

UNITED NATIONS
TRUSTEESHIP
COUNCIL



GENERAL

T/PET.2/153
19 November 1951

ORIGINAL: ENGLISH

PETITION FROM MR. A.P.M. NJAU
CONCERNING TANGANYIKA

Note by the Secretary-General: In accordance with rule 85 and supplementary rule F of the rules of procedure for the Trusteeship Council, the Secretary-General has the honour to transmit to the members of the Trusteeship Council and to the Government of Italy as the Administering Authority of the Trust Territory of Somaliland, a communication dated 25 October 1951 from Mr. A.P.M. Nja concerning the Trust Territory of Tanganyika.

UNIVERSITY
OF
SOUTH AFRICA

DIVISION
EXTERNAL
STUDIES

Ralph J. Bunche, ESQ.,
The Acting Assistant Secretary-General
Department of Trusteeship and
Information from Non-Self-Governing
Territories,
The U.N.O., New York, U.S.A.

C/o Marangu School,
P.O. Box 9, Moshi,
25th Oct. 1951

Sir,

I beg to acknowledge the receipt of your letter ref TRI 130/5/06¹/ dated the 8 inst. of which I am thankful.

Enclosed herewith see a memorandum on African Education which has been submitted to the Binns Education Mission for your information and transmission to the members of the Trusteeship Council for sympathetic consideration and necessary action.

Hoping to be favoured with the copies of the reports of your United Nations Visiting Mission to Trust Territories in due course.

I beg to remain,

Sir,

Yours truly,

(Signed) A.P.M. Njau

Received at United Nations Headquarters: 2 November 1951

From: A.P.M. Njau, A.C.P., Esq.,
Marangu School,
P.O. Marangu
Moshi,

22nd October, 1951.

A.L. Birns, C.B.E. M.C., Esq.,
c/o The Director of Education,
Dar es Salaam,
Tanganyika Territory.

Sir,

Re: Memorandum on the Administration of
Education. (African):

1. Finance - Central and Local: Before the introduction of Education rates in some Districts in the Territory, when Voluntary Agencies had most of the schools, the primary education was under the charge of the Voluntary Agencies subject to the Central Government grants-in-aid in respect to the said Voluntary schools. - Hence the burden of providing educational facilities has been shouldered by religious bodies. - In some Districts where people have been politically advanced, say Moshi District, the existing native authorities with Voluntary Agencies representatives and a District Commissioner as a chairman are informally recognised as Local Education Authority. - The so called authority is responsible for salaries, school materials and equipment to all schools in the District regardless whether they are run by N.A. or Voluntary Agency. - Owing to the increasing cost of education in primary and Middle schools as well as Secondary schools, Voluntary Agencies are losing the very real advantages of local initiative and local freedom to experiment in any educational pilot scheme. - Although there is assistance from Central Government in the form of grants or direct provision of schools in respect to Government, Native Administration and Aided schools, it is increasingly difficult for the Central Government to meet the existing demand for compulsory primary education without the co-operation of the Local Education Authorities. - The success of the education authorities in the Territory will largely depend on the habit of working in harmony with educational agencies through committees. - The relations

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in the partnership between Central and local authorities should be carefully examined, so that the Local Education Authorities may enjoy a large measure of freedom and responsibility.

2. Relationship between Government and the Voluntary Agencies:

Though all V.A. schools are part of the educational system of the Territory and not a separate set up outside the Education Dept's jurisdiction, it is a high time that government should appreciate the service which has been rendered by the Voluntary Agencies in the cause of African education in the Territory. Hence the growing need by the V.A. for the full maintenance of the V.A. schools in the Territory is inevitably merited; so that we may have a unified system of education with a full parity in respect to treatment of pupils and teachers in all schools in the Territory. - Mission teachers in the eyes of public, are no longer being regarded as Mission servants only but civil servants as they do act as leaders to the communities to which they belong. - Since religious education plays an important part in the education of the Africans, the government should take action in the provision of religious education in all schools in the Territory. Thus Africans may obtain efficient education to meet the needs of the African population by the educational agencies to contribute towards the spiritual, moral, mental and physical development of the community. - Relations between government and V.A. should be reviewed so that a drive toward the dissolution of the independent existence of church at the expense of the state may be avoided.

3. How are schools to be provided and governed:

Legislation of Local Education Authority:

Many problems in education remain unsolved, e.g. the wastage in the lowest standards of primary education, compulsory primary education, levying education tax etc. - It seems to me that Africans will not learn to appreciate the full meaning and value of education unless local education authorities in the Territory are officially recognised. - When the said local authorities are recognised, there will be machinery through which people will be trained to shoulder the responsibility e.g. the implication of compulsory elementary education, school community services etc.

Supervision and management of schools.

A chief District Education Officer should be attached to every local education authority. - His functions and responsibilities to be defined by the

Education Dept. - All primary schools in V.A. to be under Boards of Managers (V.A. being represented in the Boards). All secondary and Teachers' Training Schools in V.A. to be under Boards of Governors (V.A., N.A. and Govt. to be represented in the Boards). All schools in the District to be regarded as Native schools.

All V.A. primary schools will be conducted in accordance with "rules of management" and every V.A. secondary school or Teachers' Training schools in accordance with articles of government to be issued by the Hon. the Director of Education from time to time. - The Head teachers of all V.A. primary schools to be responsible to the District Education Officer and the Director of Education. -

4. The Amount of primary and Secondary education:

The percentage of the Territorial expenditure on education should be increased. - African primary education should be compulsory and free. The amount of secondary education to remain as given in the new revised Ten Year Plan for African Education till when it will be possible to have a compulsory secondary education. - The revenue needed for primary and secondary schools to be met partly by Central government and partly by Local Education Authorities through education tax.

5. The relationship of curriculum to the needs of society:

The school curriculum should be revised to meet the requirements of the community. - It is of urgent necessity that education should be adopted to meet the proposed constitutional changes in the territory, adapting where necessary to changed circumstances. - Health Education should have the first consideration and such activities as craft work, the arts and social studies should take precedence over the more abstract work in the "3 R's".

Copy to:

The Tanganyika Standard,

The Secretary-General,
Department of Trusteeship and Information
from Non-Self-Governing Territories