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EXAMINATION OF THE ANNUAL REPORT OF THE ADMINISTERING  
AUTHORITY ON THE ADMINISTRATION OF THE TRUST TERRITORY  
OF RUANDA-URUNDI, 1960

Observations of the United Nations Educational, Scientific  
and Cultural Organization on the annual report on the Trust  
Territory of Ruanda-Urundi under Belgian Administration for  
the year 1960

A. Education

Policy and administration

1. The aims pursued in the education policy remain unchanged and the basic document in which the organization of the educational system is described is still the School Regulations (Réglementation scolaire) of 1948, partially redrafted in 1952 (paragraph 150, page 247 of the report). The indigenous population, however, is able to play a greater part than in the past in shaping policy owing to the establishment - in preparation for the Territory's accession to independence - of a Provisional Government (nine Ministers, including seven indigenous Ministers) in Ruanda, and of a College of Commissioners in Urundi. This decentralization, which will be complete once an autonomous government is set up in each country, will, among other things, make it possible to shape the education policy better to meet the special needs of each country.
2. The administrative staff comprises the same number of officials (eleven) as in 1959, as compared with seven in 1958 and five in 1956.
3. There are still two inspectors responsible for secondary school inspection, one for technical education and the other for agricultural education. The post of inspector of general education, which was abolished in 1958, is still omitted from the budget. As secondary education is expanding and, moreover, is no longer supervised by specialists paid out of the Congolese budget, it is greatly to be hoped that this post will be re-established. A point of interest is that an "Education Week", attended by experts from Belgium and others representing the local Government, was held at Usumbura, from 23 to 28 May 1960, and that this meeting laid the foundations for a reform of the organization of primary, technical and apprenticeship schools.

4. There are four official primary school inspectors, including a Chief Inspector; they are responsible both for State schools and for grant-aided schools. The latter are supervised by seven missionary-inspectors, including an indigenous inspector (two in 1959) who holds a degree in education, and are assisted by travelling missionaries.

#### Finance

5. State education and grants-in-aid to private schools are financed out of the ordinary budget. School building is covered by the extraordinary budget (Ten-Year Plan) and the Indigenous Welfare Fund (Fonds du bien-être indigène).

6. The following table shows the amount of ordinary expenditure for the years 1956 to 1959 and the estimates for 1960 (page 66 and page 339).

Year	Expenditure of the Education Service (in thousands of Congolese francs)	Increase as compared with the previous year (per cent)	Percentage of total Territorial expenditure
1956	133,646	16	17.2
1957	198,883	48	20.8
1958	221,451	11	21.7
1959	287,438	29	23.6
1960	350,286(1)	21	23.9

7. From 1956 to 1960 there was a steady increase in the ordinary budget for education and in the percentage of the total Territorial expenditure which this budget represented. For 1960, this percentage (23.9%) is highly satisfactory. It must therefore again be emphasized that it will not be easy, in future years, to go on increasing this percentage sufficiently to allow of the needed expansion of all branches of education, without creating a deficit in the total budget, particularly as the Territory's resources are limited and its population is growing rapidly. It is therefore essential to consider the possibility of obtaining funds from new sources; as the United Nations Visiting Missions (1957 and 1960) have already suggested, a special fund for

(1) From the amounts shown in Table A, page 511, the total ordinary expenditure (at the end of 1960) borne by the Government amounted to 358,474,113 Congolese francs and the estimates to 383,012,000 Congolese francs.

education could be created, or the major international organizations could be applied to under their Technical Assistance programmes<sup>(1)</sup> or, lastly, the ways in which local communities could help in the financing of primary education could be examined.

8. The following table gives the figures for expenditure under the ordinary budget and the extraordinary budget for 1960 (in thousands of Congolese francs).

Public Funds for Education

(based on the Tables on pages 511 and 512, in thousands of Congolese francs)

Source	General Expenses and State Schools	Subsidized Private Schools		Total
		School buildings	School buildings	
Ordinary budget	126,720	-	256,292	383,012
Extraordinary budget	-	22,989	-	42,980
<b>TOTAL<sup>(2)</sup></b>				<b>425,992</b>

9. The grand total (425,992,000 Congolese francs) is 53,481,000 Congolese francs (or 14% of the total budget) more than that for 1959. The increase in public funds for education thus continues to be satisfactory, but, for the year 1960, it related mainly to operational expenditure, which is 90,581,000 Congolese francs (or 30.9%) more than that for 1959, whereas capital expenditure is 36,939,000 Congolese francs (or 46%) less than that for 1959.

10. In order to calculate State expenditure per pupil at subsidized private schools for indigenous children (for the operation of the schools during the school year 1959-1960 only), Table J (page 513) can be amplified by determining the total amount of subventions for each educational level and dividing each of these amounts by the corresponding total for average attendance. The following table gives the resulting figures:

(1) United Nations Visiting Mission to Trust Territories in East Africa. Report on Ruanda-Urundi 1960. Document T/1551, paragraph 521.

(2) The Fonds du bien-être indigène also provided, in 1960, a subvention for education amounting to 4,958,492 Congolese francs (page 212).

Operational Costs: Cost Per Pupil  
 (in Congolese francs)

	State Subventions	Average Subsidized Attendances	School Year		
			1957-58	1958-59	1959-60
1. Primary and pre-primary education	172,913,659	237,718	582	660	727
2. Secondary and post-primary education	20,410,222	1,330	21,634	21,597	15,346
3. Teacher training	12,905,338	1,946	6,819	7,101	6,631
4. Domestic economy schools and apprenticeship schools	3,762,819	650	5,340	4,877	5,788

11. For purposes of comparison, it would be interesting to have figures from which a similar table for State education could be prepared. The preceding table shows that the average cost per pupil remains particularly high in secondary and post-primary education as compared with the other levels. This average cost, however, is 6,251 Congolese francs (or 29%) less than that for the school year 1958-59. It will probably continue to diminish as, in the years to come, the number of pupils attending secondary and post-primary schools gradually increases, and qualified indigenous teachers are trained locally. Nevertheless, this question deserves special consideration with the object of speeding up the expansion of this level of education.

Primary education

12. Primary education under the African curriculum comprises a "premier degré" or "tronc commun" (two years) for all pupils, followed by a "second degré" (three years) at the end of which the best pupils are selected to complete the primary course in the sixth- and seventh-year classes which prepare them for secondary education. Since the changes introduced at the beginning of the school year 1958-1959, the structure of African primary education has become uniform throughout the Territory for both boys and girls. As a result, the opportunities for secondary education are wider than in the past, when a selection for the "second degré sélectionné" was made after the second year of primary school. Further, it may be expected that there will be a gradual reduction in the sharp disproportion existing between the number of girls and boys proceeding to secondary education. Tables B<sup>2</sup> and B<sup>3</sup> in the reports for 1958 (pages 463 and 464), 1959 (pages 473 and 475) and 1960 (pages 503 and 505) show the following increases in the

number of African pupils enrolled in the sixth- and seventh-year preparatory classes (State schools and subsidized private schools): 3,241 boys and 680 girls in 1958; 4,694 boys and 1,296 girls in 1959; 6,049 boys and 1,681 girls in 1960. If the number of African pupils enrolled in the seventh-year preparatory class alone is considered, the following increase is to be noted: 850 boys and 63 girls in 1958; 1,089 boys and 364 girls in 1959; 1,333 boys and 532 girls in 1960. The Belgian-curriculum primary schools provide a six-year course.

13. The quantitative progress of primary education since 1955 may be seen from the following table:

Number of Primary Schools and Enrolments

State Schools and Subsidized Primary Schools

(all ethnic groups)

Year	Number of Schools	Pupils Enrolled		Percentage Rise on Previous Year	Girls as Percentage of Total Enrolment
		Total	Girls		
1956	2,700	236,922	61,848	3	26
1957	2,817	241,263 <sup>(1)</sup>	69,097	1.8	29
1958	2,913	246,496 <sup>(1)</sup>	70,553	2.2	28
1959	2,942	243,525 <sup>(2)</sup>	66,624	(-1.2)	27
1960	3,168	265,285	81,503	8.1	30

14. There are no statistics for the number of school-age children (page 503). According to the table on page 297, the total population is 4,928,890 (2,694,749 for Ruanda). If 25.5% of the total population - the figure adopted by the Unesco Secretariat in 1955 (document T/1304, Table A) - is taken as a basis for estimating the indigenous school-age population in the 5 to 14 age group, a total of about 1,256,000 children aged 5 to 14 is obtained. Consequently there should be 753,600 boys and girls in the age group of the 6-year complete primary course. Comparison of this figure with the total of 261,791 pupils enrolled in primary schools (exclusive of the 1,646 pupils in the preparatory seventh-year class, but including a certain number of children outside the six-year primary age group) shows that about two-thirds of the school-age children were not attending primary schools in 1960. Much therefore still remains to be done to make primary education general.

(1) Including pre-primary and nursery classes.

(2) This number probably represents average attendances and not average enrolments (1959 report, page 255), but Tables B2 and B3 (pages 473 and 475) from which the figure is taken refer to "pupils enrolled".

15. During the period 1956-1960, the number of schools increased annually. The number of pupils also increased between 1956 and 1960 except in 1959, as compared with 1958. On the other hand, the increase was greatest in 1960, both in absolute (more than 21,760) and in relative (8.1 per cent) terms.

16. The number of girls enrolled in primary schools rose by 19,655 during the period 1956-1960 and by 14,879 in 1960 alone. As a result the number of girls attending primary schools as a percentage of the number of boys (30 per cent in 1960), has risen. The school attendance rate for girls, however, is still far from satisfactory and efforts should be made to improve it gradually.

17. The following table was prepared to show the wastage in school enrolment during a cycle of six years' primary schooling. The figures are taken from the 1960 report (pages 503 to 505) and the reports for the years 1956 to 1959.

Distribution of African Pupils by Grade, 1956-1960

Grade	1956	1957	1958	1959 <sup>(1)</sup>	1960
First year	110,853	105,705 <sup>(2)</sup>	103,311 <sup>(2)</sup>	95,978 <sup>(2)</sup>	101,831 <sup>(2)</sup>
Second year	50,615	52,028	56,785	54,491	57,290
Third year	33,811	38,000	39,356	39,294	43,686
Fourth year	21,095	22,288	25,389	26,984	30,568
Fifth year	18,031	14,778	15,877	17,993	21,512
Sixth year	1,820	3,254	3,605	4,447	5,865
TOTALS:	236,225	236,053 <sup>(3)</sup>	244,323	239,187	260,752

18. On the whole, the table shows a general increase in the number of pupils in the second, third, fourth, fifth and sixth-year grades respectively, from 1956 to 1960. In the sixth grade, for example, there were 1,820 pupils enrolled in 1956 and 5,865 in 1960. However, the number in the first-year grade fell between 1956 and 1959.

(1) The 1959 figures are for average "attendances" (report, page 255)

(2) Excluding pre-primary classes.

(3) Excluding 532 pupils in the seventh-year "preparatory" class.

19. On the other hand, there is generally heavy wastage as a group of pupils moves successively from each class to the following one. An example may be found in what has happened to the 110,853 pupils who started the first grade in 1956. Less than half (52,028) reached the second grade in 1957; about 35% (39,356) were in the third grade in 1958; less than a quarter (26,984) reached the fourth grade in 1959; lastly, less than one-fifth of the original enrolment were in the fifth grade in 1960 (21,512 pupils, including those who repeated grades between the second and fifth years). The falling off in enrolment is particularly marked in the transition from the first to the second grade (more than 50% in the case of 1956 enrolments to approximately 40% of the pupils in the first year in 1959). The same applies between the fifth and sixth grades. For example, out of the 18,031 pupils in the fifth grade in 1956, only 3,254 (or 17%) reached the sixth grade in 1957, while, of the 17,993 pupils in the fifth grade in 1959, 5,365 (or 32%) moved up to the sixth. As regards the transition from the fifth to the sixth grade, a certain number of pupils, it is true, go on to post-primary education. Moreover, a progressive improvement can be observed, which is likely to become more marked thanks to the measures taken in 1959 to make the structure of African primary education uniform.

20. Nevertheless, the situation remains serious and a satisfactory solution to the problem of wastage can be found only if attention is paid to other factors, such as: compulsory schooling, training of a sufficient number of teachers, establishment of schools, education of the population, etc.

#### Secondary and vocational education

21. The metropolitan syllabus secondary schools are all interracial. Indigenous pupils are admitted to them after an entrance examination based on the syllabus of the sixth-year primary class in the metropolitan system or after successful completion of a preparatory seventh-year course (page 266).

The African syllabus secondary schools (for indigenous pupils) follow after the seventh-year preparatory class; they represent a continuation of the structural reforms introduced in 1959. They are divided into two categories: (a) the general secondary school with a modern science stream (a six-year course). This syllabus is already applied in the first five grades of the Astrida Groupe Scolaire; (b) the vocational secondary school (Astrida School) which comprises a "common stage" (lasting three years), as in the general secondary school, followed by an upper stage divided into special streams leading to the final school-leaving certificate; medicine (three years, training of medical assistants); veterinary science (four years); agriculture (four years); elementary administration (one year after the lower cycle of secondary education); and the school of administration (one year of post-secondary studies for the training of higher grade officials).

There are also various types of vocational schools for boys (pages 265 and 266); intermediate domestic economy schools for girls (page 266), and post-primary schools (page 267), in the territory.

22. A secondary school has been opened at Nyundo (page 249). There have been various changes in secondary and vocational education as regards the conversion of schools and the opening of new sections or new classes (pages 249 and 262 to 266).

The following, among others, may be noted: (a) at the Usumbura Athénée, the opening of an intermediate teacher-training section providing a two-year course for prospective teachers of French and history for the lower cycle of secondary education; (b) the conversion of the teacher-training section of the Astrida Groupe Scolaire into a primary teacher-training school with a curriculum of the metropolitan standard.

23. The following table shows the number of general and vocational secondary schools and apprenticeship schools, and total pupil enrolment.

General and Vocational Education

(State and subsidized private schools)

with the exception of teacher training

Year	Schools
1956	36
1957	24
1958	48
1959	47
1960	48

24. Over the period 1956-1960, the number of pupils rose by only 1,412, a very low figure. In 1960, there were 112 more pupils than in 1959, showing an increase of barely 3 per cent. In 1960, the 3,866 pupils were distributed as follows: 1,322 pupils (1,196 in 1959) in general secondary schools (40 pupils as against 60 in 1959 being in the sixth year); 165 pupils (181 in 1959) in specialized secondary schools; 2,379 (2,377 in 1959) in vocational<sup>(1)</sup> and apprenticeship schools. All these figures are low in view of the importance of general secondary education in the training of intermediate grade personnel and the preparation of students for higher education, on the one hand, and the importance of vocational and apprenticeship training in providing the skilled local manpower necessary for the advancement of the whole people, on the other. This is a pressing problem that has not escaped the notice of the Administering Authority, which wishes to widen the field from which secondary school pupils are drawn (page 248) and has prepared a preliminary draft programme for developing technical education over the period 1961-1970.

(1) As regards the teaching of arts and crafts (vocational and apprenticeship schools), the seven figures given in the two Tables B2 (1959 Report, pages 473 and 474, and 1960 Report, pages 503 and 504) are identical. Is this a pure coincidence or a mistake?



25. In 1960, there were 1,144 African pupils (869 in 1958 and 996 in 1959) in the six-year secondary schools (Tables B2 and B3, pages 503 and 505). In the same year, 189 indigenous pupils (62 in 1958 and 116 in 1959) obtained the "lower level" certificate (three years' study) for this course, and 19 the "higher level" or secondary school leaving certificate (24 in 1958 and 27 in 1959). From the standpoint of quality, the general secondary schools which have adopted the metropolitan curriculum will prepare their pupils satisfactorily for going on to higher education. As regards quantity, however, despite the overall increase in enrolments and in the number of certificates awarded at the third-year level - a decrease in the number of certificates awarded at the end of the six-year course of secondary education is, however, to be noted (Table B4, page 506) - the rate of expansion in secondary education is too slow to provide, within the desired time, the higher and intermediate grade, administrative, scientific and technical staff which the two countries need.

#### Higher education

26. The Faculty of Agronomy which was opened at Astrida in 1958 has been transferred to Usumbura. A pre-university section is attached to it. A University Institute providing a year's pre-university course and two-year courses for the "candidature" in philosophy and arts and in political, social and economic sciences, has been opened at the Collège du St. Esprit. In the years 1956-1960, the number of nationals of Ruanda-Urundi taking post-secondary and higher educational courses in the Territory and abroad was respectively 30, 60, 121, 165 and 220. In 1960, the 220 students were studying in 35 higher educational institutions in Ruanda-Urundi and six other countries (table, page 507). The report contains a table (page 508) giving the type of studies and the numbers and percentages of students in each of the 21 specialities (14 in 1959) being studied. Comparison with the similar table published for the first time in the 1959 report (page 478) shows a larger range of specialities being studied in 1960 and changes in the proportion of students engaged in these studies. In 1960, the courses coming first in the percentage scale were engineering; political, economic and social sciences; medicine; philosophy and the humanities; whereas in 1959 the percentages of students in the schools of medicine and engineering were among the lowest.

27. Scholarships and grants for post-secondary and higher education numbered 212 in 1960 (110 in 1958 and 160 in 1959). When the State provides 100% of the grants scholarship-holders are eligible for an annual travel grant of a maximum value equivalent to the cost of the journey from their place of residence to the school or university attended and back (page 272). In 1960, the number of travel grants was the same as the number of scholarships (table, page 508).

#### Teachers

28. Apart from the new primary teacher-training school, of European standard which has taken the place of the teacher training section of the secondary vocational school at the Astrida Groupe scolaire, there are three types of institutions providing training for indigenous teachers:

(a) écoles d'apprentissage pédagogique (teachers' apprenticeship schools) which are being gradually converted into schools for assistant teachers,

(b) écoles de moniteurs et de monitrices (schools for assistant teachers), and (c) the section normale secondaire (secondary teacher-training section) (pages 277-278). The following table shows the number of teachers serving in primary schools in the years 1956-1960.

Number of Teachers and Number of Pupils per Teacher

Year	<u>State Schools</u>		<u>Subsidized Schools</u>		<u>Grand Total</u>		Number of Pupils per Teacher
	Total	Certificated	Total	Certificated(1)	Total	Certificated	
1956	93	74	5,549	1,582	5,642	1,656	42
1957	103	83	5,935	2,140	6,088	2,223	39
1958	114	97	6,466	2,209	6,580	2,306	37
1959	137	126	6,292	2,535	6,429	2,661	37
1960	149	149	6,647	3,004	6,796	3,153	39

29. During the five years 1956-1960 the number of teachers increased by 1,154. The figure for 1960 was 367 more than for 1959. The number of certificated teachers has steadily increased, both in the State schools, where it is nearing 100%, and in subsidized private schools, where it represented 28% of the total teaching staff in 1956 and 45% in 1960. Nevertheless, the majority of the teachers are still uncertificated. Various measures have been proposed or introduced in order to improve the situation, among which mention may be made of the following: (a) the time-limit of 1 January 1958, set the missions for conforming with the requirements regarding teachers' qualifications (page 277), though enforcement has proved impossible so far; (b) the establishment of the training school for primary teachers of European standard in place of the teacher-training section of the "Groupe scolaire" at Astrida; (c) the transformation of the teachers' apprenticeship schools into schools for assistant teachers (the three remaining schools are now being transformed); (d) the option given to the schools for assistant teachers to replace the "1958 curricula" by syllabuses of European standard for the first two years of general training; (e) provision of certain opportunities for the in-service training of teachers: meetings of headmasters, educational lectures, libraries, and the taking out of subscriptions to educational reviews for all assistant teachers (pages 277 and 278). It would also be desirable, however, in order to speed up the in-service training of non-qualified teachers, to undertake systematically planned activities on a larger scale, involving the collaboration of teacher-training institutions in these activities, the organization of teacher-training seminars and seasonal courses, the expansion of correspondence courses, the provision of grants for in-service training etc.

(1) Not including certificated headmasters of private schools.

30. The following table shows the changes in the numbers of students in the three types of teacher-training institutions.

Number of Students in Teacher-Training Institutions

Year	Teachers' Apprenticeship Schools	Assistant Teachers Schools	Teacher-training Section	Total
1956	391	1,575	36	2,002
1957	294	1,732	36	2,062
1958	143	1,855	38	2,036
1959	108	1,705	41 <sup>(1)</sup>	1,854
1960	82	2,020	50 <sup>(1)</sup>	2,152

31. During the 1956-1960 period, the total number of students increased by only 150. The numbers in the apprenticeship schools (which are being transformed) are decreasing. On the other hand, the number of students in the schools for assistant teachers is rising and easily compensates this reduction. The number in the teacher-training section, which trains the best teachers, is still very low. In 1960, teacher-training establishments awarded only 469 diplomas (347 in 1959), comprising 30 for the teachers' apprenticeship schools, 431 for the schools for assistant teachers, and 8 for the teacher-training section (page 506). In short, qualitative improvement in the training of student teachers depends, at this stage on the group of students attending the schools for assistant teachers, which provide a four-year course following the preparatory seventh-year class. In 1960, these schools accounted for 93% of the total number of student teachers. This qualitative progress is to be noted. As regards quantitative development however, the increased need for teachers is not being met, and there must be a considerable expansion of the training of teachers, by the setting up of new training colleges and by attracting many more students to them, if the problem is to be solved.

Adult education

32. The rate of illiteracy among the indigenous population is estimated at 50% (as against 55% in 1958 and 1959). A close network of chapel schools (Chapelles-écoles), which provide elementary teaching ("simple lecture") covers the Territory. Although these schools are run by religious bodies and are not subject to inspection, they provide elementary education for nearly half a million people of all ages and make some contribution to the eradication of illiteracy.

Various evening courses are run at Usumbura. Schools for adults proper, providing courses for semi-literate men, are maintained in the Territory of Bururi by the Church Missionary Society. They are subsidized by the Government (page 281).

(1) Including a primary teacher-training section (metropolitan syllabus) and a secondary teacher-training section (African syllabus).

A systematic, progressive campaign for adult education should be undertaken, and for this purpose it would be desirable to ask for the collaboration of the appropriate international organizations.

#### Accelerated training of skilled personnel

33. With a view to staffing the administrative machinery with Africans as soon as may be, several schools for accelerated training have been set up in Urundi and Ruanda under the auspices and on the initiative of the Commissariat à l'africanisation, which is collaborating with the Government of the two countries. These are:

- (1) The secretarial training school (Ecole de formation de commis dactylographes). Average length of course: 15 weeks.
- (2) Ruanda School of administration (Ecole d'administration du Ruanda). Quarterly sessions of specialized courses.
- (3) School of administration (Ecole d'administration).

The Astrida School is reserved for Ruanda nationals. The Ecole d'administration de l'Urundi includes a junior department training local collectors, and a senior department scheduled to be opened in 1961.

- (4) Wireless operator training school (Ecole de formation d'opérateurs T.S.F.). Length of course: 9 months.
- (5) School for telephone mechanics (Ecole de mécaniciens en téléphonie). Length of course: 6 months.
- (6) Air traffic assistants' training school (Ecole de formation de commis préposés au trafic aéronautique). Length of course: 2½ months.
- (7) Training of surveyors (Formation d'arpenteurs). Length of course: 9 months.

These measures deserve commendation. It is to be hoped that still more will be done on these lines and that, later on, steps will be taken to introduce permanent courses for the regular training of skilled staff and the in-service training of technicians who have taken only an intensive course.

#### B. Mass Communication

##### Press

34. As in previous years, the publication of newspapers and periodicals still requires approval by the Resident-General. There is no preventive censorship. The introduction of foreign newspapers and periodicals may be prohibited by order of the Resident-General; the issue of all news and information from the Territory is free.

35. On page 177 of the report, a list is given of the newspapers and periodicals printed and distributed in the Territory, their proprietors, the language of publication, the frequency of their appearance and the number of copies printed. There are six periodicals in Kinyarwanda (eight in 1959), four in Kirundi (three in 1959) and three in Kiswahili (five in 1959). Seven of them are published by the missions, four by the Presses Lavigerie, one by the Government of Ruanda-Urundi and one by the Office of the Resident-General. The two last-named are new publications and by far the most important. The periodical published by the Government of Ruanda-Urundi is issued monthly and has a circulation of 80,000 copies; while that published by the Office of the Resident-General is issued fortnightly and has a circulation of 40,000 copies.

36. To be able to assess the possibilities of development of the Press, however, it would be necessary (as was pointed out when the 1958 and 1959 reports were considered) to know to what extent African journalists take part in the writing of press articles and how they acquire their professional training.

#### Films

37. There are five cinemas at Usumbura, two of which show films produced in India, and one in each of the following towns: Kitega, Ngozi, Astrida, Nyanza, Ruhengeri, Kisenyi, Kigali, Kibungu, Kayanza and Rubona. The number of film-screening centres using the films of the Information Service and showing films free has increased considerably during the past year. At present, there are eighty-five of these centres in the Territory as a whole.

#### Radio

38. With regard to radio, an important advance was made, in 1960, in Ruanda-Urundi - which, until then, had no transmitter - with the opening of a broadcasting station known as Radio-Usumbura. This station, with a 10-kilowatt transmitter, began work on a modest scale; the number of broadcasts rapidly increased, to reach the figure of eight hours on week-days and fourteen hours on Sundays. Broadcasts are given in French, Kirundi, Kinyarwanda and Kiswahili. The station has a news service enabling it to give two daily news broadcasts in the four languages mentioned. A 5-kilowatt transmitter is now being erected at Kigali and will be used mainly for Ruanda. Plans have also been made for Radio-Usumbura, in 1961, to allot part of its broadcasting time to programmes specially designed for Urundi. The public address units have continued to operate. A school for the training of wireless operators was also opened in August 1960.

39. Despite repeated requests in Unesco's observations on the reports for previous years, this report still contains no information about educational broadcasting.

#### C. Culture and Research

40. The purpose of the research undertaken with the assistance of IRSAC is to make it possible to build up basic documentation of a high scientific standard on the archaeology, history, traditions, languages and culture of Ruanda-Urundi. Several of the projects carried on since 1960 have been successfully completed or are nearing the stage of publication; a critical survey of existing knowledge about the social and cultural life of Ruanda-Urundi; an enquiry into cultural

variations in Eastern Ruanda; a survey on changes with regard to attitudes and values; the discovery of new archaeological sites; recording of hundreds of oral accounts regarding historical traditions, with a view to the publication of a history of Ruanda and a history of Urundi; work on a Rwanda dictionary and grammars.

41. It is satisfactory to note that, in this way, a body of reference works covering different branches of humanistic studies is being built up. At the present stage of research, further development in two directions seems worth considering for the near future: the training of African specialists to take part in historical, linguistic, sociological and cultural research; wider publicizing of the material assembled.

42. The first prerequisite for the training of research workers is the institution of programmes for the award of fellowships and the organizing of seminars. Considering the degree of specialization necessary in such fields of study as archaeology and linguistics, this will inevitably be a long-term undertaking. In the meantime, research assistance could be more and more systematically given a part in such work as the recording of oral traditions. Furthermore, the results of certain projects undertaken by African research workers seem to be already available, e.g. those undertaken at Astrida in connexion with Bantu linguistics and the modes of thought and systems of values on which such linguistic research sheds light.

43. The circulation of the material assembled, which is still too frequently limited to a restricted world of specialists, should help a wider public, in the country itself and abroad, to appreciate African cultural values. This could be arranged in a number of different ways: adaptation of certain basic works, including the publications prepared on the history of Ruanda and of Urundi, in a simplified form faithful to the original; communication to the various types of schools of the main results of research, especially when school textbooks are revised; use of the material assembled for broadcasting purposes. The establishment of a radio station at Usumbura, in 1960, opens up new prospects for educational and cultural broadcasting. The gradual organization of the three museums, which are in process of development, may also help to make the most characteristic forms of African life more readily appreciated.

44. The part already played by these museums in the preservation of certain techniques characteristic of the indigenous art is noted with interest.

#### Libraries

45. No new libraries were organized in 1960. (The paragraph on page 288 is the same as in the 1959 report). There was a slight increase in the total number of books held by public libraries (40,000 vols. in 1959; 41,962 in 1960); however, figures given (page 514) for circulation of books in the two largest public libraries, Kigali II and Usumbura II, were higher in 1959:

	<u>Circulation</u>	
	<u>1959</u>	<u>1960</u>
Kigali II	14,138	4,310
Usumbura II	13,191	6,174

46. Funds allocated for libraries by the Service des Affaires Sociales were low (162,000 francs) compared with funds allocated to the press (11,524,864), radio (2,169,900), cinema (1,468,440). The largest libraries (Kigali II, Usumbura II and Kitega II) charge annual subscriptions - from 150 to 450 francs.

47. As in the case of the 1959 report, no information is given about the organization of the libraries, their relation with one another, the scope of the services they can give, or the categories or ages of their readers. There is no mobile library service, but the libraries send books through the post. No information is given about school libraries.

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