching staff should have their meals with the students to prove to the students.

that the food was good. This had been tried at one school with resounding success. Enthusiastically one Head of school took this brilliant idea to his school. He called a staff meeting at which, after a long debate, the plan was to be implemented immediately. Pleased with this initial success, the headmaster, sold the idea to the student body through his prefects and captains. The idea went to the heads of the students like wine. 'Now the food will be much better,' they thought. Indeed there was some improvement in general. The members of staff obediently took their meals with the students but not for very long. A fortnight was enough to make the staff, which was preponderantly expatriate, revolt. They told the headmaster in no uncertain terms that they were not going to be forced to eat food which they did not eat at home. Their refusing to eat was of course interpreted by students as meaning that the food was bad. So the headmaster was back to square one.

What the headmaster had overlooked, in the first place, was that at the school where the idea worked, the menu could be described as a 'European diet.' His school served something else. A typical week's meal for the staff and the students at this school is set out below, worked on a cost of 60n per head per day. Only two days will suffice to illustrate the point.

Day	Breakfast 6.45a.m.	Lunch 1.15p.m.	Supper 6p.m.
Monday	Coffee, Meal meal porridge, Peached egg, toast, butter marmalade.	Roast Beef, rice, potatoes, bread, butter, pudding.	Soup, Welsh Rarebit, bread, butter, jam milk.
Tuesday	Coffee, Jungle Oats porridge, Scrambled egg, toast, butter, marmalade.	Steak, Sausage pie, mashed potatoes, blancmange.	Soup, Cottage pie, bread butter, syrup milk.

It should be noted that the members of staff did not pay anything for their meals.

Indiscipline acts involving food matters are numerous in Lusaka schools. Only a few student disturbances will be dealt with here to illustrate the different facets of this food problem.

A demonstration about food took place at one school on Tuesday 4th October, 1966. Prior to it, estimates had shown a small cut on boarding of K312 and the school was already involved in an over-expenditure and was seeking advice and direction from the Chief Education Officer in this problem.

On that day students refused to eat their breakfast because it was alleged that there was insufficient sugar. Only two students entered the Dining Room and one who tasted the porridge called out that it was too salty. When

the bell rang for the morning assembly the majority of the students remained in a tight group in the dormitory area. The Head spoke to them and told them that they should go to the Assembly Hall where he would speak to them. The Head reminded them that he had already called for a meeting of the House Captains and food representatives to discuss food problems. The prefects and a number of other students reported to the Assembly Hall but the majority continued to congregate by the dormitories.

After consultations with the House Masters, it was decided to try to get the students to go into their houses so that their difficulties could be discussed but again there was no success. Finally having assured them that breakfast would be served in the normal way, they dispersed quietly and after eating returned to their normal classes and activities between 10.30 and 1045 a.m.

The Head thought that it was quite clear that the protest was organised. A number of students were reluctant to take part but were afraid to move away from the main group. Quite a number, too, seemed to regard the whole thing as some new game.

It should, however, be noted that the Head had been concerned since the beginning of the term with the increase in prices of meat and other foodstuffs leading to a slight over-expenditure on the boarding rate. The previous Thursday he had called a meeting of the House Captains and food

Representatives to see whether some small changes in the menu could be made and to take into account any suggestions they could offer. This was being contemplated. He usually tried to help them to see how the money was being spent and how a change of one item for another could lead to a saving and sometimes an improvement in the menu. (Participatory Democracy.) While this procedure was often time-absorbing, it usually worked quite well.

After much discussion and numerous calculations on the cost of suggested changes, no firm conclusion was reached and it was agreed to resume the business on the following Tuesday afternoon 4th October, 1966.

Unfortunately the school Captain, without the Head's permission called a meeting of the school on Saturday evening, 1st October, and almost certainly gave quite a wrong impression of what the school was trying to do and so gave an opportunity to the ring-leaders to get busy.

At the meeting held on Tuesday morning after normal work had been resumed, it became clear to the Head that it was no longer possible to obtain any voluntary changes which would help to lower the costs.

A mention must be made that this school enjoys the best boarding rate of any non-fee paying secondary school in Lusaka, if not in the country, and thus offered pupils very reasonable menu. This situation had arisen largely from the special conditions given to the old school (its pre-

decessor) and which could not be altered in 1965 owing to the continuation of some old courses alongside the new secondary school intake. The boarding rate had therefore continued at £26 per year per student. Over the years since this rate was first introduced the normal reserve for contingencies, such as price increases and the like, had gradually been absorbed and despite the strictest control the increases in prices for foodstuffs under the tenders issued in July, 1966 involved the school in over-expenditure of about 2/4d per boy per week.

The Head was thus faced with either:-

- (a) asking for permission to exceed the boarding rate of £26, which he had done already anyway and which did not appear reasonable or,
- (b) requesting the Chief Education Officer to lay down a ration scale within the boarding rate which the Head could enforce with the Chief Education Officer's authority.

The question to pose here is: what went wrong which necessitated this demonstration? Several things seem to have gone wrong. First there was the arbitrary cut in boarding rate. It seems the Head was not notified otherwise he would not have waited until he had overspent to negotiate with the Chief Education Officer. Secondly, those that distribute boarding votes do not seem to take into consideration the increases in prices of the foodstuffs over the years hence

the boarding rate remains the same for a number of years causing considerable hardships to schools. The boarding rate should be reviewed every year to bring it in line with the true prices of foodstuffs. Thirdly, 'participatory democracy,' though laudable, can miss-fire like it did in this case. Below you will find the two menus for this school - the former one had the economical one which sparked trouble.

ST. JOHN'S SCHOOL FOR 204 PUPILS

2007-8 1/2 lb. Sugar 14/1

MENU

PP 37

48 lb. Meal No. 2	3/1d	=	- 15 - 0
47 lb. Sugar	8/4	=	18 - 10 $\frac{3}{4}$

PP 38

21 lb. Cocoa	5/2	=	11 - 7 $\frac{1}{2}$
27 lb. Sugar	8/4	=	18 - 10 $\frac{3}{4}$

PP 39

95 lb. Meat	1/6	=	7 - 2 - 6
102 lb. Meal No. 1		=	1 - 4 - 3 $\frac{3}{4}$
5 $\frac{1}{2}$ pts. Oil		=	8 - 9
3 lb. Salt		=	6

SUPPERWEDNESDAY

95 lb. Meat		= 7 - 2 - 6
102 lb. Meal No. 1	9d	= 1 - 4 - 3 $\frac{1}{2}$
40 lb. Veg.		= 1 - 10 - 0
3 $\frac{1}{2}$ pts. Oil		= 8 - 9
3 lb. Salt		= 6

2 $\frac{1}{4}$  lb. CocoaTUESDAYBREAKFAST

52 Bread	1/1	= 2 - 16 - 4
8 lb. Marg.		= 1 - 0 - 0
2 $\frac{1}{4}$ lb. Cocoa		= 11 - 7 $\frac{1}{2}$
27 lb. Sugar		= 18 - 10 $\frac{1}{2}$

BREAK TIME

2 $\frac{1}{4}$ lb. Cocoa		= 11 - 7 $\frac{1}{2}$
27 lb. Sugar		= 18 - 10 $\frac{1}{2}$

LUNCH

95 lb. Meat		= 7 - 2 - 6
102 lb. Meal		= 1 - 4 - 3 $\frac{1}{2}$
3 lb. Salt (Masked)		= 6
3 $\frac{1}{2}$ pts. Oil		= 8 - 9

SUPPERWEDNESDAY

95 lb. Meat	9 $\frac{1}{2}$	= 7 - 2 - 6
68 lb. Rice		= 2 - 13 - 10
40 lb. Veg.		= 1 - 10 - 0
3 $\frac{1}{2}$ pts. Oil		= 8 - 9
3 lb. Salt		= 6

WEDNESDAYBREAKFAST

58 lb. Meal	=	15	-	0
27 lb. Sugar	=	18	-	10 $\frac{3}{4}$
136 lb. Fruit	=	3	-	8 - 0

BREAK TIME

2 $\frac{1}{4}$ lb. Cocoa	=	11	-	7 $\frac{1}{2}$
27 lb. Sugar	=	18	-	10 $\frac{3}{4}$

LUNCH

102 lb. Meal	=	1	-	4 - 3 $\frac{1}{2}$
51 Beans (Sugar)	=	1	-	5 - 6
3 $\frac{1}{2}$ pts. Oil	=	8	-	9
3 lb. Salt	=		-	6

SUPPER

87 Bread	=	4	-	14 - 3
11 $\frac{1}{2}$ lb. Marg.	=	1	-	8 - 9
2 $\frac{1}{4}$ lb. Cocoa	=	11	-	7 $\frac{1}{2}$
28 lb. Sugar	=	19	-	6 $\frac{1}{4}$
273 lb. Potatoes (Mashed)	=	6	-	5 - 1 $\frac{1}{2}$
3 lb. Salt	=		-	6

THURSDAYBREAKFAST

52 Bread	=	2	-	16 - 4
2 $\frac{1}{4}$ lb. Cocoa	=	11	-	7 $\frac{1}{2}$
27 lb. Sugar	=	18	-	10 $\frac{3}{4}$
8 lb. Marg.	=	1	-	0 - 0

BREAK TIME

27 lb. Cocoa	=	11 - 7½
27 lb. Sugar	=	18 - 10½

LUNCH

95 lb. Meat	=	7 - 2 - 6
102 lb. Meal	=	1 - 4 - 3½
40 lb. Veg.	=	1 - 10 - 0
3½ pts. Oil	=	8 - 0
3 lb. Salt	=	6
133 pts. Milk	=	4 - 12 - 0

SUPPER

95 lb. Meat	=	7 - 2 - 6
102 lb. Meal	=	1 - 4 - 3½
40 lb. Veg.	=	1 - 10 - 0
3½ pts. Oil	=	8 - 9
3 lb. Salt	=	6

FRIDAYBREAKFAST

38 lb. Meal	=	15 - 0
27 lb. Sugar	=	18 - 10½

BREAK TIME

27 lb. Cocoa	=	11 - 7½
27 lb. Sugar	=	18 - 10½

LUNCH

102 lb. Meal	=	1 - 4 - 3½
3½ pts. Oil	=	8 - 9

20

51 lb. Beans = 1 - 5 - 6

3 lb. Salt = 6

SUPPER

273 lb. Potatoes (Chips) = 6 - 5 - 1½

89 lb. Fish = 7 - 15 - 9

2 lb. Flour = 1 - 4

3 lb. Salt = 6

17½ pts. Oil = 1 - 18 - 9

87 Bread = 4 - 14 - 3

2½ lb. Cocoa = 11 - 7½

11 lb. Marg. = 1 - 8 - 9

23 lb. Sugar = 19 - 6½

SATURDAYBREAKFAST

52 Bread = 2 - 16 - 4

2½ lb. Cocoa = 11 - 7½

27 lb. Sugar = 18 - 10½

8 lb. Marg. = 1 - 0 - 0

LUNCH

95 lb. Meat = 7 - 2 - 6

102 lb. Meal = 1 - 4 - 3½

3½ pts. Oil = 8 - 9

3 lb. Salt = 6

SENER

95 lb. Meat = 7 - 2 - 6

15 lb. Rice = 2 - 13 - 10

21

40 lb. Veg.

= 8 - 9

3 lb. Salt

= 6

SUNDAY

WEEKFAST

50 lb. Meal

= 15 - 0

27 lb. Sugar

= 18 - 10½

136 lb. Fruit

= 3 - 8 - 0

MEAT

102 lb. Meal

= 1 - 4 - 3½

40 lb. Veg.

= 1 - 10 - 0

3½ pts. Oil

= 8 - 9

3 lb. Salt

= 6

OTHERS

275 lb. Potatoes (Mashed)

= 6 - 5 - 1½

87 Beans

= 7 - 15 - 9

11½ lb. Marg.

= 1 - 8 - 9

2½ lb. Cocoa

= 11 - 7½

27 lb. Sugar

= 18 - 10½

3 lb. Salt

= 6

5 lb. Weekly issue = table salt @ 1/2

= 5 - 10

TOTAL

=186 - 17 - 10

BOONVILLE MENU(264 PUPILS COST PER PUPIL PER WEEK 11/9)MONDAYBREAKFAST

50 lb. Meal No. 2	@ 3/1	=	15 - 0
20 lb. Sugar	@ 8/4	=	14 - 0

BRACK TIME

2 1/2 lb. Cocoa	@ 5/2	=	11 - 7 1/2
20 lb. Sugar	@ 8/4	=	14 - 0

LUNCH

95 lb. Meat	@ 1/6	=	7 - 2 - 6
102 lb. Meal No. 1	@ 28/6	=	1 - 4 - 3 1/2
3 lb. Salt	@ 2d	=	6
3 1/2 pts. Oil	@ 2/6	=	8 - 9

SUPPER

102 lb. Meal	@ 28/6	=	1 - 4 - 3 1/2
51 lb. Beans	@ 6d	=	1 - 5 - 6
3 1/2 pts. Oil	@ 2/6	=	8 - 9
3 lb. Salt	@ 2d	=	6

TUESDAYBREAKFAST

52 Bread	@ 1/1	=	2 - 16 - 4
2 1/2 lb. Cocoa	@ 5/2	=	11 - 7 1/2
20 lb. Sugar	@ 8/4	=	14 - 0
3 lb. Marg.	@ 2/6	=	1 - 0 - 0

TUESDAY

21 lb. Cocoa	@ 5/2	=	11 - 7½
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20 lb. Sugar	@ 8/4	=	14 - 0
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LUCH

95 lb. Meat	@ 1/6	=	7 - 2 - 6
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68 lb. Rice	@ 9½	=	2 - 13 - 10
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3 lb. Salt	@ 2d	=	6
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2½ pts. Oil	@ 2/6	=	8 - 9
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DINNER

102 lb. Meal		=	1 - 4 - 3½
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1 lb. Beans (Sugar)		=	1 - 5 - 6
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1½ pts. Oil		=	8 - 9
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3 lb. Salt		=	6
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WEDNESDAYBRKFAST

98 lb. Meal No. 2		=	15 - 0
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20 lb. Sugar		=	14 - 0
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132 lb. Fruit	@ 6d	=	3 - 6 - 0
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DINNER

21 lb. Cocoa		=	11 - 7½
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20 lb. Sugar		=	14 - 0
--------------	--	---	--------

LUNCH

95 lb. Meat		=	7 - 2 - 6
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102 lb. Meal No. 1		=	1 - 4 - 3½
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3 lb. Salt		=	6
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2½ pts. Oil		=	8 - 9
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WEDNESDAY

102 lb. Meal	= 1 - 4 - 3 $\frac{1}{2}$
95 lb. Meat	= 7 - 2 - 6
40 lb. Veg.	= 1 - 10 - 0
3 $\frac{1}{2}$ pts. Oil	= 8 - 9
3 lb. Salt	= 6

THURSDAYWEDNESDAY

98 lb. Meal	= 15 - 0
10 lb. Sugar	= 14 - 0

WEDNESDAY

22 lb. Cocoa	= 11 - 7 $\frac{1}{2}$
20 lb. Sugar	= 14 - 0

WEDNESDAY

52 lb. Beans	= 1 - 5 - 6
102 lb. Meal	= 1 - 4 - 3 $\frac{1}{2}$
40 lb. Veg.	= 1 - 10 - 0
3 lb. Salt	= 6
3 $\frac{1}{2}$ pts. Oil	= 8 - 9
152 pts. Milk	= 4 - 8 - 0

WEDNESDAY

95 lb. Meat	= 7 - 2 - 6
102 lb. Meal	= 1 - 4 - 3 $\frac{1}{2}$
40 lb. Veg.	= 8 - 9
3 lb. Salt	= 6

FRIDAYBREAKFAST

52 Bread	=	2 - 16 - 4
2 $\frac{1}{4}$ lb. Cocoa	=	11 - 7 $\frac{1}{2}$
20 lb. Sugar	=	14 - 0
8 lb. Marg.	=	1 - 0 - 0

BREAK TIME

2 $\frac{1}{4}$ lb. Cocoa	=	11 - 7 $\frac{1}{2}$
20 lb. Sugar	=	14 - 0

LUNCH

102 lb. Meal	=	1 - 4 - 3 $\frac{1}{4}$
51 lb. Beans	=	1 - 5 - 6
40 lb. Veg.	=	1 - 10 - 0
3 $\frac{1}{2}$ pts. Oil	=	8 - 9
3 lb. Salt	=	13 - 6

SUPPER

98 lb. Fish	@ 1/9	=	7 - 8 - 9
198 lb. Potatoes (Chips)	@ 5 $\frac{1}{2}$ d	=	4 - 6 - 7 $\frac{1}{2}$
52 Bread		=	2 - 16 - 4
8 lb. Marg.		=	1 - 0 - 0
15 $\frac{1}{2}$ pts. Oil		=	1 - 18 - 9
3 lb. Salt		=	13 - 6

SATURDAYBREAKFAST

58 lb. Meal No. 1	=	1 - 15 - 0
20 lb. Sugar	=	14 - 0

LUNCH

100 lb. Meal	= 1 - 4 - 3 $\frac{1}{2}$
51 lb. Beans	= 1 - 5 - 6
40 lb. Veg.	= 1 - 10 - 0
3 $\frac{1}{2}$ pts. Oil	= 8 - 9
3 lb. Salt	= 6

SUPPER

100 lb. Meal	= 1 - 4 - 3 $\frac{1}{2}$
95 lb. Meat	= 7 - 2 - 6
40 lb. Veg.	= 1 - 10 - 0
3 $\frac{1}{2}$ pts. Oil	= 8 - 9
3 lb. Salt	= 6

SUNDAYBREAKFAST

50 lb. Meal No. 2	= 15 - 0
20 lb. Sugar	= 14 - 0
132 lb. Fruit	= 3 - 6 - 0

LUNCH

95 lb. Meat	= 7 - 2 - 6
60 lb. Rice	= 2 - 13 - 10
3 lb. Salt	= 6
3 $\frac{1}{2}$ pts. Oil	= 8 - 9

SUPPER

100 lb. Meal	= 1 - 4 - 3 $\frac{1}{2}$
51 lb. Beans	= 1 - 5 - 6
40 lb. Veg.	= 1 - 10 - 0

3½ pts. Oil	=	8 - 9
3 lb. Salt	=	6
5 lb. Table Salt	@ 1/2	= 5 - 10
	TOTAL	<u>=145 - 9 - 8</u>

At another school the electricity supply to the cooking pots failed on a Monday morning the 29th May, 1967. A similar breakdown had taken place on Saturday and had been put right immediately. There was some delay in getting the electrician on the job on Monday morning so consequently breakfast was delayed. When there has been a delay of this sort in the past, the bell for morning assembly is rung and the students are informed of the time the breakfast will be ready and arrangements made to release them from class.

On this occasion after the bell was rung, the prefects and a few students went to the assembly hall but the remainder gathered in groups in the dormitory area. Since the food was very nearly ready the Head decided not to take any action and instructed the Boarding Master and the school captain that the bell would be rung for breakfast as soon as it was ready and that later a second bell would be rung for the students to go to their classes.

When the bell rang for breakfast, the majority of the pupils refused to go and a number of them began shouting threats and throwing stones at the prefects and at the students who were against strike action. The Head then

informed the Chief Education Officer's Office about the trouble. An official from there said he was on his way to the school to try to quell the trouble. In the meantime the situation worsened. Some members of staff moved their cars away from the school office. The Head instructed the other members of staff to keep out of sight to avoid antagonising the pupils who had begun to march along the road in a serious belligerent mood. They were not carrying posters as they left the school. One member of staff who did not realize how serious the matter was drove his car along this road blowing the horn of his car furiously to clear the marchers away from the road. He would have got what he was asking for had it not been for a timely action by one of the marchers. A student picked a huge stone and aimed it at the car. But he missed his target because one of the marchers deflected his hand. Calls were made to begin stoning the car, but they went unheeded as the marchers broke into a chant, reminiscent of the pre-independence days.

The official from the Chief Education Officer's office (C.E.O.'s) arrived as the tail-end of the march was leaving the school heading towards the Ministry of Education Headquarters. Just over fifty students remained in the school and refused to take part in the trouble. The Boarding Master was kicked by a student and he was also hit by a stone just above the right eye.

Prior to the trouble the atmosphere at the school spelt doom. Since the school re-opened on 18th May, 1967, the first indication of any kind of dissatisfaction was at the morning assembly on Tuesday, 23rd May, when there was a mumble about soap after the Head had referred to the wearing of school uniforms and their taking pride in their own appearance. It then transpired that soap-powder ordered from Government Stores a month before had not been delivered. The Head had taken steps immediately to have the order altered so that an issue could be made of the soap available at Government Stores.

On Tuesday afternoon<sup>n</sup> the Head had his first routine meeting of the term with the school prefects. At this meeting the matter of inadequacy of food was raised and the Head explained that he was purchasing the maximum amount of food for the money available, but that he was willing to discuss any suggestions. For example, whether they would be willing to take less bread for purchasing something else to give greater variety. The Head went on to suggest house gardens to increase the supply of vegetables. The Head also pointed out the difficulty he encountered in getting suitable supplies, that on several occasions he had to return meat because the bone content was too high. Vegetables which were normally 6d per lb. were sometimes as high as 1/3d per lb.

The prefects mentioned that the recent notice displayed on

the school notice board on malnutrition had caused considerable comment among the students, many of whom thought that they were already suffering from that disease.

At the end of the previous term, the Head had notified the students that there would be a slight change in the diet owing to the shortage of funds. On the contrary, the students' exaggerated observation of the change in diet stemmed from the fact that they had come back from holidays with their minds already made up that the change was going to be 'great' and, therefore, sought to exploit any opportunity of an irregularity in the menu so as to establish their pre-conceived idea of the 'great' change. It would seem, therefore, that the students, on returning, were psychologically prepared not to accept any change on the menu however slight, yet under normal circumstances they would accept a slight change.

The students, however, went further to list their grievances which can be summarised as follows:

A The Diet since beginning of term:

- 1) lack of variety in the diet;
- 2) more porridge than ever before;
- 3) less bread on the menu;
- 4) less vegetables;
- 5) the disappearance of Irish potatoes was particularly noted;
- 6) poor quality of beans, worsened by the presence of weevils in them.

### B Representation regarding Food Matters:

All the students who submitted evidence pointed out that elected representation would have gone a long way in averting the incident that had occurred. Prefects who were identified with authority and chosen by the Head, should not perform this duty. Even the function of the so-called food "Minist~~ers~~<sup>ers</sup>" could <sup>not</sup> be regarded as representative of the common student, as these were appointed by the House Captains and Prefects. Their function is purely to see to it that each student gets a fair share of the food being served by the waiters. The students would rather have representation of food matters by students of their own choice.

Writing to the Permanent Secretary about this incident, the Chief Education Officer said, "As you are aware, the situation that was sparked off leading to a march on the Ministry's Headquarters was a serious one, and therefore merits careful attention by the Ministry for it could create a dangerous precedent in other schools. It is perhaps needless to point out that common experience has shown that a strike of this nature tends to have a snowballing effect. At the moment, the situation has returned to normal ..... but this should, however, not be construed to imply that all is well. The apparent calm can be attributed to the expectation that remedial measures are being considered by the Ministry." 1

The Chief Education Officer went on to refer to his minute No. 676/C/F9 of 27th December, 1966 paragraph 4 addressed to the Permanent Secretary in which he had foreseen the situation they were now saddled with at this school and was quick to point out that he had made this reference, "not in the spirit of 'wisdom after the event' for we are only too aware of Government's determination to see each Ministry fasten its belt as far as funds are concerned." 2

It would seem that the solution to the problem lay in funds and did not lie with the Head of the school nor did it lie with the Chief Education Officer but with the Ministry of Headquarters as the Chief Education Officer rightly pointed out; "The grant is in my opinion quite adequate to provide a 'filling' diet, but not a varied one. The students whom we interviewed also made this observation. So far as I can see, the ball is again in your net just as we implied in the Minute referred to above. It was quite clear to us the Head had done all he could to see his way within the reduced Boarding Grant, and the students themselves are aware of the fact that he cannot do any more about this food situation. This leads me to make the point which was emphasized by all the students we interviewed that the strike action was aimed, not at the Head or even the Boarding Master, but at the restoration of the previous year's menu. Having realized that they could not achieve

This through the normal channels of the school, they therefore decided to dramatize the situation by marching on the Ministry's Headquarters, the highest authority in the Ministry of Education." 3

This was the crux of the matter as far as the Chief Education Officer was concerned. He could not envisage any return to the previous year's Boarding Grant but he however saw an alternative course of action which was to "talk the students into accepting the present stark-naked realities of the financial position facing the Ministry." 4

He realized, however, that this would not be, by any means, an easy task but he was banking on the outcome of the Permanent Secretary's exercise on Secondary Boarding Schools' Diet and costs which appeared in the Minute No. ME/C1/2A of 14th November, 1966. The Chief Education Officer, however, hoped that, "whatever solution will be found to this problem, it should be a long-term one and one that will anticipate a problem of similar nature emerging in other Boarding Schools". 5

The Permanent Secretary had a serious homework on this one. His earlier Minute No. ME/C1/2A of 14th November, 1966 which had advocated for a standard diet for all boarding schools in the Republic had yielded no fruits. So he followed it with a more elaborate minute (Minute No. ME/G1/2A of 12th June, 1967) which he hoped would provide the lasting solution to food problem. The Minute is produced on the following page together with its appendix which brings in the nutritionist:

MINISTRY OF EDUCATION

P.O. Box RW 93,

Ridgeway,

LUSAKA.

12th June, 1967.

To: All Chief Education Officers,

(with copies for distribution to Heads

of unscheduled secondary boarding schools.)

Diet: Unscheduled Secondary Schools

It is apparent from your replies to my minute reference ME/G1/2A of the 14th November, 1966, that it is impracticable to devise a standard diet for all unscheduled boarding schools in the Republic.

2. It has been decided that each Chief Education Officer should, in consultation with Heads, devise a standard diet to be used in all unscheduled secondary boarding schools in his Region. Please give this matter your early attention and submit for approval a recommended standard diet for your Region by not later than the 15th July. In preparing your standard diet, which will be analysed here by a nutritionist, you will need to consider the following points:

- a) the diet must be nutritionally sound; the attached notes, prepared in consultation with the National Food and Nutrition programme, will be of value in this regard;

- b) the boarding rate of £22 per annum will remain fixed until 1970, when a revision will be undertaken;
- c) every effort must be made to develop vegetable gardens and orchards at all boarding schools;
- d) the standard diet should be devised so as to cost approximately £20 per head. This will leave a balance of £2 which can be used to introduce a little variety into each school's diet at the discretion of the Head, or to meet any increase in the cost of foodstuffs.

3. With effect from the 1st July, 1967, the boarding grant at all Government and aided unscheduled secondary schools in Zambia will be £22 per annum. The additional grant which has been paid to certain schools in the past will cease with effect from the 30th June, 1967.

4. Beginning on 1st July, 1967, the grant of £22 will be used for foodstuffs only. The cost of blankets, crockery, cutlery, etc., will thereafter be met from equipment grants, which will be increased by 30/- per head in the case of secondary school boarders with effect from the 1st July, 1967. The effect of this decision is that the money available for boarding will be increased to £23.10.0 per annum, i.e. £22 for boarding grants and £1.10.0 for equipment grants.

5. With these funds at their disposal, Heads will be able to provide a modest, yet satisfactory, diet sufficient

for the needs of their pupils. It is the duty of the Chief Education Officers to ensure that boarding funds are wisely spent by Heads. Careful scrutiny must be made of all grant claims submitted by voluntary agencies and regular checks must be made to ensure that the grants provided by the Ministry are spent on the purpose for which they are intended.

6. Boarders in all schools must be clearly informed that since Government meets the full cost of their boarding and the pupils pay nothing, boarders have no grounds for complaining about the diet which is provided for them.

Signed

PERMANENT SECRETARY  
MINISTRY OF EDUCATION

APPENDIX TO MINUTE ME/G1/2A OF 12TH JUNE, 1967NOTE ANUTRITIONAL REQUIREMENTS

The recommended daily requirements for boys and girls in two age groups are shown in the following table. These have been adapted for a mean average temperature of 70.7°F. The very significant difference between the requirements of boys and girls, and between the age groups, needs to be taken into consideration in planning feeding.

RECOMMENDED : W.H.O. NUTRITION CONSULTANT					
	Unit	Boys 13-15	Boys 16-19	Girls 13-15	Girls 16-19
Calories	Cal	3100	3200	2600	2250
Protein	gms	70	80	70	65
Calcium	mgms	700	600	700	600
Iron	mgms	19	19	19	19
Thiamine	mgms	1.5	1.6	1.3	1.1
Vitamin A	I.U.	5000	5000	5000	5000
Riboflavin	mgms	1.8	2.0	1.8	1.6
Nicotinic Acid	mgms	15	17	13	12
Ascorbic Acid	mgms	25	30	30	25

The table given below is an example of a daily scale which meets all the requirements shown at Note 'A'. The cost of this, in 1967, at Lusaka prices, was slightly less than £22 for a school year of 270 days. No provision is made for salt, cocoa, jam or flavourings, but these could easily be provided from the savings which would result if the school grew its own vegetables, fruits, sweet potatoes and groundnuts. The impracticability of adapting this scale in certain Regions is well appreciated, but, a study of it may assist Chief Education Officers in preparing a standard scale for their Region.

	Calories	Protein gms	Calcium mgms	Iron mgms	Vit.A I.U	Thiamine mgms	Riboflavin mgms	Nicotinic Acid mgms	Ascorbic Acid mgms
16 oz. Maize Meal	1,526	39.5	40	15.8		.77	.36	4.5	
3 oz. Meat	161	15.5	10.2	3.4	34	.08	.21	4.2	
3. oz. Beans	260	20.4	94.0	6.8		.38	.29	2.0	
½ oz. Mil Powder	50	5.0	174	.2	8	.06	.03	.2	1.0
2 oz. Ground nuts	31.6	13	28.5	1.1		.51	.08	12.2	
2 oz. Rice	196	3.9	2.5	.03		.03	.03	.5	

Calories	Protein gms	Calcium mgms	Iron mgms	Vit. A I.U.	Thiamine mgms	Riboflavin mgms	Nicotinic Acid mgms	Ascorbic Acid mgms
3½ oz. Green vegetables	4.0	210	3	6000+	.18	.75	.85	100*
4 oz. Fruit (Mango)	.7	10	.5		.06	.05	.2	34
2 oz. Sweet potatoo	1.1	11.4	.4		.06	.02	.4	11
1½ oz. Sugar								
½ oz. Mar- garine	55							
½ oz. Oil	126				.09			
2 oz. Bread	4.9	11.5	.7					
TOTAL	108.0	562.1+	31.9	6000+	2.22	2.09	25.	46

\*Overcooking of Green Vegetables

+Seriously reduces their food value.

When the Permanent Secretary's elaborate minute reached schools it was received with dismay by Heads of schools, who clearly saw that it will bring more harm than good. One of them wrote to the Chief Education Officer, "In view of this directive I am looking into the possibility of drawing up a revised ration scale for this school. This will be a considerable reduction on the present issue and will almost certainly provoke a demonstration in the school. I appreciate that this move must be made and shall look to the Ministry for their support in the disciplinary problems which will arise." 6

Indeed the introduction of the Permanent Secretary's recommendations brought in the wake of it incessant uprisings in Luwaka schools because of food. The year 1969 being the worst hit. Below is a menu that was produced by one of the schools in pursuance of the Permanent Secretary's directives:

MENU

MONS	BREAKFAST	LUNCH	SUPPER
TUESDAYS	Porridge, Bread and coffee.	Thick Porridge Beans	Rice & Sausages Bread, Tea, Milk
WEDNESDAYS	Liquid Rice, Bread and Coffee	Mealie Meal, Sausage	Mealie Meal Meat, Bread and Coffee
THURSDAYS	Oats, Bread and Coffee	Mealie Meal Fish	Rice and Sausages and Teas Milk

<b>WEDNESDAYS</b>	<b>Porrige, Bread and Coffee</b>	<b>Mealie Meal Sausage</b>	<b>Rice and Meat Bread and Tea Milk</b>
<b>THURSDAYS</b>	<b>Liquid Rice, Bread and Coffee</b>	<b>Mealie Meal Fish</b>	<b>Rice and Meat Bread and Coffee</b>
<b>FRIDAYS</b>	<b>Oats, Bread and Coffee</b>	<b>Mealie Meal Sausages</b>	<b>Rice and Meat Bread and Tea, Milk</b>
<b>SATURDAYS</b>	<b>Porrige Bread and Coffee</b>	<b>Mealie Meal Beans</b>	<b>Rice and Meat Bread and Coffee</b>

Signed

BOARDING MASTER

As if this was not enough, a government Nutritionist paid a visit to one of the schools in Lusaka and analysed the diet of the school. His report was as shocking as it was alarming. To add insult to injury, the nutritionist had spoken to some of the students about the deficiencies of their diet. An exasperated Head wrote to the Permanent Secretary: "You will by now have received a copy of a letter from the Nutritionist, the National and Nutrition Commission, containing an analysis of the present diet at this school. Paragraphs 5, 6 and 7 in which he states the deficiencies in the present diet, are nothing short of alarming; while his summing-up, in paragraph 8, indicates that if these deficiencies are allowed to continued, the overall results could be quite disastrous. I cannot believe that this school is the only boarding school which is suffering, nutrition-wise, from the present financial stringency. In fact, because here in Lusaka we are able to obtain a variety of protein foods, we are actually in a better position than many boarding schools in the remote rural areas. It would, therefore, seem that all the pupils in our boarding schools will be suffering from the effects which the Nutritionist summarizes in his paragraph 8 unless there is a drastic improvement in the diet - and I cannot see how there can be any improvement without a very considerable increase in expenditure."

One wonders why there should be such insistence on nutrition when the policy is on financial stringency.

Why should the Nutritionist make an already bad case, worse? Could it be the question of the right hand not knowing what the left hand was doing? Such then was the state of affairs regarding this problem. One wonders what the situation is now in these schools, but up to 1970, there was not much change.

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REFERENCES:

1. Minute No. 462 - L/C.P38 of 8th June, 1967 paragraph 9.
2. Ibid
3. Ibid
4. Ibid
5. Ibid
6. Minute No. 112/LU10/52 of 3rd July, 1967 paragraph 2.
7. Minute No. 313/MB/16 of 9th May, 1969.

CHAPTER 3  
POLITICS IN SCHOOLS

"The danger our schools have to fight against comes from OUTSIDE the schools in the shape of wrong attitudes and noisome politics from the world around. It is our duty to ensure that our pupils do not become blinded by anyone's political ideas, or methods of applying them or slaves to anyone's political ambitions. There are those who seem to be trying to bring about just this by using schoolboy agents to plant in our schools the seeds of racial disharmony."<sup>1</sup>

Politics in schools was rife especially during the years towards Independence. The Federation had been imposed on the people of Northern Rhodesia and the nationalists were employing every means at their disposal to topple it. The colonial rulers on the other hand were all out to thwart their attempts hence utterances like the one quoted above. The nationalists didn't have to go out of their way to solicit support from schools. The support was spontaneous. There was one enemy in common and all political attention was focused on him.

The Provincial Education Officer in a minute to Heads of Secondary Schools in Lusaka wrote: "At the time of writing some 40 schools have now been destroyed or damaged by fire.

There appears to be little reason to believe that this will be the final score. It is appreciated that many of these schools are village schools off the main lines of communication and without either proper fire-fighting facilities or quick means of obtaining assistance. It would appear desirable, therefore, that wherever possible, and where it has not already been done, schools should organise some simple system of fire-watching and means of reducing the damage."2

In the meantime the nationalists intensified their struggle through both public and private meetings. Public meetings were usually conducted in the open air to which all were welcome. Women and children, men from all walks of life and school pupils of all grades, would gather round an ant-hill to listen to political speeches. There was going to be a conference in July 1961, in Britain to review the Federation and some of the nationalists were to travel there for this purpose. I remember, at Mataro, in March, 1961 the figure of Mr. Munukayumbwa Sipalo as he got up to speak - tall, calm, resolute and superior. I did not have to strain my ears to catch his words for his voice was powerful, clear and sonorous. The entire crowd was spellbound as he said, "Are they clothes that are federal? If they are, then we shall go naked; is it water that is federal? If it is, then we shall go thirsty; is it education that is federal? If it is, then we shall go illiterate. Now that we are going for this constitutional conference, if what they give us proves to be dirty, we shall wash it

clean in the waters of the Mighty Zambezi or just Kafue near here." 3 I do not intend to describe the reaction of the crowd to this speech, but it caught with the students. It was repeated in their dormitories; it was scrawled on the walls of the school buildings and on several other buildings in the locations; you found it scrawled at bus-stops; the school notice boards were covered with it. Teachers shouted themselves hoarse ostensibly trying to stop this, but you could see they were enjoying it.

The colonial government wanted to stop politics in schools once and for all. It did not matter what method they used or whose wrath they incurred. The end would justify the means. Like Julius Caesar, they believed in, "oderint dum metuant" (let them hate, provided they fear). The Harragin Report which banned all political activities in schools, whether practised by students or teachers, was their strongest weapon. By it, belonging to a political party constituted an offence and it was wrong for a teacher to hold office in any political party. The Standing Committee of the African Advisory Board also endorsed this view. But one member, like the voice in the wilderness, criticised this regulation as, "being out of place in its present context." To classify the holding of a political office as misconduct was unfortunate," he said. But he was reminded that the regulations forbade the holding of office in a political party and that failure to comply with the regulation did constitute misconduct.

But, in my opinion, this was very unrealistic as far as political activities were concerned. The ban on pupils being members of any particular party should have been removed, if only on realistic grounds, but spreading political propaganda within the schools should have been considered a serious offence. The report left many questions unanswered. For instance, would it have been in order for the student Christian Movements to discuss the Christian attitude to politics at a purely academic level?

Indeed the colonial administrators waged a psychological war on politics in schools. In 1963, addressing the Fifth Annual General Conference of the Northern Rhodesia African Teacher's Association, the Director of African Education said, "Since I last addressed this Conference, the ban on school politics in our teaching service has been enforced and I have been greatly heartened by the support that decision has received from the teachers and from your Association, the African Press and Parents. Most of our teachers have observed loyally their service regulations and only one per thousand of all teachers have been dismissed for offences involving encouragement of disrespect for authority."5

The Director went on to discuss many things including Western European Culture which he said was every African person's desire to acquire, but that politics in schools would hinder him from acquiring it. "The second point I wish to make

is that we cannot overlook the historic fact that the whole tendency of the last thirty years has been for the African peoples here to adopt Western European Culture ..... You will, I know, view with grave concern any action by a schoolboy to harm his friends' moral outlook and spoil their chances of a sound education. In British schools, which are our model, and American schools, and the schools of many other happy countries, this problem does not exist. Politics are the curse of African Schools, and if anyone has put a curse on your school, remove it with every professional means at your disposal."6

Whoever had given him the notion that Africans like to adopt European culture, only God knows. Besides he was addressing people who later became Ministers responsible for African culture. As for British schools, and others, having no politics, the reader needs only to turn to the first chapter of this dissertation to see how far off the mark the Director of African Education was.

He further went on to talk of the clash of these wrong ideas from outside with actual teaching and pointed out that it was impossible to give young people a good education in conditions where live politics and imaginary grievances impose upon them, 'an emotional strain and a mental and spiritual conflict.

Using a 'captatio benevolentiae' (capturing the

good will of), he went on to say, "Now, I know that our teachers are aware of this danger and that they are doing their best to see that their schools are not affected. In fact, I know that many are striving to create a really good spirit and atmosphere of learning. They will achieve this only if they eliminate from their schools all forms of political activity designed to hamper the Government in its work of promoting the orderly development of the country."7

As the politics of independence became hotter, secondary schools in Lusaka became hives of activity. The Government policy on politics in schools had been enunciated by the Harragin Report. The indignation produced by this report provided the necessary impetus to the students to become even more daring. The Report also brought to light the unhappy position of the teachers who were in a similar predicament to that of the students. Things came to a head on Friday, 8th February, 1963 when according to one of the Heads, students were caught red-handed practising politics in one of the secondary schools. Below is his letter of suspension of the students to the Permanent Secretary referenced 112/-73/CONF dated 13th February, 1963, and another one also to the Permanent Secretary entitled POSTERS and referenced 114/GEN 8, dated 14th February, 1963:

SUSPENSION OF STUDENTS

You will be aware that on Friday 8th February, I suspended 4 students at this school for believed political activity within the school.

2. On the evidence available against these students it now becomes apparent to me that my judgement was not in error.

3. I had each student brought before me separately in the presence of the Deputy Head, two Senior Masters and one Senior House Master. These students admitted individually and when they were all together that they had formed a branch for political activities within the school. They, on their own admission, had held at least a few meetings in a small classroom in B Block at this school and had collected money within the school for the purpose of Party Political Cards and stamps. A Committee was formed in which there were the following serving officers; Chairman, Secretary, Treasurer and Chief Information Officer. It is clear from what they told us, that political cards were purchased, and they stated that when they met on the third occasion, a fifth student whom they named was at the meeting. Student 'A' volunteered the information that he was waiting to be allocated an area for him to work by the Constituency. He in fact named the area as being somewhere in a compound, although when he was pressed for the name of the area, he was somewhat evasive.

4. Information was later volunteered by 'B', to one of the

teachers that the Constituence Office was near to Fine Art Studio, Livingstone Road, Lusaka.

5. I believe we caught in the very early stages, the formation of a party, which would have soon gained considerable support here within the school. Meetings in the classroom were held by them on November 3rd when this party was formed and again on the 5th November, 1962, when a slight change was made in the original allocation of office bearers. They referred in conversation to six members and we believe the sixth member is the one who is now actively engaged in the present unpleasant incidents, but of this we have no definite written proof. I am not suggesting that the political cards, which they purchased, were for any of these students because I have reason to believe this is not so in all cases.

6. I cannot accept the accusations which one student made that he feared the Head so much so he made it easy by confessing to everything. At no time did any of these students volunteer any information until I quoted extracts from letters of their activities, then quite openly and freely they gave us the information upon which I acted.

7. I cannot accept that one of the letters in question was a figment of the imagination and was never sent from the school. I agree that a Register of letters was kept by one student covering all his own personal correspondence, but as this was not a personal letter and it may have been

posted by anyone of the four or anyone else, there would have been no necessity to register it.

8. These are the facts as I see them and as seen by the members of my staff who were present.

9. They have broken their contract with the school a solemn document signed by both their guardian and themselves and under these conditions, I suggest The Harragin Report is most relevant and I now recommend that the following named students should be expelled:

Students:	A	B
	C	D

10. I believe A and B have strong political views and are looked up to by other students.

11. C, I would think is included to be more of a trouble maker.

12. D has not come to my notice in any way.

(SGD)      HEAD

#### POSTERS

On the morning of the 13th February it was reported to me by the police that an African had been picked up by them carrying a bundle of posters to this school. From a quick glance through the posters, it would appear that in a number of cases UNIP official posters had been used for this purpose. The wording was much on the same line,

demanding the removal of one teacher, a demand which at times was coupled with the U.F.P.

2. I would judge the bundle contained 18 to 24 posters although this is only a guess.

3. The police took charge of the posters and have preferred a charge against the African who was bringing them to this school.

4. On further investigation I have every reason to believe that these posters were painted by a person known at the U.N.I.P. Constituency office near to Fine Art Studios, Livingstone Road, Lusaka.

5. It is not without significance that this is the Office referred to by students in their letters and upon which I have already reported.

#### HEAD

There were such political disturbances in many secondary schools in Lusaka during this period until the Minister of African Education brought in a tranquilizer in his opening speech to the Conference of Senior Education Officers on 24th April, 1963, when turning to the question of politics in schools, he said, "There are two aspects of this problem - politics practised by students and politics practised by teachers. More than once I have stated, in talks with students, that politics in school was a poison."8



He went on to say, however, that in these days, when political feelings unfortunately ran high, indulgence in political activities by school children and college students could only cause disruption and disorder. He admitted that naturally students followed the course of political events with keen interest and that he did not consider it wrong that they should become members of a political party, but that if they allowed their political feelings and beliefs to interfere with their studies, they betrayed the best interests of their country. He pointed out that those outside the schools and colleges who tried to take advantage of any trouble in a school for their own party's ends, were even worse traitors to the true well-being of the country. He reminded those lucky enough to occupy the all-too-few places in school to devote their whole mind and heart to achieving the best possible education and training their teachers could provide. He observed that strikes and demonstrations only caused harm, 'upsetting life and undermining the moral of teachers, as well as making the urgent task of recruiting additional teachers more difficult.' He also told those exercising authority in schools and colleges that they had to realise that these were changing times and that old, paternalist attitudes were out-of-date. He urged them to show understanding and tolerance in the exercise of authority, be much more prepared than in the past to discuss problems directly with their students, and

be less hasty to take final decision which they could not, with good grace, alter. He further pointed out that while there must be proper discipline among students in schools and colleges, there must equally be proper sympathy and flexibility of mind in those given the honour and responsibility of being in charge of these institutions. He went on to say if they were not capable of the new approach called for by the new times, they should make way for others better fitted to meet the challenge of these difficult, but exciting days.

Turning to teachers, the Minister said that an even more difficult problem was created by the active participation of teachers in politics. Because teachers represented so large a proportion of the educated community, they had been given freedom to take part in political activities, provided that they did not use their position as teachers to further the ends of any political party or to encourage disrespect for the lawfully constituted government or its laws. The Minister observed that some teachers had abused their freedom, though it was usually difficult to prove this; that others while keeping within the letter of the regulations, had shown an unfortunate lack of common sense and discretion, creating ill-feeling between themselves and the local community they were there to serve. The Minister however, noted that the existing conditions made it difficult for one to take positive steps to alter this situation but he hoped that

members would do what they could to point out to teachers the dangers of their openly siding with any particular political party.

In my opinion, this was a more realistic approach to the problem. After all the demand in the world today is that students should enjoy the same rights as any other citizen. It is merely a preliminary and rudimentary right. No other section of the civilian adult population is subject to a special code. There is no reason why students should be an exception. They should be responsible for their conduct like anyone else. This right should involve the complete destruction of the 'in loco parentis' system, in all its aspects. This means the total abolition of all special secondary school disciplinary powers over the private lives and conduct of students. You cannot dispose with politics in schools without causing indiscipline because it is a way of life whether or not there is independence.

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1. J. Cottrell, Director of African Education, Northern Rhodesia African Education Journal, Vol. 6, Number 1 July - December, 1957 pp. 14 paragraph 2.
2. Minute No. A/E/1/9/7321 of 31st August, 1961.
3. Speeches of Munukayumbwa Sipale, 1961 (not published)
4. Minutes of the Standing Committee of the African Education Advisory Board, Ref. No. A3/1/B/857 of

29th December, 1961.

5. An address by the Director of African Education,  
Mr. J. Cottrell to the Fifth Annual General Conference  
of the Northern-Rhodesia African Teachers Association;  
African Education Journal Vol. 6. pp. 14.
- 6 Ibid
- 7 Ibid
- 8 Opening address by the Minister of African Education  
Ref. A/CONF/C.1/8/8014, 24th April, 1963.

CHAPTER 4EXPULSION PROCEDURES

"Quam vis sunt subaqua, subaqua maledicere tentant"

(Although some men are under water, there under water, they try to shout insults.) 1

This Latin expression ascribed to that indomitable figure of the Roman times, Julius Caesar, succinctly describes the position of a Headmaster regarding expulsion. His weak position regarding this matter has led students to further acts of indiscipline. For all he can do, like the man submerged in water described above, is to try to shout suspensions which he fully knows can be revoked any time by those above him. His own students know this too. So the effect of all his shouts of suspensions will be mere bubbles on the surface of the water.

Under Statutory Instrument No. 293-The Education (Primary and Secondary Schools) Regulations, 1966 (Delegation) Order, 1968, the powers of expulsion vested in the Minister were delegated to Chief Education Officers. At the time of writing, it is understood that these Regulations were being reviewed. During the Federal days and before 1963, Heads of schools could expel students and were in full command of the discipline of their schools. About 1963 an attempt was made by the Ministry to reduce the powers of the Head and the confusion that followed

concerning the procedure encouraged a lot of indiscipline in schools. The schools have not yet recovered from this blow and it is doubtful whether they will, until these special powers are restored to Heads of schools.

To show the sort of confusion that followed, here is what took place at one of the schools. A very highly placed officer in the Ministry visited a school with the sole purpose of introducing the new procedure of expulsion. He told the Head that this could not be done without first consulting him. This was about February, 1963. In June, 1963, there was trouble at this same school which required the Head to expel some students. Dutifully the Head wrote to this senior officer asking for a decision. Below is the shocking reply he got:

"The responsibility for any action which you do or do not take concerning these pupils is entirely yours as Head of the school. In your paragraph 7 you have asked me for a decision, but all I can offer you is advice based on such information as you have provided ..... In the event of any appeal to the Minister that your decision in any individual case was unjustified, the onus will be upon you to provide the necessary evidence to justify your action." 2 The officer went on to chastise the Head for failing to make a decision, ..... "this, in my view, is an uncourageous approach to the problem. You are the person responsible for obtaining any necessary court

records which, together with your evidence of their conduct at school, will enable you to make a decision whether they should be expelled or not. I am not in a position to make these judgements nor is it my job to collect and sift the evidence prior to your making a decision on it. I can advise you only when I am in full possession of the facts, and normally, I become concerned with these only if an appeal to the Minister is lodged."

The officer did not feel satisfied to end here. He felt obliged to say, "I wish to emphasise once again, therefore, that decisions such as these are ones which it is the responsibility of a Head to make as part of the duties attaching to his appointment. You will remember the statement which was issued by the Minister in February last in which he stated, 'I would like the authorities at all schools to know that as long as I am Minister I should fully support them in all reasonable disciplinary actions which they may feel called upon to take, including the right of the Head of a school, when dealing with extreme cases of misconduct, to expel a student.' The operative word is 'reasonable' i.e. the ability, if need be, to justify their actions completely and irrefutably."<sup>4</sup>

The Head, naturally a worried man, replied: "I find it extremely difficult to reconcile your views as recorded in your minute with the opinions which you expressed whilst

at this school in February. As I cannot expel any student without the support of the Ministry, should an appeal be made to you, I must very reluctantly accept your suggestions."5

The Head went on to suggest that he had now expelled the students concerned and that, "if they are allowed to return then it is against my recommendation and also against that of the House master and that of all the members of staff."6

He further observed, "I am surprised to find that you consider I am guilty of 'an uncourageous approach to the problem,' if by this you intend to convey that I lacked courage to take action, I must take strong exception to your opinion. It is, I think, regrettable that such accusations are made against me at the end of my service in Government at a time when I should be able to look back upon my work with every satisfaction."7 The students were, however, reinstated.

At another school a more daring Head, who did not lack courage to take action, expelled some students and wrote to the authorities about it copying the letters to the parents of the students. This is then what took place. The Permanent Secretary wrote to the Chief Education Officer: "I should be grateful if you would deal personally with all cases of suspension of pupils. It is important that the following points of procedure should be carefully noted:-

- a) a Headmaster has the power to suspend a pupil;
- b) once a pupil has been suspended, it is for the Minister to decide what further action should be taken in the case;
- c) a Head has no authority whatsoever to inform the parents, unless and until the Minister has so directed."<sup>8</sup>

The Permanent Secretary went on to say, "Please inform the Head, that he exceeded his authority in his minute referenced 143/ADMIN/44 of 4th October. Under no circumstances should this have been copied to the parents of the boys. The Head should have contented himself with outlining the facts of the case and with making a recommendation for the Minister's consideration. He should not have referred to 'my final decision' as he is not competent, in terms of the Regulations, to make any decision other than to suspend the pupils. By presenting us with a fait accompli, the Head has inhibited the consideration of this case by the Minister."<sup>9</sup>

There was trouble at yet another school and the Head was compelled to expel the two students involved. After taking the steps in what he considered the correct way, the Head was surprised to receive a minute from the Chief Education Officer stating that he had not clarified the case of student X and the Chief Education Officer was contemplating sending X back to school because X had

written to the Chief Education Officer about his expulsion. The Head writing back to the Chief Education Officer in a minute referenced 1/4 CONF dated 14th September, 1966 wrote as follows:-

EXPULSION FROM SCHOOL: STUDENT X

Your letter 36-L/Conf/P.33 of the 12th September refers. My letter of the 15th June, 1966 Ref. 1/4 also refers.

Before beginning to deal with the details of your letter and that from X, I would like to make one point clear. When I am faced with a case of this kind I feel that my first duty is to protect the student concerned and people bringing complaints of the kind brought by the workman, have to establish their case pretty thoroughly before I will act. Last year I had a similar case where I refused to do anything because the complainant could not establish the facts. You will note in my letter of the 15th June, 1966 that my first aim was to establish whether the case arose out of malice (see page 4). This to me is my clear duty as the Head.

I am afraid that I cannot accept that the case was not clarified. I went to exceptional pains to set it out detail by detail and in numerous places put in remarks to show where I felt that the evidence was weak.

Some considerable time ago I attempted to get a procedural ruling for cases like this. Evidently Headquarters

was not prepared to give one at that time though I understand that the regulations in the new Act do in fact set out an expulsion procedure. However, in the absence of a definite procedure and with the idea of avoiding embarrassment to all parties I worked out with your predecessor and yourself (as Supernumerary Officer) a procedure to be followed. I agreed that I would as a matter of courtesy bring all cases to your notice for an opinion and would not take any irrevocable action until I had discussed it fully with yourself. I have adhered to this arrangement ever since. I have told you this year of a number of other cases where I felt either expulsion or suspension was justified, but on your advice allowed the matter to drop. In this case I recommended expulsion and it was accepted and I have informed both students that this is my decision supported by the Ministry. I have also said that I had no intention of asking any other Head to take them and have sent full statements to one Lusaka Head to take to a second who had been approached.

I can only repeat here what I said in my original report. I have a very great distaste for expulsion. I have been in office here for two years and until the last three months have not recommended any. One thing that pleased me very much was that I was able to bring this school through last term without having to send home a large group of students and that, where I did suspend, I was able to find loopholes

for bringing the boys back. In one case of expulsion I felt myself able to agree to transfer to a day school though I did not feel able to recommend it.

These are the only two final expulsions which we have had. But if word gets around that X was able to get a Ministry decision reversed then it will undoubtedly undermine the much sounder discipline which his original expulsion brought about, I believe. Having had a battle to keep things going last term I have now returned to a policy of trying to grant certain privileges to the school which will help to create a better atmosphere here. (This was in fact interrupted by the disorders of last term.) I do not want anything to upset this process again.

(SGD) HEAD

The student was, however, not allowed to go back to school. Gradually it dawned on students that they were fully protected by the Regulations which rendered the Head of the school useless. Besides, the students also realized that the office of the Chief Education Officer or even the Headquarters responded quickly to their requests on matters of discipline. Students could even side-step the Head and still get attention from the higher authorities much to their satisfaction. For instance, a student at one school refused to have any settlement made at the school over his case and wrote directly to the Permanent Secretary

as follows:

"Dear Sir,

On my behalf I beg to ask you to send an official of this Ministry to come and settle a dispute which is between the Head and me. This simple dispute cannot be put right because the Head is biased with me. So I ask you to come and arbitrate us ..... from no point he concluded that I was wrong and deserved a punishment. I told him that despite his conclusion I would not do the punishment until the case would be settled in the presence of the master and me ..... I will never do the punishment until a satisfactory cause for the punishment would be expressed by the master concerned in the presence of the Head and me. So I beg you to come and arbitrate us at any possible time. I should be very glad to see an official of this Ministry come and remedy my attitude if it is wrong."10

Signed

Instead of treating the letter with the contempt it deserved, the Head received a letter signed on behalf of the Chief Education Officer which stated, among other things: "..... I guess he may be right but I would not believe his word without hearing from you. So please, let me

have your views on his complaint. I enclose a copy of this letter for your comments on the contents of the letter." 11

The matter did not end there. After the Head had made comments and after he had pointed out that this was a domestic matter, the office of the Chief Education Officer thought it incumbent upon them to invite the student for an interview and wrote as follows: "As a result of your Head's comments on your behaviour at school during this term, I have decided to have an interview with you on disciplinary matters. Please call at my office on the morning of Saturday 4th July, 1967." 12

One Head attempted to summarise this state of affairs as follows:-

"1. Pupils attitude to Discipline:

An apparent lack of concern for the national interest as over against the pupils' personal interests.

2. A tendency when faced with their own weaknesses or faults to seek a way out by blaming a teacher or the school. Thus phrases such as 'it isn't fair' or 'the teacher hates me' or 'the fault lies with the school for having rules of this kind, not with me for breaking them', are heard.

3. What can only be described as a form of 'Hitlerism' where when a pupil finds himself up against a teacher he will threaten to report him to the Chief Education Officer or something similar.

4. An attitude of mind which sets the pupil above his parents, teachers, Headmaster, and even the Ministry; an attitude which asks that in matters of discipline a child should be allowed to lay down his conditions of obedience and query the 'right' of the Head to demand certain standards of conduct. I have seen this demonstrated on numerous occasions when having called for the teacher's report on a disciplinary case and having heard the pupil's side of the argument, I have proceeded to make my judgement only to be faced by the demand that I should call the teacher to the office to face cross-examination at the hands of the pupil. This attitude must be checked before absolute disaster follows.

I cannot offer any specific cures for the above attitudes except to recommend that we should continue with fair and steady firmness in our disciplinary approaches."13

It is a general feeling, however, among Heads of secondary schools that far too many decisions concerning discipline and the day to day running of secondary schools are being made by people in the Ministry who are not familiar with the practical problems of secondary school and who go about this without any kind of consultation with those who are actually responsible for the practical job of teaching and for seeing to it that there is discipline.

If the Minister's powers of expulsion were delegated to

the Chief Education Officers, Heads cannot see why these powers cannot be given to them. Surely, no right-thinking Head would consider the expulsion of a pupil except as a final measure. This is because expulsion of a pupil is a confession of failure on the part of the Head to solve that particular disciplinary problem. Besides, this might even reduce the number of expulsions as discipline would be tightened by the men on the spot.

Under the present system it frequently occurs when a Head recommends expulsion this decision is over-ruled by the Office of the Chief Education Officer and a more lenient punishment directed to be given. This makes the position of the Head an extremely difficult one. If powers of expulsion were invested in the Head of the school, it would immeasurably strengthen his position in the eyes of the parent and pupil.

Heads are equally not impressed with Commissions of Inquiry usually appointed after a disturbance at a school. The good they are intended to make is out-weighed by the adverse psychological impact they have on both staff and students. The Commissions' scope is often limited since they have specific terms of reference usually drawn up by people who were not present when the disturbance took place. Very often these terms of reference may be irrelevant to the actual issue.

It is argued that these Commissions often operate under

unusual atmosphere - atmosphere where students may be adhering to a strike and an attitude of defiance; atmosphere charged with tension and uncertainty. This often makes the Commissioners think it their first duty to try and reduce the temperature but at a very high cost - 'beating an honourable retreat' by giving way to certain demands from students. Often, they may not be able to recover this initial loss of ground. At times this lost ground can change or distort their terms of reference:

"It was clear that they (students) were adamant in their refusal to return to classes until their conditions were met, and because of the overtones of violence often associated with the word 'strike', we considered it wise to obtain their agreement to treat their refusal as a 'standstill' and they undertook to behave in an orderly manner during the period of the inquiry."<sup>14</sup>

It must be remembered that the true causes of disturbances lie somewhere deep in the hidden day-to-day goings on of the school. But Commissioners often confine themselves to a detailed investigation of immediate problems and specific complaints and, as far as long term remedies and causes are concerned, they often turn a blind eye. They usually end by making concessions purporting to avoid similar occurrences. But they conveniently forget the multiple nature of the causes of the disturbance. For a considerable length of time, both staff and students suffer from the aftermath.

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- 1 Latin expression ascribed to Julius Caesar.
- 2 Minute No. A/CONF/TUE/6/8079 of 22nd June, 1963.
- 3 Ibid
- 4 Ibid
- 5 Minute No. 425/-73/CONF dated 2nd July, 1963.
- 6 Ibid
- 7 Ibid
- 8 Minute No. ME/C/A2/11/1 dated 8th November, 1966
- 9 Ibid
- 10 Students unreferenced letter dated 15th April, 1967.
- 11 Letter from Chief Education Officer dated 28th April, 1967
- 12 Letter from Chief Education Officer dated 5th May, 1967.
- 13 Minute No. L/C/LR21 of 31st December, 1967.
- 14 Minute No. A/CONF/TUE/4/1870 of 16th February, 1963

CHAPTER 5THE PROBLEM OF SENIOR STUDENTS

"A certain man had two sons. And the younger of them said to his father: Father, give me the portion of substance that falleth to me." 1

The intention here is not to tread on the well-worn path of the biblical prodigal son. But the young man felt he had become of age and can hold his own in any company and any circumstances. Therefore he must be given more freedom to exercise his judgement and to do what he liked. He does not want to be supervised anymore and he does not want to be treated like a child and in any case, he does not want to mix with children.

This does not look much of a problem, but secondary schools have been hit hard by it. Like the prodigal son, senior students think they have become of age to be subjected to some petty school rules meant for juniors. They become a law unto themselves especially towards the end of the school year when they feel no harm can touch them. Even if they are expelled, they would be allowed to sit for their examinations (recently this has been changed much to the relief of Heads of schools - once they are dismissed, they cannot write the examinations). But this was not so until recently. Also senior students hold the ranks of House Captains, School Prefects, etc., and the practice

is that towards the end of the school year a 'shadow cabinet', that is some students who would be seniors the following year are chosen to replace the out-going Prefects who would then be busy preparing for their examinations. The old prefects do not relinquish their duties completely, but they remain in the background. The old prefects do not have much regard for the 'shadow cabinet' and a clash is imminent. Besides, there is no specific date when this change should take place. This differs from school to school and there is no limit to who should be called 'senior students'. Forms 4 and 5 call themselves 'seniors' and form 3's regard themselves as 'seniors' because they will be the next form 4 class; form 2's also regard themselves as 'seniors' because they are at the brink of becoming form 3's who are school leavers and so on.

Troubles have been experienced because senior students would now 'like to study on their own at the time they choose'; they would like to have a dormitory of their own; they would like to have special places in the dining hall; they do not want to be supervised in any way, and many other demands. But when the school authorities put their foot down and say, 'No', the starting pistol for a demonstration has been fired.

For instance, at one school on 23rd June, 1966 Form 5 sub-prefects were appointed and one of their duties was PrepRoom Duty. This innovation was to be put into effect

immediately. Form 4 students did not like this, so they prepared a memorandum which they presented to the Head with request that he meets them on Monday to explain the reasons why the Head had decided to put Form 5 sub-prefects in the PrepRooms. The students contended that their own monitors were good enough, besides, they were also senior students and so did not wish for changes. The Head did not see the point of explaining his reasons to them and so did not meet the students.

As stated above, the starting pistol for a demonstration had thus been fired. Form 4 students refused to go to their PrepRoom; instead they all congregated in a small room which was called the 'Small Chapel'. When the Master-on-Duty asked them to go to their proper rooms, they just stayed put, and so he decided to let them work there. The following day some nine students were individually called by the Head and, after consultations, were told to attend Prep that evening. The class monitors were also told to pass the information round that all form 4 students were ordered to go to their proper rooms for Prep. That evening all but the 42 students obeyed. The forty-two just stood outside their Prep rooms. Among them were four of the nine students who had specially been ordered to attend. They were thus suspended for disobeying an order.

The Head, after consultations with Ministry Headquarters, informed the form 4 students who had refused to go to Prep,

that they were to be punished for 48 hours. After that they were all to be asked to sign a form confirming their willingness to obey school orders and instructions. During Prep that evening, all but five students turned up.

At assembly the following day, the Head announced that the sixteen students who obeyed the instructions on the first day could go to their classes. Those who did not, were to assemble at the swimming pool at 8 a.m. to begin their punishment. The five who did not attend Prep after he had talked to all the pupils, were to report to his office (these were subsequently suspended). Instead of reporting for their punishment, the forty-one students walked to the Ministry Headquarters and refused to do their punishment. Only one reported at the swimming pool to do his punishment. This student was subsequently allowed to join his friends in class.

The Chief Education Officer came to the school and interviewed the students. But he found their versions of the incidents, "conflicting, equivocal and unreliable." They told him they had walked to the Ministry Headquarters in order to protest about the suspensions of their classmates.

Evidently this was irrelevant. The main factor, as the Chief Education Officer could see it, was "their defiance of authority and their refusal to go to Prep Rooms because they would be supervised by Form 5 Sub-Prefects. The Head does not have to explain to the school or to a group of

students every action he takes to increase discipline in the school. They protested because they did not want someone else in the class who could be strict with their unruly behaviour; they wanted to have things their own way." 3

The matter was eventually resolved and all the students brought back after signing a declaration which bound them to school rules and absolute obedience. The declaration was designed by the school and it is reproduced here below:

I ....., as a pupil of .....

Secondary School, promise

1. To obey the school rules.
2. To obey all orders given by the Headmaster, Teachers, prefects and any other person to whom authority has been given.
3. So to behave, that whatever I do or say always contributes towards the good order and happiness of my class, House and School.

I understand that if I break this promise I may be asked to leave the school.

Date ..... Signed .....

At about the same time, at another school, there was trouble of almost the same nature. The Head on 25th June,

1966 wrote to the Permanent Secretary informing him of the suspension of 50 Form IV students. On the following page is his minute to the Permanent Secretary:

REPORT ON THE EVENTS LEADING TO THE SUSPENSION OF  
50 FORM IV PUPILS ON 25TH JUNE, 1966

Throughout this year the pupils of the two form four classes here have been causing a good deal of worry because of their increasingly undisciplined behaviour, both in and out of class. I have on several occasions spoken to them as a group, and I have talked to many individuals from these two classes. Housemasters, teachers, and the school prefects have also tried to advise them; but all our actions seem to have achieved nothing.

2. As far as one can find causes for their discontent, they would seem to be summed up in the following:

- a) That they consider themselves to be seniors who should not be subject to the same discipline as the pupils in Forms I, II, and III.
- b) That as they will be in Form V next year (which will then be the senior class in the school), they should be permitted to wield power immediately - this in spite of the fact that there are 80 pupils in Form V and 25 Form VI who are obviously much senior to them.
- c) That they should be allowed to dictate to the 80

and <sup>the</sup> 25 in Form VI who are obviously much senior to them.

- c) That they should be allowed to dictate to the school authorities the actual lessons which they should attend, and the people who should have authority as prefects and sub-prefects.

3. In all their actions they have been careful to act as a group, instigated, I have no doubt, by a few rabble-rousers who, until the past week, have been very careful to shield themselves. Thus, early in the year, a whole class refused to attend a swimming lesson, saying that this was not an essential part of their curriculum. Later a group boycotted a Biology lesson because they did not like that particular teacher of Biology. This term, all the members of the Fourth Form classes absented themselves from classes when one of their members was suspended for attacking and wounding a Form I pupil. All these matters were settled internally, but they are symptomatic of the general attitude of these pupils. As I have said, in all their actions they have been careful to act as a group, in the belief that as long as they stuck together, no very serious punishment could be given to them. Individuals have been heard to say that as long as they acted together they could not be sent away from the school; and that, by united action they could, in fact, bring about the dismissal of any teacher whom they disliked. This united action has involved considerable

intimidation of the more responsible elements in the two classes; but until this week it has been almost impossible to obtain any confirmation of actual threats. But today they threatened to beat up a teacher because he insisted that they should hand in their homework.

SGD

HEAD

The Head went on to describe some individual students to support his case as follows:

STUDENT A: One of the leaders of the recent troubles; and particularly of the group who absented themselves from school on 25th June and visited the Ministry and the Chief Education Officer. He has been in trouble before because of his dislike of authority. His House-Master reports that he is a very bad influence in the house - very argumentative - has threatened sub-prefects when they have tried to control him. He should not return to school - his influence on the younger ones would be very bad.

Academically, he is one of the brightest boys in the class. For this reason we recommend that he might be allowed to continue his work in a day school (his father is a resident of Lusaka), where his influence outside the classroom might be less effective.

STUDENT B: An extremely argumentative lad, who will not listen to reason or advice. Definitely a leader by reason of his unreasoning eloquence. A trouble maker in his house -

reported to be very aggressive and arrogant, he has previously been sent to me because of arguments with his teachers.

He has told me that he wanted to leave this school. I believe that parental pressure has forced him to remain. He would be much better off in a job. We do not want him to return here.

STUDENT C: An influential anti-authority leader - he has tried to keep behind the scenes until the 25th June, when he helped to lead the group to the Ministry. He has been before me on several occasions for disobedience and arguing in class. He is reported to be a very bad influence in his house. We don't want him to return.

STUDENT D: A weak character, but stubborn in behaviour. He has been in trouble on several occasions, but will not take advice from his teachers. He is probably not one of the more prominent leaders; but because of a gross act of disobedience only three weeks ago, he was permitted to remain at school only when he apologized and gave an undertaking that he would not be involved in any further acts of disobedience, either in or out of class. He has broken this undertaking, and cannot therefore be allowed to return to school. I believe that he is, in fact very anxious to leave school and to find a job; but parental pressure has forced him to continue at school, although he dislikes it intensely.

If his parents insist on him continuing at school he may

be able to find a place in a day school in Ndola, where he has relatives.

STUDENT E: A very weak character, very easily led, but who has taken a delight in making himself conspicuous in the recent unrest. Academically, he is very poor. He is regarded by his fellows as the clown of the class. His desire to make himself outstanding in some way probably led to his taking a lead in the disobedience.

The staff here are quite convinced that he is academically unsuited for the course here and that he will be wasting his time if he attempts to take the school Certificate Examination. He is therefore strongly recommended to leave school and find a job.

STUDENT F: A loud-mouthed individual, influential in his house - probably not a ring-leader, but one who contributed actively to the mass disobedience. He has not previously been brought to my notice as a trouble maker. He is inclined to be somewhat of a bully, and we have definite proof that he threatened others with violence if they refused to follow the mob.

For this reason we recommend that his return to school be delayed beyond that of the main body of pupils.

STUDENT G: Probably not a leader in the present troubles - but nevertheless a bad influence in the school. His House-Master describes his conduct in the house as "notorious". He is not the type of character that we really want in a

boarding school, and for this reason we would recommend that he should go to a day school where his out-of-class influence would be less effective. Nevertheless, should such a transfer be quite impossible in his case, we are prepared to give him another chance here, provided he returns at a later date than the main body of pupils.

STUDENT H: A very weak character, easily led by others, who has nevertheless been right in the centre of the recent mass disobedience. He is a rather sly character, who has been warned on several occasions that his work is suffering because he is being led astray by others. Because of his complicity in recent events we recommend that he returns to school after the main body of pupils.

While the efforts of the Head in trying to comment on the character or perhaps personalities of the above students are laudable, one wonders whether a very busy Head of a large school would have such a thorough knowledge of all his students. One would be inclined to think that, in his desperate effort to convince those above him the Head used a bit of his imagination. A closer look at these descriptions reveals certain flaws.

To begin with a distinction must be made between 'character' and 'personality'. "Character refers mostly to conduct that can be called right or wrong, that meets or fails to meet the accepted social standards. Personality refers to behaviour which, though not necessarily right or

wrong, is pleasing or offensive to other people, favourable or unfavourable to the individuals standing with his fellows." 4 The distinction is not always sharp and perhaps for the Head's purpose, may have been disregarded. But to charge someone for being a clown or some such thing (which would be a positive quality to his admirers) seems to me out of place.

To carry the point further, imagine that your friend, in applying for a position, has named you as one of his references. You will be asked by the appointing officer to tell what you know of the candidate's ability and experience, and also what you know of his personality. In replying, you state, so far as you conscientiously can, that the candidate has a pleasing yet forceful personality, that he is energetic and persistent but cheerful and even-tempered, self-reliant without being selfish, and that he co-operates well with other members of a group. There are literally thousands of adjectives that can be used to characterize a personality, and certainly these qualities are of immense importance in work, in the home, in school, and in all forms of social life.

But a moment's thought shows that these adjectives are probably adverbs. They tell how the individual behaves under certain circumstances. Even a minister of religion, whose lips are often used for prayer, can use them to scold. But to condemn him for a single moment of aberration would be

wrong. These adverbs merely tell that the individual behaves in a pleasing way, another in an irritating way; one acts energetically, another languidly. Personality words are not names of different activities, but names of qualities of behaviour under certain conditions. Any little act may 'reveal the personality' by showing the individual's characteristic style of action. The point which is being laboured here is that Heads should not go out of their way to try to convince the authorities that so and so should be evicted from school. Because, if their recommendations are brushed aside, they get so disappointed and discouraged that their work as administrators will be terribly hampered psychologically and they end up blaming the Ministry for not having taken appropriate action.

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REFERENCES:

- 1 The Prodigal Son, St. Luke's Gospel, Chapter 15 Verses 11 and 12; Douay Version.
- 2 Minute No. 203-L/CONF/P35 of 24th June, 1966.
- 3 Ibid
- 4 Woodworth and Marquis, Psychology; University Paperbacks, 1965.

CHAPTER 6CURRICULUM AND EXAMINATIONS

"Si tacuisses, philosophus mansisses" 1

(If only you had kept quiet, you would have remained a philosopher).

The problems of curriculum content and examinations were many and varied in many Lusaka Secondary Schools both before and after independence. This problem is found the world over. For instance a group of students marching to Peking to see Mao told the people that they had come to say that the education they received was basically of a bourgeois character and was utterly divorced from reality, the masses and the class struggle and that this kind of education only made them into hot-house flowers. They cried, "We are determined to be tall pipes on high mountains; we will never be flowers grown in a hot-house" 2

Similarly, Turin students in Rome directed their criticism to the content and organization of the curricula: "We think that the University should, and could, provide its students at one and the same time with an adequate professional formation and with critical tools in regard to their professional role ..... It is necessary to go further, and transform not merely the structure of the curriculum but the selection of specific subjects for study within it and the methods of study." 3

One could go on quoting these examples of the world. But let us come to the home-front. The Federation had been imposed on the people of this country and the Federal Party was in power. One of its main aims was to use education for the indoctrination of the people and for spreading Federal ideas. At one school in Lusaka an Essay Competition was organised with very handsome prize for the winner. There was only one topic and the competition was open to all the students of the school. But the snag lay in the topic which was: "Write about the advantages of the Federation of Rhodesia and Nyasaland." As can easily be seen, the topic did not ask for a balanced view of the Federation - it merely asked for the advantages and not the disadvantages. Prior to this, the tests and major examinations, both at senior and junior levels, had shown a strong bias towards the Federation. Students were wise to the school authorities and word went round among them to write about the disadvantages of the Federation or to those who wanted to win the prize to write about the pros and cons of the Federation. But one student, who was considered a mediocre by both staff and his fellow students, ignored the instructions of his fellow students and wrote only about the advantages of the Federation. He was declared the winner and his Essay was displayed in show-cases in the school. The whole school was up in arms against this student and they wanted to have him lynched. The staff tried to protect

him and there was a fierce riot for several days. Yet throughout those days, there was almost complete silence in the press concerning what was happening. The ruling class viewed the students with fear - a good reason for denying them publicity. One of the African political parties was alarmed and uneasy at these wild extremists and associated the students with the other African political party. The students, however, carried on their riot unabashed. But the police, clearly under orders, used tougher methods. During the riot, repression of the students took the form of arrests and intimidation of individual leaders; sometimes of obviously framed-up charges aimed at discrediting them as thieves, or delinquents. But instead of turning and running, or sitting down and allowing themselves to be beaten up and dragged away, the students fought back with branches and stones. Eventually, as was to be expected, the police won the struggle. But this incident clearly shows that the students of Zambia resent to have their education tampered with because of indoctrination, whether it be of a Federal nature or of some other philosophy which they do not prescribe to.

This problem has expressed itself in very many forms in different schools. Trouble has erupted because students were forced to take a subject they did not want or were not good at; or students have refused to attend Biology classes because they do not 'like the Biology teacher's

methods of teaching'; or they have refused to attend swimming lessons because, they claim it is not part of the examinable syllabus. At one school in Lusaka a Head was confronted with this problem and because he thought that the students' actions in this case were a personal affront to him, he sat down and composed a letter to the parents of the students and after signing his name he made sure he had also included a chain of degrees after his name to prove to them that he was qualified and therefore knew what he was talking about. But what he forgot was that he did not know all the parents of the students involved and their qualifications. Some of them, in their replies, were very co-operative but they pointed out one or two things which the Head had overlooked. So if the Head had only 'kept quiet' about his qualifications, he would have 'remained a philosopher' in their minds. Below is the Head's correspondence, referenced 1/4 dated 5th January, 1967:

Dear Parent/Guardian,

Please read the attached School Report for your ward ....  
..... You will note that he gained a very low mark in English.

The first reason for this is that his work in English tends to be poor but the mark need not have been so, had he taken the examination papers we set. He and other members of his class, however, saw fit to absent themselves

from the examination set on one part of the English work. This was what we know as the General Studies paper. It had been made quite clear that this was part of the English work but despite this, your ward saw fit to follow the prompting of certain ring-leaders and to disobey me. They "could not see why they should take it".

In disobeying myself your ward also disobeyed higher authority. On several occasions in the last year, officials of the Ministry of Education and Politicians have visited the schools to remind the pupils of the importance of obedience to authority. It is not for them to take the law in their own hands.

The Ministry of Education make every attempt to see to it that the Head of this school and his staff are properly qualified persons. Apparently your ward is of the opinion that he knows more about education than we do and it would seem therefore that the obvious thing is for you to take him away from school.

As it is, he has by his failure to take the examination set, made it impossible for myself and my colleagues to judge his ability to take certain subjects in C.S.C. and it will now, therefore be necessary for him to take a reduced course which will inevitably affect his future prospects especially insofar as entrance to the University or further training courses is concerned. For this he has only himself to blame.

When your ward accepted his place last January he signed, with you, a paper promising to keep the rules of the school. By failing to do that he has made the agreement valueless and his place in the school may now be forfeit. In view, however, of what I have said in the previous paragraph regarding the damage he has done to himself and on the understanding that the offence is not repeated, I am prepared to allow him to sign a new agreement rather fuller than the last and to allow him to return to school for the new year.

If I do not receive this paper, duly signed, by Thursday, January, 19th, I shall notify the Chief Education Officer, Lusaka, that your ward does not require his place and ask permission to fill it from the very considerable list of transfers that I already have.

If he signs the agreement again, he must understand that this is not a joke, but a serious act and any further disobedience may result in something far more serious than the present.

If you wish to come and see me you will be most welcome. I shall be at the school every day from now until term opens with the exception of the 11th and 12th.

Yours faithfully,

Signed Head (degrees)

Special Form of Agreement to be signed by members of Form IIIA (1966) before admission to IVA (1967). This agreement must be countersigned by the guardian.

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1. I ..... wish to be admitted to Form IV  
(NAME)  
at the above School.
2. I understand that by my conduct on Monday, November 21st I failed to keep the agreement into which I entered in January 1966, "to accept the authority of the school and to obey its rules and conditions of admission", to take full part in the life of the school and that I have therefore rendered myself liable to disciplining under clause 6 of that agreement, I may be expelled at once from the school .....
3. I understand that on this occasion I may return to school provided that I enter into a new agreement. I therefore agree to accept the authority of the school and to obey its rules and conditions of admission. I further undertake to follow the curriculum as laid down by the school whatever that curriculum may be. I understand that "following" the curriculum involves working at the subjects conscientiously so as to obtain a reasonable standard and doing all work prescribed taking all tests and examinations in the different subjects.
4. I understand that further behaviour of this kind may render me liable to action in terms of Part VI of the

Education (Primary and Secondary Schools) Regulations,  
1966 (Suspension and Examination of Pupils).

Signature ..... Date ..... 1967

FOR THE GUARDIAN

I agree that the pupils shall accept the above conditions which have been explained to me in a language which I understand. I understand that if he does not wish to follow the curriculum as laid down by the school he must leave and follow correspondence.

Signature ..... Date ..... 1967

The question of what students should take or not take, what they know or do not know, always comes up in such discussions. Surely, if we advocate for 'participatory democracy' in our schools, then students must be allowed some say in these things, otherwise manipulative talks of partial student 'participation' in secondary schools must be firmly rejected as a bid to dupe students - as discreet forms of suffocation.

As for who should decide what is to be taught and who is in the know the teacher or the student, it may be useful to consider here the standard objections to students' participation. Arguments advanced by some spokesmen of academic establishments run as follows:-

- i) Students are an ephemeral social group, which has

no stable existence. Higher education is merely an interlude through which they will pass to an adult working occupation, which will thereafter be their station in life. The academic staff, by contrast, are the permanent community engaged in higher education, and therefore alone have the right to power of decision within it.

ii) Students are by definition ignorant. They are in higher education to learn what they do not yet know. The staff, by contrast, are by definition those who already possess science and knowledge. They alone are therefore equipped to determine what should be taught, and how it should be taught. Control over courses and content of education is logically the prerogative of the teaching staff.

iii) There must be no confusing talk of 'participatory democracy' in secondary schools. The National Assembly is the only possible place for democracy. Cultural institutions are no different from economic organizations in this respect. The only practical way to <sup>run</sup> ~~turn~~ a secondary school or a factory is with a firm hierarchical discipline.

These arguments may have seemed plausible in the torpor of the fifties (during the Federation). Today, nine years after the attainment of independence, it is not difficult to counter them. To begin with, the fact that students are

transient participants in higher education actually makes their years there far more important to them than the same years for any member of permanent staff. Any given series of years is an indifferent part of the continuing routine of the teaching staff: it is of no special significance to them. But for students, their experience of higher education is an absolutely crucial period in their life. Their whole future careers may be determined there. Not only this: their ideas, attitudes and beliefs - their whole conception of the world - may be decisively formed in this cultural exploration. The students, precisely because higher education is a once-and-for-all and not a routine part of their lives, have a much greater interest in the schools and their curriculum than the teaching staff, for whom these vital issues are largely decided. Here, it is not the length of time but the depth of involvement in higher education that is the issue. It follows that students have just as much right (if not more) to a say in these things as the staff.

The contention that students are debarred from any say in determining the content of courses because of their ignorance is equally dubious especially where senior forms are concerned. All knowledge is relative affair. At no specific point does anyone suddenly achieve definitive enlightenment. The assumption of the present system is that the moment a teacher is appointed, he is admitted to the charmed circle of the knowledgeable. Previously, he was

wholly incompetent to make any academic decisions; now he magically becomes able to do so. The division is quite artificial. Everyone knows that some students are often more gifted and more imaginative than their often pedestrian instructors. But in any event, this is not the main issue. The fact is that the central purpose of higher education is not <sup>to</sup> instil a predetermined sequence of facts and techniques into the student. This <sup>is</sup> true of all subjects. A person will remember very little detail from his student days: what he has learnt is the ability to obtain the fact he needs, when he wants it. The function of higher education is essentially to teach the rules and methods, the principles of a particular subject. But these are themselves not immutable, given once and for all. The advance of knowledge involves precisely their constant revision and criticism. It is here that relative student 'ignorance' actually has a positive function for higher education. For students are not mentally enclosed within the prevailing intellectual orthodoxy of their particular line, by years of acceptance and transmission. They have not been so habituated to receive notions that they no longer notice them. Their very lack of established knowledge is also dialectically a freedom from convention and dogma. They are thus much more given to question orthodox ideas and doubt standard answers. Such open and critical questioning is an absolute condition of all cultural progress. It is, in fact, essential for the

teachers themselves to be challenged in novel and unexpected forms by their students. They only benefit from such stimulation. The learning that occurs in higher education is always and necessarily a two-way process: the teachers learn from the taught, while the taught are learning from the teachers. Academic standards would then not be impaired but promoted by their democratic approach. It is no accident that the Cordoba Manifesto ushered in "the golden age of Argentinian scholarship." 4

The claim that democracy is in any case impossible in all institutions other than the House of Assembly is an open confession of the authoritarian nature of most governments. Indeed Parliament itself is increasingly becoming devoid of significance. Democracy will only be concrete when it is extended to all institutions of society - economic, political and cultural. Students, like other ordinary people, must be given a say in those things (like education) that concern them most. The possibility of voting every five years cannot compensate for the absence of freedom in everyday life.

This is a mere reminder that the desire for students to better their lot does not cease with the destruction of the federation and the attainment of independence.

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- 1 A Latin, wise saying; anyonymous.
- 2 Peking Review No. 48, 25th November, 1966.
- 3 La Sinistra, 27th January, 1968.
- 4 Alastair Hannessy, The Politics of Conformity  
in Latin America, ed. Claudio Veliz U.K. 1967, pp. 130

CHAPTER 7RACIAL DISCRIMINATION

"Speech is a great blessing, but it can also be a great curse, for, while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly make our attitude completely misunderstood. A slip of the tongue, the use of an unusual word, or of an ambiguous word, may create an enemy where we had hoped to win a friend. Again different classes of people use different vocabularies, and the ordinary speech of an educated man may strike an uneducated listener as showing pride; unwittingly we may use a word which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling; only a fool will express himself alike to all kinds and conditions of men." 1

I could not think of a better quotation than the one above, albeit long, which gives the sum total of the main reasons of the so called 'racial problems' in our Lusaka Secondary Schools.

I shall not deal at length with that period when the former Federal 'Europeans only' secondary schools were opened to the Africans. For that was merely transition period and any racial problems in schools were ephemeral.

During this transition period, remarks of a racial nature would be found scrawled in the ablution blocks and demonstrations would follow. This was fun (or serious depending on how one looked at it) when it lasted. But this was no longer there. It's a complete by-gone. But there is this most pertinent one, where expatriate teachers are alleged to have called their Gambian students by some racial remark and ugly scenes follow.

At one school students demonstrated with placards against an expatriate teacher because he had used some racial expression. It was reported that after some misunderstanding with a student, the teacher said he would hit the student so hard that the student would go out 'blacker than you came in', if the student did not stop whispering to the student next to him. Typical of the opening quotation to this chapter the teacher refuted the allegation by saying he was fond of using an expression similar to the one he was accused of: "I will hit you black and blue", and the teacher claimed that he would say this even to his fellow white men if called for. The Ministry went to a lot of trouble to resolve this problem and to normalize the situation at this school.

Hardly had the dust settled when at a neighbouring school racial troubles erupted following remarks by an expatriate teacher to a whole class. To be precise, it was only four days after the trouble at the other school. The teacher was reported to have said, "shut up you black

pings", and again, "shut up you silly idiots." Students demonstrated with placards and sent a petition to the Head, stating, among other things, that the teacher should go back to his country where he won't have to teach pigs and that they were not prepared to be taught by a white pig.

In his defence, the teacher wrote to the Permanent Secretary as follows:-

Dear Sir,

It is with deep sadness and regret that I report to you on the above topic. May I please state my feelings as an introduction.

Firstly, the allegations of racialism directed against me are false. Nevertheless, it turns out that a statement of mine has been at the most, maliciously distorted and at the least misconstrued. Explanations of what was actually said will follow.

Secondly, I feel, and the staff of this school will unanimously agree that discipline in the school had reached a very low point and that any misconstrued action on the part of the staff could have precipitated this breakdown.

Briefly, may I give you my personal background. I was born of working class parentage in cosmopolitan London; studied at London University, gaining an Upper Second class honours degree in Zoology and Physiology. At no time in

my life have I been branded as a racist. This is an impossibility, since I grew up white, attended school with, and studied with people of all races and religions. I am a former member of the Anti-Apartheid Movement and have close Associations with members of the African Bureau. You cannot possibly imagine how hurt I am at having this charge directed at me. When I told the students to do some work they shouted, 'No, we're students not labourers. Why should we?' Upon insisting, they started to chant, 'why, why etc.' At this point I got angry and said, 'shup up - you're making a noise like a lot of ignorant pigs!'

However, word went round to the other classes that I had called them 'black pigs.'

Signed

Again the ministry went to a lot of trouble to resolve this problem. It must be pointed out here that in both cases cited above, the classes involved were supposed to do a practical period of the Agricultural Science as a subject - to be precise, they were supposed to go and do some work at the pig sty. Also at one of these schools, the Head had found it necessary not to have any school rules at all. In place of school rules he had written, "No school rules! Behave yourselves; we shall tell you if you don't."

At yet another school there were series of racial conflicts between students and the expatriate teaching

staff. The Head tried all he could to settle the problems within the school but unsuccessfully. He too was accused of favouritism. At last, the students of this school on 23rd October, 1969, sat down and composed a letter directly to the Permanent Secretary. The letter is reproduced below.

Dear Sir,

We, the pupils of this Secondary School, feel very deeply concerned about the racial problem that has been developing in our school. This is presenting tension between teachers and students.

Some masters don't think of themselves as teachers but as white men and us as black boys.

Mr. X called boys Kaffirs despite the fact that this very master was warned against this last year when he said that he could not carry an African in his car.

Some students were working at Mr. Y's house, while there they were sent away for eating mulberries in the garden, the teacher in the evening threatened the boys with a knife, and said "You Africans have no manners and that you don't know how to behave."

We regret to say that on appealing to the Head, ~~all~~ the boys were told they deserved it.

It is understood that we are Africans and that it's because we don't have enough of our own skilled teachers that they are here. However, they need not over-emphasise our blackness.

When these teachers leave Britain, who do they think they are going to teach? Respect should be a two way affair.

Signed

Students of - Secondary School

As if this was not enough, trouble was reported at another school. The students were so violent that one teacher was stoned after having been accused of racialism. It was a well known fact that, that teacher was a tough disciplinarian, who when on duty, insisted on certain standards of discipline on the school. In disgust, after the incident, the teacher, on 24th October, 1969, wrote to his Headmaster as follows:

Dear Sir,

I doubt whether anyone can fully understand how deeply hurt I am by the allegations that have been made against me. However, I think that you, sir, probably realise more than most how much I resent the charges of "racialism". This I regard as one of the cruellest insults that could have been made. The particular cases cited, apparently, at the meeting between the prefects and yourself are childish and ridiculous in the extreme but they can at least be attributed to malevolence and misunderstanding on behalf of some pupils who were readily backed up by their form-

mates. However, the fact that strictness and discipline can so readily be given as proof of racialism is the most disconcerting and disgusting thing of all. In view of this most serious insult levelled at me I feel unable and unwilling to teach at this school any longer.

I have informed the Ministry that I wish to finish at the end of December, and I have booked a flight for the 1st January. The appropriate forms will be given to you early next week. For the remainder of this term I will do whatever you wish apart from teaching. I appreciate your difficulties at the moment, and I hope that I am not adding to them too greatly: I only hope that you will yourself understand, and perhaps also convey to others how seriously insulted I feel.

Yours most sincerely,

Signed.

Because the matter was so serious and because the teacher had threatened not to teach anymore, the Head referred the matter to the Chief Education Officer. After studying the situation carefully, the Chief Education Officer on 29th October, 1969, wrote to the Head as follows:-

Dear Sir,

STAFF : MR. A.

I refer to the letter dated 24th October, 1969 addressed to you by Mr. A. demanding for apology from the student body.

2. I believe that this has something to do with the minor stoning incident which you reported to me when Mr. A. was a victim of mob emotionalism. The fact that this had ever happened is very much regretted indeed as Mr. A. was carrying out his normal duties.

3. You realise the importance attached to good discipline in our schools. The staff should not be subjected to this type of treatment. Please get the ring leaders or the student body to apologise with a copy to this office for transmission to the Permanent Secretary.

4. With regard to Mr. A. he should be advised to continue teaching while we are disciplining those concerned.

5. I am very anxious to settle this unpleasant episode in the life of a rather peaceful senior secondary school. It would not improve matters if those whose feelings have been hurt made certain demands before they could teach. There is an established order of dealing with disciplinary cases and this should be followed if we have to ensure that educational work is not disrupted.

Yours sincerely,

Signed: ACTING CHIEF EDUCATION OFFICER

Why should there be this trouble in our Secondary Schools? What is the attitude of the expatriate staff, in general, towards the Gambian students in our Secondary Schools? What is the general attitude of the Gambian students towards the expatriate teacher?

Perhaps explanations for the expatriate staff's attitude, as described in the different episodes above, are, of course possible. It can be explained, for example, that a good number of young expatriate teachers (especially those of technical subjects), have spent their earlier years outside Africa, perhaps in a harshly competitive industrial world; that, in consequence, they tend to be blunt and somewhat rough of speech; and that hitherto they have had no personal experience of the special problems which attach to our secondary schools. Thus, as a result, they are inclined to treat the pupils as they would a European trade apprentice, sharply criticising poor workmanship, jokingly overstating their case, making, without malice, personal comments on dress and appearance, and referring to leading political figures and events with a good-humoured disrespect. In addition, they will on occasion become short-tempered in exasperation at inefficiency, disobedience or what, in a European student, they would consider dumb insolence. In the Gambian context, or indeed in an African context, these characteristics can quickly lead to misunderstandings,

suspensions, and even hatred, and unless the expatriate teacher is sufficiently patient, self-critical, self-controlled and humbly ready to ask and to learn, especially from his African colleagues, his effectiveness as a teacher in communicating his skills will be seriously impaired.

A lot could be learnt from Kit Elliott's confessions in his book called 'An African School', which is actually a record of his teaching experience in Nigeria. He wrote:

"Yet all expatriates in Africa are to some extent the prisoners of their own authority, upbringing and privileges. If we could divest ourselves of that authority, of the need to supervise, to arbitrate in school affairs, to direct children through their school work, we could approach our pupils on equal terms; if we and they could expunge the oppressive legacy of military conquest, political power, economic exploitation, and cultural arrogance, we could approach the children we teach with proper humility; if we could abandon our standard of living, the income, the servants and the accommodation that preserve us from the realities of African life, how much we could learn. Then we could begin to overcome those divisions of language and culture that mean so much more than the colour of our skins." 2

Kit Elliott continues; "The fact remains that I know more about English children I teach now, after a few months, than I knew about the Nigerian boys I taught for five years;"

and admits that, ".... as it was, we were strangers in Africa, privileged, and treated with the courtesy and respect due to guests and strangers, but only occasionally admitted to the warmth of personal contact which imbues the complex relationships of African society. We remember with deep gratitude what we were allowed to see. We guess at and try to understand what we did not see and could not understand. We remain strangers, for behind the misleading facade that makes an African school seem so much like its European counterpart there are problems and assumptions which face all African pupils and all their teachers." 3

In my interviews, the importance of these personal relationships made itself manifest. It is not an easy subject to tackle, but I consider it essential to attempt it owing to my firm conviction that here lies the root cause of most of the racial problems in our schools. Although there are also some faults on the side of Zambian students, it is clear that, if only for historical reasons, the expatriate staff must be considered responsible at this stage for taking the lead in establishing better relationships with the Zambian staff and students. As a researcher, it is to my mind a tragic commentary on human nature that I found in the expatriate staff such a genuine eagerness to produce good Zambian scholars and, among the Zambian students, such genuine eagerness to

learn, both in work and in play, from the expatriate staff. This is why it is important to stress the importance of personal relationships in our schools.

In most cases this disunity was reflected in the organisation and administration of some schools. My researches revealed some undesirable administrative features which can be summarized as follows:-

- a) insufficient use of Zambian staff was being made in the conduct of the schools, especially in the sphere of human relationships and understandings;
- b) as a result, the more senior Zambian staff, seeing problems arise where they want to help find themselves thwarted by lack of consultation - "we are assistants in everything, we just stand, like monuments, and the expatriates do everything."<sup>4</sup>
- c) lack of proper channels for consultation and complaints leading to poor staff/pupil relationship.
- d) posts of special responsibility such as Housemasters, Heads of Departments, etc., are almost filled with expatriate members of staff and their duties appear to be purely nominal as they do not understand the Zambian student.
- e) Heads of secondary schools, in my opinion, should have something of the positive remoteness of God, but, instead, they involve themselves in too many

minor problems of discipline and punishment which should, more properly, be decided at much lower level of responsibility.

- f) the organisation of some of the secondary schools is on para-military lines and punishments appear to be many: too much on a rule-of-thumb basis and involve too many people. This has an adverse effect on staff/pupil relationship.

Admittedly, time and opportunity have not been available for me to delve deeper into the organisation and administration of all the secondary schools in Lusaka. But my strong impressions lead me to recommend that:-

- a) the organisation of these secondary schools be examined in detail to ensure that the structure is sound and integrated and that the different responsibilities are properly devolved to their proper levels;
- b) consideration be given to the careful selection and appointment of senior Zambian members of staff or mature expatriate staff as Housemasters who will be directly responsible to the Head for the living and learning conditions of the students; men who are prepared, in exchange for other duties such as that of Duty Master, to give a great deal of their time to being present with the students in their dormitory or school areas; men who will willingly accept the role of father and friend; and men who

will be, except for the Head in very serious cases, the only persons to award punishments involving gating, manual labour et cetera, and to whom all other minor punishments must be reported by the prefects; (I do not intend to go into the merits and demerits of punishments here. Those interested in this can consult F. J. Goodwin's book, *The Art of the Headmaster*.)

- c) the types of punishments be reviewed so that they pay regard to the offender as well as to the offence and that, in principle, the persons authorised to award punishments be limited to those persons who have particularly close contacts with the individual students involved.
- d) a proper and effective machinery for hearing complaints be devised at the different levels of responsibility.
- e) the rules and regulations of each school be carefully examined for their validity and in the light of experience and changing times.

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- 2 Kit Elliot, *An African School*, Cambridge University Press, 1970.
- 3 Ibid
- 4 Minute No. A/CONF/TUE/4/1870, 16th February, 1963.

CHAPTER 8CONCLUDING REMARKS

"NEVER GIVE ADVICE, FOR THE FOOLS WON'T TAKE  
IT AND THE WISE DON'T NEED IT" 1

Tradition has it that the concluding remarks of some work of this nature, should offer something along the lines of advice. But as the above quotation indicates, it is doubtful if the scattered thoughts in this chapter will stand the test of the critics. Besides, suggestions have already been given in the preceding chapters.

SUBJECTS OF A PRACTICAL NATURE: On several occasions, trouble flared up during practical subjects like Agricultural Science. After all is said and done, I regret the necessity for having to be so frank regarding the capabilities of some of the students taking these subjects; but I fear there seems to be a tendency to ignore the practical forms of training, presumably because some of these students consider that they are being trained as supervisors and not as prospective workmen or farmers. Even their school uniforms, mostly white shirts and grey trousers, which they do not bother to remove while having these practicals, are indicative of this attitude and they are reluctant to get down to work because they might soil them. They prefer instead to watch others work and when the teachers point out this to them, the stage is set for a demonstration or a general strike.

This attitude on the part of the students is not only my personal opinion, but also that of their teachers and I believe if it is allowed to carry on, the product we are turning out will be entirely unemployable. It is because of this, that I view the future of these subjects with grave concern.

Perhaps if we looked at the historic aims of going to school, we would understand this attitude better. I find V.L. Griffiths very enlightening on this point. In his book, 'The Problems of Rural Education', he writes: "Whatever may be the official aims of education and the hopes of educators, the fact is that most parents look on the schools as a means of escape for their children from the hardships and privations of rural life. To establish special schools for rural children, where the curriculum deliberately attempts to keep them on land, is to thwart their hopes and ambitions for their children and for their own old age." 2 This is understandable if one thinks of the origin of the modern school in this country. It did not originate in any attempt by rural communities to improve their own way of life. It was introduced by foreigners, religious bodies, or colonial governments, and its first economic effect was to siphon off a few of the brightest children into clerical and other white-collar jobs. "The tradition persists," writes Griffiths, "and is unlikely to change until farming can show greater financial returns, stability,

and ease than the white-collar jobs." 3

GENERAL: Almost in all cases cited, one found students who looked frustrated and confused perhaps by what appeared to them as the divorce between an outmoded disciplinary system and the reality of the world around them. Even where there were no riots, there were other signs of disaffection, including apathy, which one interpreted as a token that antiquated disciplinary systems are being rejected.

Nothing less than a complete refashioning of disciplinary system, and a review of it from time to time, it would seem, will solve the problem. Admittedly no specific blue-print can be offered here since no one system can fit the disciplinary problems of all the Secondary Schools in the country not even those in Lusaka only. A suggestion however, can be made albeit a flexible one that all discipline should ideally be the concern, not only of the schools, but of society as a whole, using out-of-school approaches that make discipline start in very early childhood at home and end only with death.

To give an idea of what might be included one would cite besides other things, such movements as the Cubs, Brownies, Scouts, Guides, Infant Schools, Social Welfares, Youth Services and several christian movements. However, such innovations will never be more than palliatives, one must observe, unless they are part of a broad

reform that makes the goal of school discipline, not to punish, but to teach pupils how to behave and be useful members of the community. Such a flexible notion of disciplinary system is hard to dispute. The question is whether it can be useful in our Secondary Schools. But it is worth implementing seriously.

This, then, is the dilemma of Secondary School discipline; the dream of a disciplinary code that changes with time, and the stark reality of a growing mass of disillusioned, unproductive, uprooted, schooled pupils, flocking to the cities, even during school holidays, where they join the ranks of the unemployed, or in some instances remaining on some land in the countryside, disgruntled and convinced their "education" entitled them to better things.

It should perhaps go without saying that it is easier to diagnose ills in our disciplinary system than to prescribe remedies. There is nothing in our disciplinary system which forbides us, upon viewing unfortunate social consequences or situations, to trace out clearly and certainly the called for disciplinary remedies. But in tackling disciplinary problems, as in tackling other problems, we do know that the assumptions we unconsciously or uncritically accept will largely condition the answers we come up with. When these assumptions are seriously at fault, the answers are not likely to be relevant.

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APPENDIX ADISCIPLINE IN SCHOOLS(THE TEXT OF MINISTRY OF AFRICAN EDUCATIONCIRCULAR NO. 12 OF 1960)

In a circular addressed to those directly concerned with education, there is no need to labour the point that unless there is reasonable discipline in a school or college there cannot be efficient education or training. Recent unhappy events in various parts of the country have clearly revealed that the right of school authorities to maintain good order and discipline is being challenged. Meanwhile it behoves everyone who is in any way responsible for the conduct of any school or college to reconsider the question of discipline, how best to secure its maintenance and the recognition of its fundamental importance in any organised society.

2. Education begins not in the school but in the home. It is those who are responsible for bringing up children before they reach school - going age who lay the foundation of the child's character and conduct. After the child starts going to school the attitude of parents or guardians will either reinforce or undermine the work of the school authorities. In this period of rapid social and economic change many parents are in doubt as to the right methods of bringing up children who will live in a world very

different from that known and understood by their father and mother. As a result too many parents abandon responsibility for their children altogether. It becomes therefore the prime duty of all those responsible for education to try to bring home to parents what they can and should do in the proper bringing up of their children in preparation for, and then in co-operation with, the school. Such influence can be brought to bear both by personal, informal relationships and at the more formal level of parent-teacher associations and parents' clubs. The school council can play a valuable part in bringing home to school together.

3. Unfortunately as things are to-day, it is far too often only when a child first goes to school that he learns the meaning of discipline. Primary school teachers must therefore make sure that the lesson is well taught. Discipline does not simply mean making a child do what it is told without question. It means the exercise of responsible choice, the learning of the best way to live as an individual in an orderly society. It is the school's duty to ensure that the child learns to develop to the full, his physical, mental, moral and spiritual powers; it is equally its duty to see that the child is taught that every other child has an equal right to develop those powers. Conduct that hinders that progress must be firmly checked. A teacher who allows any child to disrupt the work of the class by disobedience, unpunctuality, bad manners or displays

of bad temper, is failing to do his duty; he is equally negligent if he allows any child to grow up without learning the self-discipline that is entailed by politeness and the acceptance of the authority of those charged with the duty of teaching him. A teacher must not be afraid to insist on children learning and following those habits which he knows to be good. I have dealt with this urgent problem in general terms. I would ask all managers without delay to get together with their teachers and to work out what needs to be done in concrete terms applicable to their own schools and pupils. What particular kind of behaviour has to be encouraged and what discouraged? What form of good manners must be insisted upon? How should disobedient and 'difficult' children be dealt with, bearing in mind not only their future welfare but also the welfare of their fellow pupils as well?

4. Basically the problem of discipline remains the same at the secondary, technical and training college level, though it has to be worked out in terms of pupils and students physically and mentally more developed. Such older pupils should be able to take an increasingly responsible share in the life of their school or college. This does presuppose, however, that they understand and accept the purposes of the community to which they belong. The more these common purposes are understood and accepted the less the need for the rigid application of rules and regulations. If, however,

the pupils or students at any school or college subordinate the common purpose to some other extraneous purposes, such as political agitation, then the rigid application of rules and regulations becomes essential. If neither common purpose nor the application of the rules necessary to achieve it are accepted then no effective education can be provided and the institution ceases to be able to make any worthwhile contribution to the educational system.

5. It is a truism, but none the less true or important for that, that in the creation and maintenance of discipline the most important factor is the example and influence of the teacher. The regard the student has for his teacher and therefore the influence the teacher has on him depends on a combination of affection, trust and respect. No one of these attributes suffices by itself nor is any one of them easily gained. Pupils and students are ruthless critics. Weakness earns contempt, not affection; inconsistency begets distrust; uncertainty of purpose undermines respect. The teacher must maintain consistent, firm and calmly exercised control.

6. So far this circular has dealt with general principles applicable in the normal conditions of any developing educational system. Conditions in Northern Rhodesia at the present time are not normal. Development is taking place with bewildering speed. Many people have to accept responsibility for which they have been prepared neither by adequate training nor

experience. Parents no longer feel capable of teaching their children the social disciplines which it is the responsibility of the home to impart. Children, full of self-importance by reason of the knowledge they have acquired which their elders have rarely had an opportunity to acquire, take a full advantage of the bewilderment and weakness of their parents. Politicians without the responsibility of office are prepared to exploit for their own ends the impulsiveness and rootlessness of young people and teach them slogans which are as full of emotional appeal as they are empty of real meaning. Inevitably echoes of the controversies of the outside world are heard in the classroom and workshop. All this being so, there is clear need for school and college authorities to maintain firm control over those committed to their charge for a specific educational purpose. Those who are prepared to subordinate the purpose of the school or college to non-educational purposes are fully prepared to enforce discipline in its narrowest sense on those they seek to mislead, using promises of eventual rewards and threats of immediate vengeance. The only effective answer to such a challenge is the imposition of an equally strong but more reasonable discipline, one which has the inestimable advantage of being aimed at the ultimate good of the whole community and not sectional advantage, and of being designed to produce good men and good citizens, not just good party followers.

7. I would like now to commend to all proprietors, managers, principals and head teachers certain practical measures which, if not already enforced, might well be introduced to strengthen discipline. The common purpose of the school or college should be firmly explained to its pupils or students. The discipline necessary to achieve that purpose must also be clearly explained and fearlessly enforced. Any pupils or students who, after due warning, shows that he is not prepared to accept the discipline of the institution should be sent away. Softheartedness to one individual in these times may well lead to disaster for many in the not too distant future. To bring home not only to the pupil but to the parent or guardian the firm intention to enforce reasonable discipline it is recommended that when any pupil is accepted for a course at any upper primary or higher institution he or she should be required before admission to sign a form delcaring his willingness to accept the authority of the Head and his staff, to obey school rules, and to devote all his energies to achieving the purpose of the school or college course for which he or she is to be admitted subject to acceptance of these conditions. The parent or guardian should be required to countersign this declaration. Indeed the more the parent or guardian can be associated with the process of application for, and admission to any course, the better. The fact that the child so often deals direct with the school authorities and that the parent plays no part at all in the proceedings

helps to undermine parental authority and gives the pupil a preternatural and unsettling sense of 'independence'. The student should also be provided with a copy of the rules which he will be expected to obey, which should be as simple and clear as possible. The penalty for disregard of the conditions of admission should be made quite clear and should include the statement that in the event of any pupils or student being expelled or choosing to leave the course for any reason not acceptable to the school authorities, no part of the boarding fee will be refunded. At some institutions proprietors and managers may also wish to give thought to the desirability of requiring a deposit before admission to a course, returnable only at the satisfactory termination of the course or in special circumstances such as leaving because of ill health; leaving the course without good reason would mean forfeiture of the deposit.

8. Once the pupil or student is admitted to a course there must be sensible and consistent insistence on obedience, punctuality, politeness, tidiness and general smartness. The importance of the example set by the members of staff has already been stressed in paragraph 5. At large primary schools and junior secondary schools in particular there may be benefit from having on the staff a person of the 'school marshal' type, once common in the urban schools of

the country, a person who sets a fine example of smartness himself and who can supervise those activities which are too often allowed to go uncontrolled by the ordinary members of staff. Such an appointment would not, of course in any way diminish the responsibility of every other member of the staff to see that discipline is maintained. The Ministry is prepared to make a salary grant for such a 'school Marshal' if application is made and the need for and the suitability of the person proposed confirmed.

9. The suggestions made above emphasise the need to insist on good order and discipline. The more senior the institution, the more important is the need also to promote self-discipline and to teach students the meaning of responsibility. There are many ways in which this can be done, including the use of the prefect system, student representative councils, food committees and the organisation of school or college societies and clubs in which students hold responsible positions. Points to be noted here, however, include these:

- a) where means exist, as they always should, through which students can air their complaints constitutionally, these means must be used and no others;
- b) no student body should be in a position to challenge the right of the Head of the school or college to make disciplinary decisions on his own authority;
- c) school clubs and societies must be supervised just as much as any other training activity. Unsupervised

societies have been known to become centres of activity subversive to the good running of a school;

- d) the use of a prefect system, particularly at a boarding school, does not absolve members of staff of their responsibility for the general welfare as well as the particular instruction of the pupils and students. It is the Head's duty to ensure that all members of staff take a proper share in the out-of-classroom, out-of-workshop activities of the institution. The spirit of a school or college depends, perhaps more than anything else, on the quality of the human relationship between staff and students.

Another important matter to be kept under constant review is teaching students to make wise use of their leisure time. It is at such time that contact between staff and students can often be most beneficial. It is tragic to see how few young people, on leaving a senior school or college, have any idea of how to make constructive use of their spare time.

10. All managers and head teachers are asked, as a matter of urgency, to look at the schools and colleges for which they are responsible in the light of what has been said above and to satisfy themselves that the conditions at those institutions are such as can reasonably be expected to

ensure discipline and good order during the present troubled times. Weaknesses in the present system should be corrected fearlessly. An abrupt and unexplained tightening-up of discipline, however, might provoke just that crisis which it is intended to avoid and those who decide to make changes should take pains to see that the purpose of the changes is fully explained to the pupils and students concerned. The timing and manner of making such changes require to be the subject of very careful thought. Where possible the advice and assistance of school councils and parent-teacher associations should be sought.

11. I would like to end this circular by assuring all those responsible for the maintenance of good order and discipline in any of the schools and colleges of the Territory that this Ministry will give full support to any reasonable action taken in good faith to maintain discipline and to eliminate harmful influences. We are all united in our determination to improve and extend the present system of education and we all know that to allow indiscipline and disrespect for authority to go unchecked would be to undermine and eventually to destroy the system. If to take action means being hard on certain individuals, not to take action would be even harder on the coming generations of young Africans. Responsibility for such action rests on those who encourage insubordination and defiance of authority, not on those of us who seek only to maintain that standard

of discipline without which sound school education becomes impossible.

W.C. LITTLE

Secretary for African Education

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