

**INSTITUTE OF TEACHER EDUCATION  
KYAMBOGO**

**Origins and Development**

C. B. Adupa and D. K. Mulindwa Editors  
With foreword by Professor A. J. Lutalo-Bosa

MINISTRY OF EDUCATION  
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## FOREWORD

Since the inception of Institute of Teacher Education Kyambogo (ITEK) as a teacher training institution, Uganda has witnessed a transformation of its educational sector. These fundamental changes have among other things seen what is vital for our consideration, the emphasis on in-service training that have characterised the system of education much more than before. The onset of the Teacher Development Management Systems (TDMS) and Northern Integrated Teacher Education Programme (NITEP) is all significant evidence of the central role in-service plays in teacher training today. Therefore, the place of ITEK in such a scheme of development is pivotal.

When the Committee that has written this book was therefore appointed in December 1997 to write a historically oriented account of ITEK, it was vividly an attempt to see how an appraisal of the Institution's past could help the Institution chart out a visionary future. This book has undoubtedly filled the gap and established inter-linkages in the various phases ITEK has gone through.

The journeys that ITEK made from Nyakasura, to Mbarara and then to its present place of aboard, Kyambogo, is a reflection of the quest the Institution always had for an appropriate base as a repository of knowledge. The book is appropriately written to depict the mechanics of operation of the Institution, its genesis and development and above all, what has gone on both within and outside the walls of its "lecture rooms".

All Alumni will read in *Institute of Teacher Educations: Origins and Development* a history of themselves, and the development of an institution whose destiny they assisted in their various ways in shaping.

Finally this book is useful in two ways. Firstly, it is a bridge between the general reader and the Institute. Secondly, the book offers an exercise in scholarship not for its own sake but for the lessons which should be learnt out of the events.

I wish you happy reading.



Professor A.J. Lutalo-Bosa  
Principal

## PREFACE

This is, we suppose, the first book of its kind that has been written about the history of ITEK by authors who are insiders. The need to write the book was prompted by the fact that ITEK turned fifty years in 1998. The book has therefore been written as part of the Golden Jubilee celebrations of Institute of Teacher Education Kyambogo.

In contemporary society, history has certainly been a major industry whose goal it is to interpret the past to the present, thereby giving the contemporary epoch a scenario and lessons. Thus the need for a history of institutions. It is the hope of the authors that such a purpose has been achieved in this book.

Throughout the fifty years of its existence, the changing faces of ITEK as a teacher training institution has prompted many debates and analyses not only on its past but more importantly regarding its future. It is not our intention in this book to harp on the past for its own sake or to write the history as an academic exercise but to utilise the evidence of the past to reconstruct a history which is both intelligible and visionary.

In this book the diversity of the origins of ITEK is analysed. The decision to start the Teacher Training College at Nyakasura and then transfer it to Mbarara within the space of a year is examined. The Whitehead years at Kyambogo and its interphase with the Grade V course is also analysed to show how the growth of the College into a Diploma awarding institution was from the outset marred with experiments. The struggle for autonomy, began by F.R. Poskitt is then taken to greater heights by M.Y.G. Burua. In 1985 the entrance and exit of Makerere Faculty of Education is also subjected to scrutiny. The book then reflects on ITEK since 1985, a challenge that clearly carried with it the dilemma of the contemporary historian because the authors live in that history. Finally, an account of the Home Economics course is considered

We hope that this humble contribution to knowledge about ITEK's past will help to illustrate the point that development of the institution, though tortuous, has been inevitable. Secondly, the Institute's history also demonstrates the fact that ITEK has come of age, especially with the merger deliberations.

Naturally, errors, omissions and misinterpretations in our contribution as editors are our own responsibility which we duly accept.

CYPRIAN B. ADUPA  
ITEK

DAVID MULINDWA  
ITEK

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## CHAPTER I

### THE ORIGINS, 1948-1954

*Connie Hab'Iyalemye, Cyprian B. Adupa and David K. Mulindwa*

No training which only imparts book knowledge is complete; eye, ear and hand must be trained. The educational value of labour must be taught. Though the pupils from circumstances may never need to work for a living, yet knowledge is power; and if he is to control others, the more he knows about the ways of living and obtaining a livelihood the better he will do it.

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BISHOP J.J. Willis: *December 1912 Education Report.*

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The Institute of Teacher Education Kyambogo (ITEK) motto, *NOTHING WITHOUT LABOUR* could not have been a more befitting Motto. True to this motto, a lot of labour has been invested by both nature and man in the nurturing of ITEK from a one-roomed Government Teacher Training College (GTTC) to Uganda's most prestigious Institute of Higher and Professional Education.

The area surrounding ITEK's cradle at Nyakasura hill in Kabarole district is endowed with a spectacular scenery of both topographical and historic interest. Within a radius of two to four miles of Nyakasura hill are the legendary snow-capped Rwenzori mountains, four unique crater lakes of Kigere, Rwebikere, Saka and Kaitabarogo, three stalactite and stalagmite caves and Kamutebi waterfall a little distance south of these caves.

Down the valley at the foot of Nyakasura hill, meanders Nyakasura river. At its western bank just below Nyakasura School play ground is a small patch of salty marsh from which the name Nyakasura originates. The word 'akasura' in Rutoro means a tiny pinch of salt. According to local residents, the water of Nyakasura river has a salty taste as if a pinch of salt had been added to it,

presumably from past volcanic action in the area. For this reason, the area became known as Nyakasura which means a place of a little pinch of salt.

It is said that both Nyakasura river and the patch of salty marsh along with the lush green grass around Nyakasura river have always been favourite stops for salt-loving animals, especially cows. It is not surprising, therefore, that by the 1950s grazing rights over this area had become a contentious issue between the Nyakasura School management and cattle owners in the area. A letter from Edward C. Cooper, the then Headmaster of Nyakasura School to the Katikiro (Prime Minister) of Toro highlights the nature of this contention:

1.38.51

January 4th 1951

The Owekitinisa Katikiro of Toro,  
Kabarole.

Dear Katikiro,

I would be grateful if you could inform the Kahuma and the Sabugabu that the land (561 acres) on the other side of the Nyakasura river from the school is not available for grazing or cultivation except with the permission of the Headmaster. Your cattle of course have permission to graze there but many others have come on to the land recently without permission. I would like this to be stopped. Mr. Kezi Kagoro's cattle are also allowed to graze over the land.

The area is Crown land but the school acquired grazing rights over it in the time of the Commander and when the school was taken over by government it was stated that the Education Department wished to continue to exercise the same rights as the commander had done.<sup>1</sup>

Yours sincerely,

C. Cooper  
Headmaster

This letter was characteristic of land wrangles between Nyakasura School and its neighbours. Given the secondary school expansion that had taken place in the 1940s, Nyakasura School needed all the available land for its expansion. Naturally, the Katikiro's cows acquired the grazing rights over this area by virtue of their owner's political position and the influence he wielded over the land owners near the School. On the other hand, Kezi Kagoro's cows were allowed to graze over the same land because, Kagoro was not only a half-brother of the King of Toro but also because he owned a large piece of land near the school. Although Kagoro had leased out five acres of land to the School at a sum of shs.1,500/= per year between 1943 and 1949, for the construction of sports fields, the Headmaster, Cooper had again, on 26th September, 1950, written a letter to Kagoro asking him for the lease of an additional one acre for the construction of another sports field. The Headmaster, therefore, had to keep Kagoro's good will by granting his cows grazing rights.

The Commander mentioned in the letter was a retired British Naval Officer Lieutenant Ernest William Ebornhard Calwell who founded Nyakasura School which was later to be linked with the establishment of the Government Teacher Training College (GTTC). Lieutenant Calwell, formerly an Engineer, came to Uganda under the auspice of the Church Missionary Society. He taught Mathematics at Kings College Budo and carried out the school's construction work. In 1925, Calwell resigned from Budo because his nature craved for complete independence and economy of words which he could not get in a missionary institution like Budo. Calwell's dream was, therefore, to start a school on the model and status of Budo which he would run with minimal interference from the Church Missionary Society.

When Commander Calwell arrived in Toro in December 1925, he was received warmly because:

the Toro Boarding High School which had been started by a missionary called Halden, had been demoted to a mere Central School for lack of a Headmaster of the right calibre, after the departure of Halden from the country. Central Schools were of a low grade than High Schools. This meant if Batoro students wanted a higher standard of education that qualified them to sit the Makerere Entrance Examination, they had to travel on foot from Fort Portal to Budo or Kisubi.<sup>2</sup>

Since the presence of a High School in a district enhanced its prestige, the Batoro looked at the Commander's arrival in Toro as God-sent and the Omukama (King) Daudi Kasagama Kyebambe and his Chiefs accorded Calwell all the help and freedom as he prepared to start his High School.

The School opened on 15th March, 1926 in the buildings of the former Toro High School at Kabarole with forty students selected by examination from the then Central schools pupils. Calwell then set about looking for a suitable site for the new school and Nyakasura was chosen because of its proximity to Nyakasura river and the presence of an abandoned wheat-mill and a waterfall that would later be harnessed to provide water to the School.

The title of "Commander" seems not only to have been a reference to Calwell's military background but also a reference to his ingenuity and ability to get work done. Once he found the site for the School, on Saturdays, Calwell "commanded" his students and porters in clearing the bush and building of two dormitories, two blocks of classrooms, the Commander's house, two staff houses, a chapel, a kitchen and a store.

To supplement the Commander's efforts in building Nyakasura School, Omukama Kyebambe initiated a special fund for collecting

money from wealthy cattle keepers and threatened to confiscate the cattle of those who did not pay voluntarily. The Toro District Administration also levied a special Education Tax of one shilling from every tax payer which was better known to the people as the Commander's tax. On 14th July, 1926, the School moved from Kabarole to Nyakasura.

From then on, the Commander worked tirelessly to harness nature for human needs at Nyakasura. He not only continued to build the School but also reared fish in Lake Kigere and constructed a most ingenious Water Ram of the time that sounds like a massive heart-beat and shakes the ground underneath as it pumps water from Nyakasura river up the hill to the School and its surroundings. Today, the Commander is still remembered in Nyakasura among other things for his love and stamina for work because

"work" was the commander's virtue as well as his vice, because apart from hours of sleep and taking meals, he was always busy doing something.<sup>3</sup>

So in the middle of nature's spectacle and man's ingenuity, a Government Teacher Training College was born on 30th April, 1948 in Nyakasura School.

Up to 1948, the entire Ugandan Protectorate's education system was run by missionary bodies, both the Church Missionary Society and the Roman Catholic Church. The foundation for the establishment of formal education was laid in 1877 when the Church Missionary Society sent out Rev. C.T. Wilson with other missionaries. The French Roman Catholic Mission of the White Fathers followed in 1879. In fact, the education system was so firmly in the hands of the Mission bodies that in 1912, the Colonial Government's report on education was really done by the Mission bodies as the Colonial report observed:

The education of the country is at present wholly in the hands of the various Missionary bodies. The following reports transmitted by the Government of the Protectorate (to the Colonial Office in London) have been prepared by the Heads of the three Mission Societies in the Protectorate, viz; the Church Missionary Society, the White Fathers and the Mill Hill Mission.<sup>4</sup>

By 1912, under the Missions, teachers were trained in the Normal schools. Under the Mission arrangement, it has often been argued that the goal of education was evangelisation. But in addition as Bishop J.J. Willis, Bishop of Uganda argued in his 1912 report:

No training which only imparts book knowledge is complete; eye, ear and hand must be trained! the educational value of labour must be taught. Though the pupils from circumstances may never need to work for a living yet knowledge is power; and if he is to control others, the more he knows about the ways of living and obtaining a livelihood the better he will do it.<sup>5</sup>

Bishop Willis observed that the aim of their educational arrangement was to give sound religious and moral training, and encourage habits of industry, perseverance and cleanliness. But the policy on women education which the Missionaries perpetuated did not cater for equality of roles but emphasised differences in what they thought the male and female pupils would be. In his report of 1912, Bishop Streicher wrote on the work of the White Fathers' Mission

the White Sisters, aided by Native female teachers also teach writing and arithmetic, but to a comparatively small number of women and girls. The rule given by the Head of the Mission to the Missionaries is to popularise as widely as possible the reading of books amongst both sexes, but to reserve the teaching of writing to boys exclusively. Exception to this rule is made (1) in the case of wives and girls in a comfortable social position, who have or will have servants to cultivate their gardens for them, (2) in the case of women who proposed to go in for the work of teaching. when a girl of ordinary social condition, obliged to gain her livelihood, begins to handle the pen, experience

shows that she very soon gets disgusted with the hoe.<sup>6</sup>

It is clear from the various reports submitted to the Protectorate Government that the Missions were in control of the operations of the education system. Their efforts were considered in the training of teachers in the Normal School since only 100L per annum was given by the Protectorate Government in grant to the Church Missionary Society (CMS). This was at a time when the salaries alone of European teachers in-charge of schools cost the CMS over 2,300L per annum. In the report submitted to the Protectorate Government in 1912, Bishop J. Biermans of the White Fathers Mission also revealed that the development of Mission Schools in general was too heavy to be met by the Missions alone. In spite of the observation, he concludes:

In Uganda Protectorate the Mission, during the three years 1910, 1911, 1912, spent nearly 2,000L on its schools, towards which the Government gave a grant of 100L per year.<sup>7</sup>

The obstacles experienced by the Missions in formulating teacher training programmes had become obviously burdening as early as 1912. In the CMS arrangement, several village schools were put under the Church "Teacher", appointed to evangelise the village or district and prepare the candidates for baptism. Other villages, where there were more children, were put under young men trained to be schoolmasters for a few months at the District Mission Station. The young men who underwent the training were called "locally trained pupil-teachers" and some of them proceeded afterwards to train in the Normal School. In the Normal School run by the CMS, 60 pupils were selected from different parts of the diocese, but by 1912, the selection was done mostly from Buganda. The course was for two years and fees were paid by the district that required trained school teachers. The difficulties experienced by the CMS in this regard prompted Bishop Willis to complain:

the accommodation and staff and means of support have become inadequate, with the happy advance of the people throughout the diocese, and now it is proposed to found a Normal School for each province of the Protectorate, and Government help is sought for this.<sup>8</sup>

At the time, there was no separate Normal School for girls, but some training was done at the Girls' Day School at Mengo and some two Mission Stations.

Quite significant, however, is the admission by Bishop Willis that the driving force for pupils entering the Normal School was their hope of eventually entering Budo. The continuous flow of teachers that was trained by the CMS was vividly artificial since many of the teachers taught only for two or three years and then abandoned the profession for which they had been trained.

According to Bishop Henry Streicher of the White Fathers' Mission, the Normal School for teachers and schoolmasters was established for their Mission in 1903. The number of pupils at any single time varied from 42 to 50. After two years of instruction, those who passed a "satisfactory examination" were given a certificate enabling them to undertake the direction of a school or a catechumate. The White Fathers also established a Normal School for female teachers. The admission to this school was only granted after four years probation as pupil-teachers. By 1912, the number of female pupils in training was 30.

Despite the various effort of the Missions to develop teacher education to the extent that Bishop Streicher classified the Normal Schools in the category of Higher Instruction, the effort was a complement to buttressing colonial rule. As the Bishop observed, the Mission's other policy was only committed to advancing the teaching of English to only the sons of Chiefs, who numbered about 180. The Bishop critically wrote:

To popularise the English language among the mass of people, to teach it to peasant youths who frequent our primary schools, is to my mind a bad service rendered to the country, to the religion, to the Government, and to the Protectorate itself. When an ordinary native has picked up a smattering of English, he at once imagines that manual work is unworthy of him; there is no limit to his pretensions, he becomes arrogant, suffers from a swelled head and increases the number of undesirables.<sup>9</sup>

When the CMS held an educational conference in 1915 at Budo, the focus of the deliberations was inevitably on the supply of school teachers, adequate in number and in quality to the demands of the time. As early as 1915, therefore, the Missions had again concretely expressed concern over the quality of teachers passed out by the Missions. Although the 1915 educational conference did not set out to legislate on behalf of the Missions and the resolutions were not to exercise a binding authority on the educational policy pursued by the Missions, the conference was a significant reflection on the contribution of Missionaries in the training of teachers.

The difficulties experienced by the Missions were not only in securing number and quality. The process of training itself was recognised by the Missions to have been at best laborious. As the educational conference of 1915 at Budo observed:

The school teachers come into their work through one of two channels. The first, and longer course, is by way of the Normal School. The brighter boys in the Day Schools are picked out and given further training in their own schools, as pupil teachers. From the position of pupil teacher in a local school, the boy passes to a larger school on a European Mission Station ... The whole course of training throughout is given at the expense of the Church: the pay even for those holding the Senior Certificate is small: the road by which it is reached is undoubtedly long: and it is doubtful whether in the end the best type of boy is secured.<sup>10</sup>

The second and shorter way through which young men entered

teaching, it was noted by the educational conference of 1915, was through Budo. At the end of the three year course, it was observed that the second option provided a fair proportion of the candidate taking up the work of teaching by choice. The graduands of Budo would have earned their place in Budo either by scholarship or by paying their own way, and in either case by examination. The critical point of departure which is relevant to our narrative is that being better educated and being free from any possible social stigma which may be attached to one who has been given his education at the expense of the church, these boys could command a higher salary and occupy a higher social position.

It is therefore clear that the role of the Missions in the training of teachers had began to create a stigma which amounted to a negation of respect the beneficiaries had for teaching as a profession. The negative social stigma was a conclusion which prompted the conference of 1915 to observe that boys who had paid their own way through school were apt to look down upon their teachers or Masters who had not done the same!

A plea which the conference of 1915 made to the Colonial Government in respect to the question of school finance was a pointer to the uneasy relations between the Missions and the way in which grants-in-aid was released. The conference appealed to the Government to allow its grants in future to be distributed by the Diocesan Board of Education. The resolution of the conference was that:

From the beginning of 1916, the entire grant should be at the disposal of the Board of Education who should each year allot it according to the needs and claims of the schools for which it is responsible.<sup>11</sup>

In addition to the dilemma of allocating funds, however, the Missions were ill at ease over the grade of teachers. Consequently the conference and Board of Education of the CMS established five

grades of the teacher with those at the top of the scale acquiring the name "Budo Teachers". This was an effort made to resolve the difficulty in the CMS ranks, yet in the entire teacher-training framework, other Missionary bodies were also grappling with a similar problem.

When a conference on Education was convened in 1917 by H.R. Willis, Chief Secretary and Acting Governor, an attempt to streamline the Ugandan education system was made. As a result of the conference, attended by the White Fathers, the Mill Hill Fathers and the Church Missionary Society, a permanent Board of Education was established to assist the Mission Boards.

While the Acting Governor was working out an agreeable position for both the Colonial Government and the Mission in Uganda, the British Colonial Office in London, too, was of the view that it was time education in Tropical Africa received a policy framework. As a result of the new British colonial position, an Advisory Committee on "Native Education in the British Tropical African Dependencies" was appointed by the Secretary of State for the Colonies on 24th November 1923.

What was evident about the presumptions upon which the Committee was appointed was that the entire education system run on behalf of the Colonial Government by the Missions did not have a public statement on principles underlying the way they were being run. As the Chairman, Honourable W. Ormsby-Gore wrote to the Secretary of State for the Colonies:

Colonial Office  
Downing Street, S.W.1

13th March, 1925

Sir,

The Advisory Committee on Native Education in British Tropical Africa, which was established by the Duke of Devonshire in June, 1923, submits for your consideration the enclosed memorandum on educational policy in British Tropical Africa.

During the past eighteen months the Committee has been engaged upon the examination of educational activities in all the Colonies, Protectorates, and Mandated territories in East and West Africa, and in particular in the Gold Coast, Southern Nigeria, and Uganda.

The Committee have come to the conclusion that the time is opportune for some public statement of principles and policy which would prove a useful guide to all those engaged, directly or indirectly, in the advancement of native education in Africa. They are of the opinion that such a statement will be particularly welcome to Directors of Education and to Missionary bodies, who are playing such a large part in educational activities.

This memorandum represents the results of mature consideration by members of the Committee, and they suggest, for your approval, that the memorandum should be issued forthwith as a Parliamentary Paper. We suggest this form of publicity as there is growing interest in the problems with which it deals in Parliament and in educational circles in this country as well as in Africa.

We accordingly invite your acceptance of the memorandum and hope you will see your way to authorise its immediate publication.

W. Ormsby-Gore,  
Chairman  
Advisory Committee on Native  
Education in Tropical Africa

The memorandum which was submitted to the Secretary of State for the Colonies, among other things, stated that "Native Teaching Staff" should be adequate in numbers, in qualifications, and in character and should include women. More importantly, the memorandum emphasized that Secondary and Intermediate Schools should be supplemented by the establishment of separate institutions for the training of teachers and by vacation courses, and teachers' conferences.<sup>12</sup>

In 1924, when the Phelps - Stokes Commission on education in Uganda was appointed, its reports indicated that the weakness in the education system in Uganda was a result of lack of a Government Department of Education and Government Inspectors of Schools. More importantly, the Commission noted that while the Missionaries had made a good start, in shouldering the country's education system, the Missionaries had very limited funds and staff and a lot was still required to be done.<sup>13</sup> Due to the recommendations of the Commission, the first Director of Education, Eric J. Hussey was appointed in 1925.

Unfortunately, in spite of the introduction of the Education Ordinance of 1927 which, among other things, provided for the registration of teachers, striking any teacher off the list for repeated misconduct and streamlining the existing education system, the Protectorate Government still avoided owing schools. In 1933 therefore, the report of the Director of Education demonstrated that the Missions had experienced severe financial difficulties which ultimately undermined their ability to inspect schools.

According to the 1937 Del la Warr Commission report, there were five Junior Secondary Schools by 1937. These were schools which had stopped short two years below School Certificate standard. The inadequacy in number of Junior Secondary Schools, as is true of other categories of schools, prompted the Department of

Education to come out with an outline scheme of development for African Education in 1944.<sup>14</sup>

Under the plan, which bore an introductory commentary by J.H. Jowitt, Director of Education, 1944 was to be the first year of the programme of accelerated expansion. By the 10 year plan, it was recognised that the Missionary system was co-existent with the administrative sub-divisions which covered the country. The Protectorate Government was of the view that the fullest use be made of the resources and organisation of both systems, without which the objectives of the Protectorate's education system would not be met.

Although the 1944 *Outline Scheme of Development for African Education* specifically and unequivocally reaffirmed the commitment of the Protectorate Government to a programme of increased financial assistance to the Missions, it was equally noted that at an early date, Government would establish its own training centres both for men and women. It was anticipated that the training centres would be established in the Eastern and Western Provinces of the Protectorate and that they would train teachers for schools of primary and of junior secondary range.

Vividly then, despite the complementary role which the Protectorate Government sought to exercise in its commitment to educational development in general and teacher training in particular, the Government was beginning to increasingly see its role as not only a stakeholder but also a major player. Recognition was made by the Colonial Government in J.H. Jowitt's point 13 that, basic to any educational advance of importance must be the strengthening of the teaching force to whom the educational development would be entrusted. This strengthening, it was argued by Jowitt, was inevitable and involved a monumental increase in the output of trained teachers of different grades, the raising of

their standard, and improvement of their conditions of service, and a more adequate supervision and direction of their activities.

According to the 10 year plan, the number of African teachers was to be increased from 3,514 at the beginning of 1944 to 9,557 at the end of the decade. A very significant item on the programme was the establishment of two Junior Secondary Teacher Training Centres, one for men and the other for women. The computation of the estimated number of teachers required was based on an estimated relationship between population growth and growth of school enrolment, which at the time was projected for a period of 50 years. (See Appendix 2)

It is against this background that plans to establish the Government Teacher Training College (GTTC) was made in earnest. The decision to start the College in Nyakasura, the then Western Province, however, appears to have been driven by the conviction of the Directorate of Education that further disparity needed to be reduced, namely that which obtained between the educational development in Buganda, and that in the other Provinces. To the Department of Education therefore, when examining competitive claims, either for grants-in-aid, or for the establishment of government institutions, such a consideration had to be invoked. So, in 1948, the GTTC was born in Nyakasura.

Right from its inception, the Government Teacher Training College's mission was to train Junior Secondary School teachers. As already mentioned, this was necessary because by the 1940s the Colonial Government had taken an increasing interest in the organisation and management of teacher education which hitherto had been almost wholly a responsibility of the Protestant and Catholic Church Missions.

In January 1946, the Director of Education, then based in

Makerere, wrote to the Chief Secretary in Entebbe, complaining that the output of Makerere Teachers for senior classes of Secondary Schools was far too low to satisfy the fast growing demand for Junior Secondary School teachers. This was because by 1945, Government had control only over Makerere College and Government Primary Teacher Training Centres. While teachers trained at Makerere College were too few, those trained by Missionaries were of a lower academic and professional calibre. It was therefore desirable to establish at least two Government Centres for training men and women for at least the junior classes of Secondary Schools. It was intended to start building these Junior Secondary Training Centres in 1947 and open them at the beginning of 1948. The nucleus of European staff was to be recruited in 1947 and the sites for these centres had already been chosen. Later on in February 1946, in his address to the Legco Budget Session, the Governor pointed out that approval had been given by Her Majesty's Government in respect of grant under Scheme D. 560 of the Colonial Development and Welfare Vote, of £105,800 for the following schemes which included the establishment of Government Primary Teacher Training Centres, Government Technical Schools, Non-Government Mission Teacher Training Centres, and Self Governing Schools.

In fact, the Director of Education wanted these Government Teacher Training Centres to start training Junior Secondary teachers by 1947. Consequently, in 1945, he had prepared and submitted building cost estimates of \$36,500 to the colonial Secretary of State, chargeable on the Colonial Development and Welfare Funds, under the Public Works Extraordinary Vote from which funds developmental activities in the colonies were centrally controlled.

However, the Director of Education was very disappointed when the funds approved did not cater for Secondary Government

Teacher Training Colleges. The Director of Education's frustration over non-approval of the estimates for Secondary Government Teacher Training Colleges, was unequivocally expressed in a memorandum No.B4 III of 15th October, 1946, to the then Chief Secretary, Entebbe, F.J. Lattin, in which he observed that the funds approved for self-governing schools and non-government Teacher Training Centres had nearly been spent while the funds totalling \$69,000 for Government Primary Teacher Centres and Technical Schools still remained. He proposed that the remaining \$69,000 be included in the 1947 estimates for the Secondary Government Teacher Training Centres because:

I cannot agree that these items are now the most urgently needed of the projects for which colonial development and welfare assistance was asked. Conditions are no longer the same as when the applications were made. The absolutely urgent need now was for Government Teacher Training Centres for Junior Secondary School teachers which were the subject of Education Application No.2 made at the same time as those sanctioned: their cost was in 1945 estimated at \$36,500.<sup>15</sup>

Initially, the application for \$69,000 for the construction of Government Primary Teacher Centres and Technical schools had been a Government priority because of the Civil Re-absorption plans for ex-soldiers returning from World War II. These ex-soldiers were re-absorbed into civilian life by training them as primary school teachers or as technicians.

The conditions of the Civil Re-absorption plans were no longer the same as the Director of Education observed because:

Ex-soldiers are being trained as primary teachers in mission centres already existing, so that a new Government centre is no longer necessary for that purpose; and to their technical training in Kampala only part of the Kampala Technical school accommodation is required, leaving room for civilian students as well, so that it is not necessary for that purpose to move the school to a new and more commodious site.<sup>16</sup>

The Director of Education's spirited arguments for the establishment of Government Teacher Training Centres for Junior Secondary School Teachers were supported by the educational thought of the time. Hence, he emphasised this support and its rationale to the Chief Secretary thus:

... there appears to be complete unanimity in educational circles that the Junior Secondary Teacher Training Centres must be an absolute No.1 priority, as the one point where we can break the vicious circle in the short supply both of primary teachers and of Makerere students.<sup>17</sup>

Apparently, the Director of Education had already made arrangements for starting the GTTC centres in borrowed premises pending the necessary funding for Government's own premises. He accordingly informed the Chief Secretary:

I have just had an offer of the loan for one year of buildings that can be used for this purpose, and it is a matter of very urgent importance to have new government premises ready by the beginning of 1948 when that loan will expire.<sup>18</sup>

Unfortunately, all proposals made by the Director of Education in the 1945 memorandum were not approved by the colonial Secretary of State who directed the Chief Secretary at Entebbe, Lattin, to communicate his decision to the Director of Education. The Chief Secretary's letter to the Director of Education is reproduced below:

S.145/1

31st October, 1946

The Hon. Director of Education,  
Kampala.

1. I am directed to refer to your memorandum No.B.4 III of the 15th October, 1948, concerning the provision of funds under the Colonial Development Welfare Head of the Estimates for 1947 for the erection of Junior Secondary Teachers' Training Centres, and to state that it has

been decided, pending decisions on the proposals now made regarding such centres, to insert provision for building under the schemes already approved for assistance grants from the Colonial Development and Welfare Vote, namely Government Primary Teacher Training Centres and Technical Schools.

2. It is noted that you give first priority to a Junior Secondary Teacher Training Centre and would like to have the grants switched over to this project. At the same time, however, you indicate that you wish to retain the Primary Training Centre and the Technical School schemes.

3. It is felt, however, that the moment is not opportune to put forward to the Secretary of State an application, either to switch over the money as you requests or to approve a new scheme, and that no further educational application of any sort should be made to the Secretary of State until it can be submitted as part of a revised education plan. Such a plan you will no doubt be in a position to complete as soon as the Development Advisor has indicated the amount of money which is likely to be available.

4. In the meantime, it is noted that you will have the use of buildings in which you will be able to commence the training of Junior Secondary Teachers pending the submission and approval of a new application for assistance from the Colonial Development and Welfare Vote towards the erection of new buildings.

F.J. Lattin  
Chief Secretary

Clearly, what comes through from the Director of Education's proposals of establishing Government Teacher Training Centres for Junior Secondary school teachers and the negative response he received from the Secretary of State, is an apparent disagreement between the Metropolitan Government in London and its Colonial educational personnel over priority areas in education in Uganda at the time. However, the cause for this disagreement seems to have been largely due to economic rather than educational factors. Britain had just come out of World War II which left the British

economy cash trapped. There was, therefore, hardly adequate funds for new educational programmes in Uganda and in other colonies. The colonial educational personnel in Uganda had to make do with existing educational infrastructure until funds were available to support the 1944 Scheme of Development for African Education which, as we have already noted, laid emphasis on increasing output of trained teachers of different grades, raising of their standard, improving their conditions of service and providing adequate supervision and direction of their activities as a basis for strengthening the whole educational system.

However, short term and often piece-meal teacher education programmes were made and implemented, albeit haphazardly mainly due to local need and pressure on the Education Department. It is due to the pressure borne out of the then need for Junior Secondary school teachers that forced the Director of Education to start a Government Teacher Training College in an all-purpose one room within the premises of Nyakasura School. Even then, it was not easy for the Director of Education to establish his one-roomed GTTC since Nyakasura School belonged to the CMS up to 1947. Consequently, protracted negotiations between the Bishop of Uganda and the Director of Education for the Government take-over of Nyakasura School had to go on for a whole year until 6th December, 1946, when the Director of Education officially wrote to the Bishop:

... making a definite offer to take over Nyakasura (school) as a Government institution in 1948.<sup>19</sup>

It was of interest to the Director of Education to acquire ownership of Nyakasura School and other Church Mission schools because, first, it would allow the Department of Education control over educational institutions which were almost wholly controlled by Church Missions. Secondly and in the case of Nyakasura School,

the CMS was finding it increasingly difficult to raise funds and teachers to run its schools.

We have noted the effect of World War II on educational development in Uganda. If the war conditions made it difficult for the Colonial Government to fund education, then its effect on the development of the CMS educational programmes was more far-reaching. This was so because, the CMS almost wholly depended on cash donations and expatriate missionary teachers from Britain to run its educational institutions. The war changed this arrangement because the former donors had no more money to spare on phelendoric causes. This meant that the CMS could neither meet the cost of running their schools nor find adequate teachers since some of the teachers were ex-service men from World War I who were recalled for active service in World War II between 1939 and 1945. For example, the Headmaster of Nyakasura School, Commander Calwell, left Nyakasura in August, 1941 to re-join the British Navy and did not return to Nyakasura until September 1942. Unlike Calwell who had personal pride in Nyakasura as its founder and was wealthy enough to maintain himself and to donate large sums of personal money to the School, some of the poorer ex-soldiers who survived the war did not return to Uganda. Consequently, a chain of events related to shortages of both funds and teachers at Nyakasura between August 1941 and 1947 paved the way for the Director of Education to take over Nyakasura School as a Government institution.

In 1941, cost effective measures to reduce school expenditure were made and implemented the following year by the School's Board of Governors which had been inaugurated for the first time after Commander Calwell had left for war. These measures included an amalgamation of Primary 1 to 3 classes with those of the academically inferior classes of the Vernacular Teacher Training Practising School in 1943, the termination of the Senior Secondary

Six form in 1944 and transfer of the affected students to King's College Budo.

Minutes of the Board of Governors' meeting of 20th October, 1943, highlighted the consequences of shortage of funds and teachers on Nyakasura School:

4. Senior secondary 1946. The Headmaster reported that there was no possibility of Secondary VI next year and that the Headmaster of King's College, Budo had agreed to accept Nyakasura secondary boys if they were up to secondary VI standard ... A letter from the Director of Education on the subject of secondary IV and V was read. It was agreed that secondary V should be retained if staffing and finance permitted.<sup>20</sup>

However, finance and staffing did not permit the retention of Secondary V because:

no one was in a position to solve the (financial) problems by the Commander's method of putting huge sums of his private money on the school account and be free of auditor's criticisms and lectures of finance committees.<sup>21</sup>

The school had lost the huge sums of money from Commander Calwell in 1941 when he rejoined the British Navy for active service in the war. When he returned in 1942, he found that the CMS Board of Governors, the authority he initially resented at Budo, was in charge of the School. It would seem that his personal pride in the School and freedom to manage it as he wanted had been reduced along with personal money. Secondly, by 1946, the teacher crisis at Nyakasura School was so bad that the standing committee of the CMS decided to terminate all the senior secondary classes thereby demoting the School to a Junior Secondary status as the following letter from the Bishop of Uganda to Nyakasura Board of Governors states:

Bishop's House  
Box 56, Kampala

19th January 1946

To the Board of Governors  
Nyakasura School, Fort Portal

copy to: The Hon. The Director of Education  
Box 263, Kampala.

Sir,

At the meeting of the Standing Committee of the C.M.S. (the local executive board), the critical position of the European staffing was discussed owing to the apparent impossibility of obtaining the hoped for recruits from England to fill many gaps in the various institutions which are altogether short of some 15 men and 10 women. It was decided that there was no alternative but to make such re-arrangements of staff as would best meet the situation, even when this meant the demoting of a school.

It is therefore with much regret that I have to inform you that it was decided to demote Nyakasura School of Junior Secondary status. This will free Mr. Freak for service at Busoga College, Mwiri, for the purpose of replacing there Rev. and Mrs. Dobson who have been located to Toro for the district work. So although Nyakasura is losing its Senior Secondary status, Toro is thereby gaining a European Clergy for the district and school work.

A meeting of the Board of Governors is to be called as soon as possible to consider the situation. Meanwhile negotiations are in progress to make provision elsewhere for the 15 or 18 Senior Secondary Boys who will suffer by this unfortunate but necessary decision.

Yours faithfully,

Signed: C. STUART  
CHAIRMAN, N.B.G.

The Bishop's letter was a *de facto* declaration of the Church

Missionary Society's inability to sustain Nyakasura, the only Senior Secondary School in the whole of the Western Province. Clearly, time was ripe for Government intervention to rescue the School and Government did intervene to the celebration of parents, teachers, old boys and students who preferred a Government take-over to a demotion of their school to a lower status as one of the former old-boys and teachers notes:

... fortunately, there were top level discussions which resulted in making Nyakasura a Government institution with its senior secondary status, instead of becoming a mere CMS Junior Secondary School, as originally decided upon.<sup>22</sup>

The top level discussions mentioned above were in fact kept a secret between the Bishop of Uganda, the Director of Education and the then Headmaster of Nyakasura School in order to avoid open confrontation or resistance from the School's Board of Governors. The pre-take-over preparatory decisions were necessary to create adequate space to accommodate the expansion of the junior and senior secondary classes. These decisions, included the closing and transfer of the Primary section (to the present Canon Apollo TTC), reconstructing one dormitory (into an S.IV classroom) and keeping the senior classes running in 1947 with the help of two Makerere masters.

These measures were not communicated to the Board of Governors until 10th January 1947 during a board meeting. Given the acute cash and staffing situation, the Board like the Bishop had no alternative but to welcome the proposed Government take-over of their school on condition that:

the Christian character of the school be assured (and) to appoint a third Makerere Master to the staff.<sup>23</sup>

The conversion of a dormitory into an S.IV classroom and the

termination of form VI had left space and since the School was now Government owned, the Director of Education took advantage of the available space to establish a Government Teacher Training College for training Junior Secondary School teachers. So against the backdrop of difficulties experienced by the CMS in running Nyakasura School, the Government Teacher Training College was born at Nyakasura more as a result of accident of history.

The College's pioneer Principal was F. Kingsley Wood whom the local residents simply referred to as "Silly Wood" due to the difficulty of pronouncing the name "Kingsley". The Principal's assistant was E.W. Kiggundu who is now Personal Advisor to His Highness the Kabaka of Buganda, Ronald Muwenda Mutebi. The fifteen pioneer students of the College were selected on regional and religious basis. They were: Juma S. Balimutajjo, Babukiika, B.K. Bataringaya, G.N. Luwaga, M.G. Lwanga, L.M. Kiondo, S.W.E. Nakishero, V.R. Buyi, D.B. Mawata, J.M. Okae, E.P. Ongeng, P. Opio, J.E. Ekochu, F. Ekalam, and Sebina Musoke.

Interviews with one of these pioneers, L. Kiondo, revealed that they had different academic backgrounds. For example, while most of them had just completed their O'levels, others were married men with long teaching experience. However, despite their diverse backgrounds, these students shared a happy comradeship. Kiondo could still go into bouts of laughter on recollecting that the two married students, R. Buyi and Sebina Musoke were called "husbands" while Ongeng who appeared to be the oldest in the group was called "army man" because he appeared at the college in military boots.

This humorous bunting was also shared between the students and their Principal. For example, Kingsley Wood called the three students from Bugishu, Kiondo, Buyi and Nakishero "the three musketeers". However, all the students interviewed are agreed that

Kingsley Wood was a highly disciplined man - who emphasised the virtues of smartness and punctuality.

An incident which highlights Wood's sense of punctuality was narrated to the authors by Balimutajjo. He recalls that the GTTC in Nyakasura was scheduled to start on 30 April, 1948. However, a number of students including Balimutajjo who had started off from Kampala for Fort Portal and on to Nyakasura on that day, had to spend a night in Fort Portal. The bus they were travelling in had broken down and they managed to get to Fort Portal at 10.00 p.m. They therefore, reported to college the following morning. They found Principal Wood furious and ready to kick them out saying he could not stand students reporting late. The late comers were saved by the Assistant Principal, Kiggundu who successfully pleaded with Wood to let them stay.

Kiondo illustrated Wood's passion for smartness among his teacher trainees. Their uniform comprised white shorts and white shirts which made them "look like angels". To complete the uniform, Mrs. Wood taught the students knitting because each student had to knit his own pair of stockings. These were green with white stripes to differentiate them from those of Makerere College which were green with red stripes. Wood is also remembered for having been a very good teacher and insisted on recruiting his teaching staff from among the best Makerere trained teachers or those who had been to UK for further studies like Kiggundu and Senkubuge who were among the pioneer tutors in the GTTC, although Senkubuge joined at Mbarara and was not originally with Wood and Kiggundu at Nyakasura.

Though born in Nyakasura School premises, the GTTC was an independent entity from Nyakasura School in terms of student clientele, management and mission. The GTTC students were confined to their one classroom. They used one side of the room

for classes and the other side was their dormitory. A portion for office space had also been curved out from the same room.

Administratively, the College's day to day running was managed by the Principal, Wood, assisted by Kiggundu. Otherwise, the College was directly controlled by the Director of Education who carried out supervisory functions, selected students and placed them for teaching practice in Government aided Junior Secondary Schools like Rushoroza in Kigezi, Nyamitanga in Mbarara and Kitovu in Masaka.

However, by 1949, Nyakasura School had become a fully fledged Government school and had re-established the Senior VI class that had been previously terminated. This created pressure on their "tenant GTTC" which was clearly unwelcome given the scarcity of space. Furthermore, the all purpose one room for the GTTC was too small to serve as a classroom and a dormitory for the fifteen pioneer students as well as an office for the GTTC Director. Hajji Balimutajjo, one of the pioneer students, recalls that they were too squeezed and with the proposal for the first year intake in 1949, it was going to be impossible to fit in their all purpose room. It was, therefore, imperative that the GTTC moves elsewhere in less than one calendar year, from April to December, 1948.

The GTTC was subsequently therefore relocated to Mbarara in 1949. When the College was transferred to Mbarara, it was first housed in two vacant buildings at Ruharo within the compound of the Mbarara High School and next to Ruharo Cathedral. This girls' college, Mbarara Vernacular Teachers' Training Centre, belonged to CMS, and its students had just been transferred to Kabale.<sup>24</sup> This is the same college which the Director of Education, in trying to push Government to act quickly in opening of the GTTC at the 10th meeting of the Council for African Education dated 12th August, 1947, had referred to, saying that the offer by CMS to

Government to use their facilities in Mbarara was only open until end of September 1947.<sup>25</sup>

The Government Teachers' College stayed at Ruharo for two years while construction was going on at the new site for the College at Ntare hill. Apparently money had been somehow obtained for the construction of the new GTTC at Mbarara. The land on which the College was built had been bought by Government from Lazaro Kamugungunu, Ex-Enganzi of Ankole. It was a 16 acre piece of land which Government wished to acquire. Kamugungunu had initially refused to sell the land and had to be persuaded to at least grant Government a 49 year lease for a ground rent of Shs.10/= per acre per month amounting to £96 per annum.<sup>26</sup>

Several buildings were put up at the Ntare hill site which included an Assembly-cum-Dining hall and two hostels. There were also tutors houses as well as a very spacious house for the Principal. The same house is still being used by the Headmaster of Ntare School and the two dormitories, now renamed MBAGUTA and PIONEER are still in good shape and being used as hostels by the school today. The old GTTC Assembly hall, although now renovated and extended, still forms the core of the present Ntare School Assembly Hall.

When the College moved to Ntare hill, perhaps because it stayed there for a relatively longer time than at the other two earlier locations, there appear to have developed a sense of pride and self-identity among its students. Nkurunziza, one of the last students of the College at Ntare remembers how proud they were as students to belong to the GTTC. They used to refer to themselves and their college as second Makerere and tried to model all their activities at the College along the same lines as those of Makerere.<sup>27</sup>

With regard to the curriculum at Mbarara, mention has been made

of the Teaching Practice as one of the College activities. Students did their teaching practice at Nyamitanga School, usually supervised by their senior tutor, Kiggundu. It seems however that a lot of educational theory constituted the major part of the curriculum and in fact it seems Kiggundu mainly taught Educational Theory and Principles of Education.<sup>28</sup>

But the Directorate of Education was already concerned about this imbalance in the teacher training curriculum. The Teacher Training Committee set up in 1952 had recommended all Teacher Training Colleges to focus on practical teaching by including in the teacher training curriculum

manual dexterity in some crafts ... thus minimising the theoretical character of the course.<sup>29</sup>

It was hoped that with better staffing the assessment of this practical aspect of teacher training would be better supervised by staff of the colleges instead of the Inspectorate of Education as had hitherto been the case. The Department also insisted on the overhauling of final examinations to achieve the same objective as the proposed changes in the curriculum. The first final examinations of the Government Teacher Training College at Mbarara in 1949 had produced 15 well trained teachers for Junior Secondary Schools throughout the Protectorate.

The students at the GTTC were among the best looked after students in the Protectorate. By comparison, according to Government estimates passed by the Legco in 1949, J.F. Faupel Education Secretary General, Catholic Missions Nsambya in a letter of January 1950 to Director of Education Kampala, noted that Government was spending £62 per student at GTTC, Mbarara as compared to £56 per student at Survey School, £69 per student at the PWD Engineering School and an average of £10.3s per student

at Catholic Mission Training Centres. These figures do not take into account teachers' salaries. £3,650 was given to Mission-run Teacher Training Centres annually in lieu of fees from 1944. A training allowance was also paid to all students at Mbarara GTTC.<sup>30</sup>

The 1952 de Bunsen report noted the immediate need to double the size of the Colleges and in particular that of the GTTC in Mbarara. But even then, it was further noted that the doubling of intake at the Mbarara Government Teacher Training College would still not produce sufficient numbers of Junior Secondary school teachers to meet the prevailing needs. Therefore expansion in the magnitude of more than double the current numbers at Mbarara GTTC was to be eventually expected.

The Government Teacher Training College shifted to the new site on Ntare hill in 1950/51 and only stayed there for four years before it was transferred to Kyambogo in 1954. By the time the GTTC shifted from Mbarara to Kyambogo it had at least six white members of staff and at least three African tutors. The African tutors included E.W. Kiggundu, Asafu Lule, J.K. Senkubuge and B.M. Dungu. One of the white tutors, Mottram, stayed on in Mbarara and became a Biology teacher at the newly established Mbarara Agricultural School, later to become Ntare School, housed in the GTTC building on Ntare hill and J.B. Bentley who finally moved with the 1954-55 student group to Kyambogo. There had been a demonstration school attached to the GTTC which was not immediately closed with the transfer of the College, but was gradually phased out by stopping new intake.<sup>31</sup>

It has been difficult to establish the reasons for the quick change of mind by the Government, after spending so much money and planning time, to all of a sudden abandon what looked like mature project plans and somewhat abruptly relocate the College to

Kyambogo. The reason for this change of site and plans at Ntare hill, Mbarara is not very clear, but it would appear that it was because of difficult communication due to the long distance to the College from the headquarters of the Directorate of Education in Kampala. The move could have been connected with the general reorganisation of the Teacher Training Programme recommended by the de Bunsen Committee in which several of the regionally scattered TTCs were to be phased out for better economies of scale while about 22 remaining ones were recommended to be expanded so that each one of them could admit as many as 100-200 students every year.<sup>32</sup>

All the same it would seem that there was some rather poor planning by those concerned. The GTTC had been started in Nyakasura and relocated within a year to Ruharo. Construction of the College at the new site in Mbarara at Ntare hill started almost immediately. The plans and buildings put in at that new site all show projected permanency. Furthermore in 1953, there were also plans to acquire more land for the expansion of the College. The land sought then was approximately 70 acres and situated at Kakika. Most of this land was part of Crown land, although a little bit of it was Mailo land belonging to L. Kamugungunu which he had arranged to sell to an Asian trader, Leftha Ismael. J.T. Gleave had in 1953 requested for Government support to the Department of Education to acquire both the Crown land and to purchase the bit owned by Kamugungunu. Gleave argued that it was most undesirable to have land outside the College area dominating the College and that the land in question (Kamugungunu's) would add very much to the attractiveness of the site for the tutors' houses, if that land was within the College area.<sup>33</sup>

Furthermore, the 1954 Education Department Report on Development of Teacher Training noted that the numbers of students at the Government Teacher Training College at Mbarara,

at the time standing at 48, (24 in each year) was to be doubled as soon as possible, and there were plans that year to build additional dormitories to allow a larger intake for 1955. There was also provision for the building of more staff houses to match the proposed increase in student numbers.

Given all the above plans and projections, it is therefore surprising that within a space of about four years, the GTTC had again to be moved, this time to Kyambogo in Kampala. Whatever was taking place at Mbarara GTTC, it is clear that in 1952 the Director of Education proposed the foundation of a Central Government Teacher Training College. How this was to differ from the then existing GTTC at Mbarara is not clear. He however put forward an urgent project proposal to the sub-committee of the Select Committee which had been appointed to consider the disposal of the Surplus Cotton Price Assistance Fund. The sub-committee of the Select Committee recommended that £130,000 from the Fund be made available for the construction of the Central Government College at Kyambogo, and in view of the urgency of the project, the Standing Finance Committee had even authorised the payment of an interim grant to enable work on the construction of the new College at Kyambogo to start, pending approval of the sub-committee's report as a whole. Regarding the choice of the site at Kyambogo, it was argued that it was near the new Kampala Technical Institute and Government position was that there was every advantage in establishing the Central Government Teacher Training College also at this site, which is near Kampala and which would contain facilities for practical training in handcrafts. This was to be part of the training of the new type of teacher which this new College was supposed to produce.

The broader and long term vision for the proposed Government Teacher Training College was that it would in fact be the Uganda Institute of Education, promoting courses of all types as they would

find necessary and playing the principal part in the organisation and guidance of training Colleges throughout the country.<sup>34</sup> This idea stemmed from the recommendations of the de Bunsen Committee that a Teacher Training Committee be established which would among other things be responsible for advising on upgrading courses, and on the quality and format of the Teacher Training College examinations. This committee had been constituted by the end of 1952 and several of its recommendations had already been satisfactorily implemented by 1953.<sup>35</sup> The various colleges, once fully developed and staffed were to become constituent colleges of the Institute of Education with its headquarters at the Central Government Central College at Kyambogo, and the Teacher Training Committee was seen as the first step in this ultimate teacher training reorganisation throughout the country.

## CHAPTER II

### KYAMBOGO GTTC, 1954-1964

*Vincent E. Bua*

While it is admitted that the number of school certificate passes has appreciably increased, no other simple organisation has shown such a spectacular increase as has this college. I have reason to believe that this has come about as a result of the building up of our reputation for giving sound training on a worthwhile course.

J.B. WHITEHEAD: *Principal, GTTC Kyambogo, to the Director of Education, 25th September, 1959.*

The Government TTC at Kyambogo braced itself for expansion immediately it was transferred from Mbarara. But like any era of impending development there were difficulties to contend with as well. Apart from the students admitted after their 'O' level examinations, there were also upgraders who were to upgrade from Grade II to Grade III. But some officials in the Ministry of Education were not happy about the products deriving from Grade II to be translated to Grade III. But the Principal stood his ground and defended the scheme. In his letter to the Director of Education, Whitehead showed his feelings towards such people in the Ministry, saying he was distressed about the negative statements some Ministry officials were publicly making about upgraders, in view of the good name that most of those teachers had earned for themselves in the schools. He wrote:

The upgrading scheme is part of Departmental policy, and this sort of criticism apart from being inaccurate and insulting, can do nothing but harm to the department he is supposed to be serving.<sup>1</sup>

Grade II teachers were those recruited from primary six and underwent a three year training course to be teachers in primary schools. But Grade III teachers were School Certificate holders who were trained to teach in Junior Secondary Schools. The

mixing of these two cadres of teacher trainees did not augur well with some educationists, who thought this was another way to dilute the quality of teachers produced for Junior Secondary Schools. But the Principal, Whitehead, saw the potential in such teachers, and in no uncertain terms, assured the Ministry officials that upgrading was a viable scheme.

Another hitch Kyambogo GTTC had to contend with concerned security. In the late 1950s British citizens who were teachers at Kyambogo GTTC and Kampala Technical Institute, the two neighbouring institutions seemed to have been apprehensive about the likely civil disturbances. This fear could have been sparked off by the prevailing feeling after the Kabaka of Buganda had been deported to Britain in 1955. A letter from the Principal, Kyambogo TTC dated 28th April, 1959 to the Director of Education reveals the feelings and activities on Kyambogo hill in respect to security. The Principal revealed that no arrangements had been made for the residents of Buganda for the protection of people and property at Kyambogo in the event of civil disorder. But when the residents drew the attention of the Commissioner for Police to this and requested for a security plan, all he did was the formation of a squad of special constabulary at the Kampala Technical Institute.<sup>2</sup>

The plan at the KTI was to send students away immediately in case of trouble, and thus freeing staff for constabulary duties. But according to the Principal of the GTTC Kyambogo, their other duties at Kyambogo were such that they did not consider it proper to commit themselves for police duties except in very serious circumstances.<sup>3</sup> Such a serious circumstance, however, occurred in 1960, when a Mathematics Tutor called Budd found himself in trouble. This is revealed by the Director of Education's letter to Budd appreciating his heroism for having disarmed a murderer, and henceforth, this appreciation was to count in his record file as part of his curriculum vitae.<sup>4</sup>

As if to prove the scepticism expressed by some officials in the Ministry of Education concerning the quality of some of the Kyambogo qualified teachers, Vollar, the Provincial Education Officer, Northern Province, virulently complained about the newly qualified teachers who refused to teach scriptures in his schools. He accused those teachers of having a negative attitude to religious instruction labelling them as being possessed by self-importance typical of the Northern Province teachers.<sup>5</sup>

But the Director of Education could have none of this. In his reply he explained to Vollar the difficulty the Northern Province students faced in Kampala. While in College, he pointed out, the students behaved in a subdued manner and consequently lacked self-assertiveness. He was, therefore, not surprised that "they should be a little above themselves when they return to the "bush". He then attributed the students' behaviour in the "bush" to the relatives and friends who lavished praise and admiration on the Kyambogo-trained teachers.<sup>6</sup>

The Director then gave reason why Kyambogo trained teachers were averse to religious instructions. He explained that the Native Anglican Church had not appointed anybody to handle religious instruction in Kyambogo TTC, unlike the Catholics who were well organised in this respect. In fact he revealed that the NAC religious instructions were being handled by a geography teacher since the beginning of that term. But before that, an arrangement was made to mount special courses for the NAC Students twice a year, otherwise there would be no religious instructions at all. The ball, therefore, was on the NAC court, the Director frankly pointed out concluding that:

I am pleased that no one thinks of criticising Kyambogo on this score for obviously they are not to blame. The onus is on NAC.<sup>7</sup>

Another point of contention in respect to the expanding Kyambogo GTTC was in connection with the student intake balancing according to provinces. There is evidence, as already indicated elsewhere in this book, that from the inception of the Government TTC at Nyakasura to the time it traversed Mbarara up to its final destination at Kyambogo, the balancing of student intake according to provinces was a priority. But as the intake expanded and became based purely on merit, a discrepancy began to appear among districts and provinces in terms of intake. This discrepancy became a source of concern for the Ministry of Education officials.

This concern is exemplified by a letter from C.R.V. Bell, a Senior Ministry official, to the Provincial Education Officer Eastern Region. This letter complained that there were less well-served areas in Kyambogo admission, particularly the Western Province which should obtain a fair share of places at Kyambogo TTC.<sup>8</sup> Bell then went on to beg W.S. Baxendale, the Provincial Education Officer Eastern Region to consider the possibility of asking the voluntary agencies if they could share;

say, two teachers this year and three or four next for their own schools in the Western Province ... My eyes turn, especially to the eleven NAC students from Bukedi and nine Roman Catholic students from Teso, who are due to complete their courses at the end of 1960.<sup>9</sup>

Baxendale, however, though his province was much better off than any other province in channelling their teacher trainees through Kyambogo GTTC, became resistant to Bell's proposal. He categorically maintained that though the Eastern Province appeared to send more students to Kyambogo to train as teachers, the province was equally suffering from shortage of teachers. He then justified this claim by some brief statistics, to the effect that by the end of 1960, twenty one Junior Secondary male teachers would be required in the Eastern Province NAC boys' schools and nineteen for the Mill Hill Missions boys' schools. Thus, he asserted, the

Eastern Province needed more teachers, and had none to share.

This resistance of the Eastern Province Education Officer, however, did not go well with the Ministry of Education Officials, who threatened to force Kyambogo TTC to adopt the quota system in the intake of students. It was now the Principal of Kyambogo to exhibit resistance to this proposal. In his letter dated 25th September, 1959, to the Director of Education in the Ministry of Education, the Principal, Whitehead, rebuffed the proposal, explaining that the College had grown in intake due to the process that went on to build up the reputation of the GTTC, Kyambogo, consisting of sound training on what he called "a worthwhile course".<sup>10</sup> In a no-nonsense attitude, the Principal went on to say that Kyambogo GTTC was only prepared to accept students of good standards, though no students from certain areas were "passed over". If the Ministry of Education pressed on with the idea of a quota system, Kyambogo GTTC in response would without fear raise the level of admission standards.

Indeed, in an apparent submission to the Principal's high standards, the Director of Education, whose duty also included the assessment of finalist students at Kyambogo GTTC, eighteen days later, forwarded to the Principal the results of the student finalists he had assessed as follows: Of the total number of 74, he had found 5 students worthy of a B+ grade, 13 were in the B category and the rest, 54 of them, were in category C.

The teachers produced at Kyambogo GTTC were, indeed, of a high calibre and were meant to teach Junior one, two and three students. This was the structure of the Junior Secondary cycle at that time, immediately following the six-year primary cycle. As the Principal of the College intimated to Wood, Kyambogo GTTC was, indeed expanding in the 1950s, and the following statistical summary of teacher output illustrated in Appendix 3 proves the point.<sup>11</sup> Thus

the average production of teachers at Kyambogo GTTC in the 1950s was 83 teachers per year, although the average number of women teachers produced per year during that period was only sixteen, making only 19.2% of the average yearly output and 19.4% of the total output from 1954 to 1958.

The other difficulty faced by the Kyambogo GTTC towards the end of the 1950s was the training of agricultural teachers. Kyambogo teacher trainees of agriculture were transferred to Bukalasa Farm Institute to pursue their training, using a demonstration school located in the farm. The Principal, Whitehead, was totally against this arrangement as inefficient. One reason he gave was that the demonstration school pupils were walking long distances to the Farm School. Secondly, during the holidays, there were no pupils to mind about the farm, and this caused inefficiency in the proper running of the demonstration school. The Principal bitterly complained to the Director of Education, that he was still convinced that not enough thought had been given to the matter and he was even less convinced that a Farm Institute was a suitable venue for training of teachers.<sup>12</sup> The Principal argued further that agriculture should be treated as a science, which would be of value to all pupils whether they intended to become farmers or not. In this respect, therefore, he saw no reason why teachers should be trained in a Farm Institute at all, an exercise which could be done anywhere where there was reasonable laboratory facilities. This scepticism expressed by the Principal about the training of agricultural teachers in a Farm Institute came four months after teacher trainees had been assessed at Bukalasa Farm Institute. By his letter dated 8th December 1959, a Kyambogo Tutor responsible for the Bukalasa Agricultural students, Hamilton, informed F.H. Stevens, that the eight students at the farm had been assessed from 3rd to 4th December, 1959, and he had submitted their results. This certainly was the genesis of the Department of Agriculture at ITEK, and, indeed, its operations are not far different from that of

a Farm Institute.

The development of the GTTC, Kyambogo included the expansion of teaching staff as well. By 1962, the Permanent Secretary, had to ask the Principal of the Government Teacher Training College for a staffing position. The Principal then gave the staffing position naming staff members already employed, and those that were soon to join the College.<sup>13</sup> In all, he submitted a total of eleven names, and from the names, all seemed to be expatriates.

The tutors for the Government Teachers' Training College Kyambogo were recruited through the Public Service Commission on which by 1962, the Kyambogo Board of Governors was represented by one person. In his letter to the Principal, the Permanent Secretary gratefully announced that there had been a certain amount of fortune lately, in finding staff for Kyambogo, and the need now is not so drastic as it was.<sup>14</sup>

Recruitment of tutors through the Public Service Commission up to 1962 seems to have favoured British nationals whose applications increased as the country braced itself for political independence. But at the same time, highly qualified Africans were also applying to join Kyambogo as tutors. One such person was N.W. Kajubi who was teaching at Namutamba TTC. The second person was James Onyait who was teaching in Serere Junior Secondary School, and the third was what the Principal presented to the Permanent Secretary as a Gumikiriza who was teaching at St. Leo's Fort Portal and who had called to enquire about possible employment. The recruitment of African and Asian tutors to teach in Kyambogo GTTC seems to have been punctuated by bouts of drama. For James Onyait, for example, the letter inviting him to come and start teaching seems to have got lost many times between Kampala and Serere. Onyait had to complain thus:

It appears your letter got into the wrong hands, and I had lost hope over the post. I accept the offer, but as it has been so sudden, I cannot just leave without informing my Education Secretary.<sup>15</sup>

But for Kajubi, however, the Principal was very happy to get people of such calibre. In his letter to the Principal, Namutamba TTC, the Principal of Kyambogo had to show off:

We have succeeded in setting a very high standard of work at Kyambogo, and Mr. Kajubi would be dealing with students, all of whom hold a school certificate.<sup>16</sup>

A more dramatic occurrence was with the recruitment of Gumikiriza from St. Leo's College. On having been recruited to work in Kyambogo, he presented himself to the Principal, Whitehead, ostensibly to find out what sort of accommodation he would be given. On going back to St. Leo's, he wrote a letter to the Principal dated 5th November 1962 complaining about "the junior quarters" allocated to him having "no garage and no servants' quarters". He then kindly requested to be allowed to reside outside Kyambogo. This letter infuriated the Principal to the limit, who declared in his reply:

I fail to understand your statement in your letter dated November 5th. The house I pointed out to you from my office window was as I told you at the time, the standard government all-purpose house, and the garage and the servants' quarters were also visible.<sup>17</sup>

What the Principal had described to Gumikiriza of St. Leo's College as the "standard government all-purpose house" meant for any staff appointed to Kyambogo, was described in detail to any British national recruited to teach in the Government Teacher Training College. The details were presented as follows in 1962, which details were denied Gumikiriza who had been shown the house through the office window by the Principal. The house was "connected to the mains water and electricity supplied. Floors are

of cement because of the danger of termites". The furniture were of a hard type, consisting of arm chairs, settees, dining table and dining chairs. The houses also had beds, mattresses, pillows, and mosquito nets. But curtains and floor coverings were not provided. It was indicated that there was a primary school of a high standard in Kampala for the children of the tutors, and school fees were Shs.150/= per term. Information was also given that teachers recruited had to come with their own fridges, "but they had to be careful not to damage them en route to Kyambogo". Lastly, the new tutors to teach in Kyambogo were warned that cars were "absolutely necessary here".

Another applicant who was not a British national but a teacher in a Kampala Asian school was summarily rejected by the Principal on grounds of academic inadequacy. There was already a plan by Government in 1962 to upgrade all posts of tutors in Teacher Training Colleges at Grade II to Grade III by 1964. This was borne out by a letter to the Principal of Kyambogo, directing that with effect from the beginning of 1964,

approval will be given for the appointment of tutors below Grade III only in very exceptional circumstances.<sup>18</sup>

But the Principal of Kyambogo was already after quality of tutors in 1962, anyway. In his letter to the Permanent Secretary, he categorically declined to admit the applicant from the Asian school in Kampala who had applied to teach English. He pointed out that he was not terribly impressed with this applicant, although he had attended the Noray House course on the Teaching of English as a Second Language. The Principal showed his assessment of the teacher indicating that:

Unfortunately he seems to have taken it rather too seriously, and is, I fear, rather staffed up with linguistic jargon.<sup>19</sup>

All this was happening against the background of the Principal's letter three weeks earlier, giving the staffing position of Kyambogo to the Permanent Secretary. In that letter, the Principal had stated that Kyambogo looked like having a plethora of historians (4) and substantial surplus of geographers and that Maths should be adequately covered, but English is a bit of a black spot.<sup>20</sup>

However, as the number of tutors increased in Kyambogo GTTC, the problem of housing became acute. To solve the problem the Permanent Secretary, Ministry of Education sought an interministerial cooperation with the Permanent Secretary for Establishment to allocate ten houses from the pool to the Government Teacher Training College, Kyambogo. But, it looks as if the Uganda Technical College was in the same problem, and its Registrar took liberty in 1964 to illegally allocate to one of his staff one of the ten houses allocated to GTTC by the Permanent Secretary for Establishment. The Principal of the GTTC complained to the Permanent Secretary of the Ministry of Education who did not take kindly to this encroachment by the Registrar of the Uganda Technical College, the neighbouring institution. In his letter to the Registrar, the Permanent Secretary issued a very stern warning. He pointed out that through him, the Permanent Secretary for Establishment had allocated ten houses from the pool to the Government Teacher Training College Kyambogo. He was, therefore, not amused to hear that one of the houses, namely house number 11, Cornwall Crescent, had been occupied by a Technical College staff and put it to the Registrar that:

However, in view of the satisfactory arrangement made after this confusion, and this letter is intended for making the position clear, no further action is required whether from you or from me, the Permanent Secretary warned.<sup>21</sup>

From the tone of this communication, the phrases "the arrangement

made after this confusion” and “this letter is intended for making the position clear”, seem to indicate that the house was restored to the rightful owner, the GTTC Kyambogo.

The expanding nature of the GTTC Kyambogo had repercussions on accommodation, both for the students and staff. This forced the Permanent Secretary to issue guidelines as to what should be the establishment, by his letter to the Principal indicating the positions to be filled (Appendix 4). One thing to note is that those tutors recruited through the Public Service Commission to teach at the GTTC Kyambogo earned the title “Education Officers”.

It should also be noted here that the ten Education Officers shown in (i) in Appendix 4 included a tutor from Bukalasa Agricultural College, called Palma, who had been assigned to the GTTC to develop agriculture as a subject. This growth in staffing continued and by January 1964, tutors on UTS terms were fourteen, and British nationals employed in the GTTC Kyambogo were eighteen.

The Permanent Secretary similarly issued guidelines as to the number of students to be admitted into the GTTC Kyambogo. He recommended that enrolment should be as follows in 1964: male students should be 255 and female students 80, making a total of 335. Alternatively, male students could be 285 while the females remained at 80, making a total of 365. But by January, 1964, the actual enrolment showed that Year II male students were 126 while the females were only 30, and Year I male students were 130 while females were 50, making the total enrolment for males 256 while that of females was only 80. Thus, the recommendation of the Permanent Secretary was followed almost to the letter in the students recruitment . 255 male students were recommended but 256 were recruited, and 80 women were recommended and 80 were recruited.

The developing nature of other sectors of the GTTC Kyambogo was reflected in the book supply as well. Kyambogo Government Teacher Training College was playing the role of a resource centre for other Teacher Training institutions and District officers by 1954. In his letter, the District Education Officer, Masaka, Hamilton, requested the "Honourable, The Director of Education" through Provincial Education Officer, Buganda, to supply him with books. His letter pleaded for the following books to be supplied to his office for reference and for use in Teachers Refresher Courses in Masaka District<sup>22</sup>. *Methods in Teaching for Primary Schools*, meant to refresh the teachers, *An Experiment in Education*, *The Psychology and Teaching of Reading*; a background teachers needed; *The Teacher and his Pupils* which emphasized classroom activity, *The Background to Primary School Mathematics*, and *The Advanced Learners Dictionary of Current English* which initiated pupils to the proper use of English language.

Upon receipt of this letter, the Director of Education in the Ministry, in his letter forwarded the request to the Principal of Government Teacher Training College Kyambogo, J.B. Whitehead, for action. The letter was both a request and a diplomatic order to the Principal to do something. He pleaded:

If you have any of these books, I should be grateful if you would arrange for them to be sent to him on loan. If you are not in possession of any of them at the moment, would you, please, buy them for your library and loan them to Mr. Hamilton.<sup>23</sup>

The Principal of Kyambogo GTTC obliged and perused the College Library only to locate three titles, which he immediately forwarded to Masaka with the assurance that there was no hurry about the return of the books and that the books would always be available for their use as all materials were at the GTTC. Those other books that were missing at Kyambogo were immediately

ordered so that they would be provided to Masaka.

Another request to the Principal of Kyambogo for help was from the Headmaster of Katunga Junior Secondary School, Kajara. The Headmaster implored the Principal to advise him as to what books he could acquire to start a school library.<sup>24</sup> But as to what books were recommended by the Principal is not clear. Thus Kyambogo GTTC was already being looked at as a guiding beacon in the world of learning in Uganda, and it played its role very effectively in these formative days.

Perhaps one significant development of Kyambogo GTTC in the field of books was the fact that it became the centre for book reviews and recommendation of books for schools. One company in Edinburgh, Scotland, Oliver and Boyd Ltd., which was a publishing, printing and book-binding company, informed Principal, Whitehead that his name had been added to the company's mailing list to receive specimen copies of new books as they appeared. But they were also rather apprehensive for the fact that Kyambogo GTTC had become a book reviewing centre for Uganda. This is borne out by their plea to the Principal that they had heard that the staff of Kyambogo GTTC were authorised by the Ministry of Education to review new books for schools. They then pleaded that in case the GTTC reviewed any of their books, they should be informed.

Indeed the Director controlled the quality of books supplied to Schools and TTCs and he did this by subjecting new books to the watchful eyes of the Kyambogo GTTC reviewers. By his letter dated 23rd August, 1957, for instance, he requested the Principal to comment on the suitability of books supplied by "Schofield and Sims" publishers. Another document he sent for review was "The British Survey Popular Series" pamphlets which were immediately derided by the reviewers. The reasons given for the unsuitability

of the pamphlets were that they were only suitable for British Grammar Schools and Secondary Modern, that their usefulness to Uganda Secondary Schools and Teacher Training Colleges was very limited; that the language used in the pamphlets was too difficult for Ugandans, and that any subjects outside geography and history were difficult to Africans. This point was further amplified thus:

The average African knowledge of world and political affairs is so limited that he would be confused rather than form a clear picture of the country discussed in each pamphlet.<sup>25</sup>

As a result, only one copy of each publication was recommended as sufficient to cater for the needs of the College. The Director continued to send books to Kyambogo GTTC for review. Thus in the 1950s, Kyambogo Government Teacher Training College was already one of the leading institutions of learning in the country.

In respect to books in the library however, the difficulty that was being felt was the classification of books in the expanding library. The College had adopted the "Dewey Decimal Classification and Relative Index". But the librarian then was completely dependent on one borrowed book of the same title to accomplish his work. This is supported by a letter by the Acting Principal to the Educational Supply Association (ESA) in Nairobi, dated 30th July 1958 ordering the same book for the College. He bemoaned the fact that the book being used by the College had been borrowed, and "was soon to be returned".

But the reply he got from Nairobi was not totally re-assuring. He was told that the book was not in Nairobi but in Britain with the mother company. Because of this difficulty, it would take between eight and ten weeks to get the book, at a cost of Shs.166/=. Any book that was not available in East Africa would take that long to get from Britain, it appears, but due to a good number of

book suppliers that catered for the GTTC, this difficulty was greatly minimized.

Other publishers and bookshops in Kampala and Nairobi supplied books to the Government Teacher Training College, Kyambogo. It is these suppliers that helped the GTTC Kyambogo Library to expand its holdings in 1950s. By circular letter dated 25th October 1962, the British Council had the pleasure to announce a course for librarians from Schools and Colleges to be held for five days in December of that year at the British Council Cultural Centre. The Rotary Club of Stratford was yet to donate a set of encyclopaedia to the College "in the spirit of friendship and advancement of quality education" in 1964 to boost further the library holdings. The other facet of the learning/teaching materials development in the GTTC, Kyambogo was the establishment of visual aids centre to cater for the Buganda Province. By 1954, there was a Visual Aids Committee whose membership included the following Ministries: Education, Health, Natural Resources, Information, Community Development, and also included the Art School of Makerere University College.

From the composition of this committee, it can be seen that the aspect of inter-ministerial cooperation was strong. The duty of the Committee was to encourage the acquisition and preparation of teaching aids, not only for educational institutions but also for other branches of Government. This Committee was assigned the responsibility to encourage the use of visual aids in teaching the public and students in Schools and Colleges aspects related to development. To achieve its objectives, the Committee resolved that Makerere University should experiment the manufacture of visual aids, that a survey of the existing visual aids materials in Uganda be prepared, informed that Provincial Education Officers had got filmstrips for lending to schools and that for Buganda Province 150 filmstrips were kept at Kyambogo Teacher Training

College. They also agreed that part of the Museum be set aside for special exhibitions of visual aids if an Assistant Curator was appointed, and it was also that Committee to oversee the visual aids section at the Museum.

In terms of educational aspects, the role of Kyambogo GTTC embracing distributing visual materials to all schools in Buganda was, indeed phenomenal. Letters were delivered to the GTTC from other institutions of learning asking for assistance in this respect. For example, a letter from St. Theresa TTC Kisubi, requested for a filmstrip to be used for teaching purposes.<sup>26</sup> Another letter from Regina Caeli Junior Secondary Teacher Training, Namagunga requested for a map "showing the whole course of the Nile", and the Principal, Sister Alhonsus, pleaded that she had been to the head office of the Uganda Electricity Board (UEB) but "I could not get a map". In retrospect, it could be said that ITEK now has a Teaching Aids Centre which has its origin from the efforts put in by the 1954 Inter-Ministerial Committee which used educational institutions as access points for public education.

Any aspiration for development always comes with its challenges, some of which may be quite formidable. It was one of such cases that boiled over and found its way to the Legislative Council, while the budding GTTC Kyambogo kept a watchful eye on the unfolding events. Obwangor, an MP from Teso, moved a motion in the Legislative Council on what he called "Free and Compulsory Education". This proposal was being debated one year after the GTTC had been moved from Mbarara to Kyambogo hill, and therefore, this was a signal for Kyambogo to brace itself to produce more teachers. The mover of the motion gave reasons for his proposal of Universal Primary Education (UPE) which he earmarked to start in 1962, thus allowing six years "to give government ample time to produce teachers, buildings, and materials connected therewith".<sup>27</sup>

In the main, Hon. Obwangor appreciated the Legislative Council's commendation to the Government that "it was the business of the state to keep open the way of intellectual opportunity from the bottom to the top of the education system in the country". He was supported in advancing this motion by T.B. Bazarrabusa (MP) who in his debate concentrated on the difficulties he thought should be sorted out before 1962. Foremost he highlighted the shortage of teachers to implement UPE, and suggested that:

government should ease its restriction on untrained teachers. They should allow untrained teachers to teach in schools and train them as they teach. Untrained teachers should be posted where there is at least one qualified teacher on the staff who should help the untrained teachers in methods of teaching.<sup>28</sup>

After all, Bazarrabusa concluded, he knew many of them in the Legislative Council who "were taught mostly by teachers who were not trained in the methods of teaching". On the question of shortage of classrooms, Hon. Bazarrabusa suggested a minimum of health rules in class, and "where there is a shade tree under which children can be taught properly, that also should serve as a classroom". To ensure sufficiency of trees under which children should learn, Education Department, in conjunction with the Forestry Department, "should start planting some shady trees between 1956 and 1960 which eventually will serve as 'classrooms' and so save money on school buildings". In this context, therefore, Bazarrabusa, ironically, appeared to militate against the production of qualified teachers and the development of classrooms, at a time the Government Teacher Training College at Kyambogo needed them most, by suggesting the use of untrained teachers and shady trees for classrooms.

Honourable G.B.K. Magezi, in supporting the motion, did not create an iota of relief to the TTCs either. Indulging in statistics to support his argument, he revealed that in 1954 there were about

7000 teachers for about 20,000 children in the African section only. If each teacher was fully employed to cater for 40 children, there would have been an increase in enrolment to reach 378,160 children in schools. Therefore, he contended, the under-employed teachers would be able to handle UPE well in 1962.

Though Hon. Magezi decried the under-utilisation of teachers, he disagreed with Hon. Bazarrabusa on the employment of untrained teachers. He strongly believed that trained teachers were the ones better suited for the job, and as such suggested something that revived the enthusiasm of TTCs. He suggested that a training centre for teachers should be established in every district to cater for the UPE in 1962. But Hon. Kulubya could have none of this. He, on principle, agreed with the motion but disagreed with the proposed method of achieving it. He strongly held the view that UPE was a major project, and the words "free" and "compulsory" could not be implemented. He advised the council first to recommend research to determine the mood of the nation and the resources required for it.

Perhaps it is Hon. Babiiha that stood firm and uttered what all TTCs wanted to hear at that time. He supported the motion, alright, but suggested an immediate increase in the number of training colleges. If this could not be done, then the existing colleges should be double-streamed or enlarged in preparation for UPE in 1962. But incensed by the ongoing debate, the Minister of Social Services, Hon. A.K. Kironde, sprang to his feet to defend the Government record. He agreed with the spirit behind the motion, but tried to correct what he felt was an erroneous assumption that the Government was not caring about education. Delving in statistics, he revealed that in 1953 Teacher Training Colleges were re-organised to cater for an output of 1000 primary teachers per year.

In fact it could be construed here that it was this reorganisation of the Teacher Training Colleges that elicited the departure of the Government TTC from Mbarara to Kyambogo in 1955. The Minister further revealed that in 1952, there were only 829 students in Senior Secondary Schools, but by 1954 the number had increased to 5,224. He disagreed with the word "free" in the motion, proclaiming that such education needed a lot of support from the districts. He further disagreed with Hon. Magezi's mathematics of establishing 40 students per teacher to increase enrolments, taking it that such a format would only work in thickly populated areas. The Minister then moved an amendment in the last part of the motion to read:

Now, therefore, be it resolved that this Council do urge the government to make every endeavour to achieve compulsory primary education in the shortest possible space of time.<sup>29</sup>

But many members opposed the amendment and Hon. Verjee proposed amendment of the amendment where the word "free" was inserted before the words "compulsory primary education". The final motion then read:

Now, therefore, be it resolved that this council do urge the government to make every endeavour to achieve compulsory and free primary education for children of both sexes in the shortest possible time,<sup>30</sup>

The amendment was adopted by 37, and opposed by 21 members. Bazarrabusa abstained from voting.

The implication of this resolution by the Legislative Council was enormous for the budding Kyambogo Teacher Training College newly transferred from Mbarara. The reason for establishing the Government Teacher Training College was in the first instance, to train teachers for the Junior Secondary Schools which were natural absorbers of the primary leavers. If, therefore, primary schools had

to increase enrolment through the UPE, care had to be taken to also increase the number of TTCs to produce teachers, and Kyambogo GTTC had to brace itself for this task. But the UPE concept never came to fruition, to the relief of GTTC Kyambogo, which then adopted its own space of growth.

According to Yekolamu Muwaya, one of the student teachers transferred from Mbarara GTTC after one year there to finish his course at the new Kyambogo GTTC in 1955, the new GTTC was meant to train higher calibre teachers that would handle the expanding Junior Secondary Schools. Indeed Whitehead, the Principal, was the right man to rise to the occasion. Muwaya does not mince his words when describing the Principal he found at Kyambogo.

He was very much interested in performance, cleanliness and smartness, even if there was no uniform for the students.<sup>31</sup>

In 1955, the establishment of the teaching staff was very small at Kyambogo GTTC, consisting of two Britons, excluding the Principal, and Kiggundu, a Ugandan. But the tutors took the challenge of teaching with zeal, some of them encouraging students with special skills such as sports, to go to Britain for further studies. One such student, who was so good at athletics, was Olwo who was, upon this rare trait, recommended by the tutors to go to Britain for further studies. In this respect, therefore, the tutors at Kyambogo GTTC were laying the foundation for the production of quality teachers in 1955, contrary to the shadows of untrained teachers as advocated by some members of the Legislature in 1956. As a result, the teachers produced at that time for Junior Secondary schools, that is in the 1950s at Government Teacher Training College, Kyambogo, were on very high demand in schools<sup>32</sup>. The impetus for the high-quality teachers was given by the regular visits to the College by the Director of Education, Gleave, and his team.

But, let it be admitted that the motion on Universal Primary Education as passed by the Legislature, indeed, admitted the responsibility of Government to provide opportunity for education for every child, but diluted the commitment to it by asking Government to "endeavour to achieve it". What, therefore, looked so urgent at first was watered down, and it eventually fell into a trance, thereby slowing the otherwise what would have resulted in a quick expansion of Kyambogo GTTC.

The debate about the UPE in the Legislative Council was just a precursor to the concern parliament would unleash on the training of secondary teachers in 1964, a training held at Makerere University College then and their transfer to the GTTC Kyambogo that year. But let us start from the beginning and see the events that led to that growth of Kyambogo GTTC to embrace the training of Secondary School teachers.

In a circular letter number B148, the Ministry of Education spelt out the development of the Secondary School teacher training at the Government Teacher Training College Kyambogo. The circular detailed information to the effect that there were already thirteen students pursuing a special course at Makerere University College, leading to the award of Grade IV Certificates and Grade V Diploma certificates.<sup>33</sup> The Grade IV teachers would be able to teach up to senior two while Grade V teachers would teach up to School Certificate level. Some of the students had attempted Higher School Certificate examinations and a few were qualified and experienced Junior Secondary school teachers, namely Grade III teachers. Both cadres of teachers would complete the course in 1965. Furthermore the circular revealed that accommodation of the course at Makerere University College was a temporary measure, because it was envisaged that the course would move to Kyambogo GTTC in mid or late 1964. But in early 1964 additional thirty students would be admitted and would be housed and trained at

Kyambogo TTC. The requirements for admission appear in appendix 5.

The type of entrants and their salary scales when they qualified was a great source of confusion, not only to the trainees but also to the Ministry officials who designed the format. The response of those affected, the Secondary Teacher Training students at Makerere University College was immediate and rapturous. In their letter to the Permanent Secretary, Ministry of Education, the students poured scorn on the proposal of the grading and salaries attached. Their main points were that though they would qualify as Grade V teachers they were afraid that some of them would arbitrarily be assigned to Grade IV, that the salary of Grade IV was far too little for a student who had attended Higher School Certificate, that the salary of Higher School Certificate students with two principal passes was Shs.1020/= per month, that of one principal pass was Shs.950/= per month, and that of subsidiary passes was Shs.710/= per month and that all these three kinds of students have been at school for the same number of years and have undergone the same kind of training at this course, the students pointed out.<sup>34</sup>

The students appreciated the fact that the country was in great need of teachers for the expanding secondary schools. But they seemed to take it that the Government was doing very little to attract young Ugandans to the teaching profession. They lamented that:

This year's intake was expected to be 40, but surprisingly, because of the unattractive conditions of the course, only 16 turned up, of whom two have already resigned."<sup>35</sup>

Those who have dealt with mature students know all too well that when the students resort to a language such as this there is an upheaval brewing in the horizon. The Permanent Secretary knowing this too well, got the message and acted fast. In his reply, the Permanent Secretary admitted that indeed, there was a flaw in

the designed grades and the salary scales attached. He assured the students that the salary assessment and Advisory Committee had minuted the flaw in its previous meeting, and the Minister had read the minutes and decided that all entrants to the course, irrespective of the qualifications, would qualify as Grade V, and that external examinations would be arranged to be taken by all the students in the Secondary Teacher Training course. Those who passed this examination after the first year, would be allowed to do a further one-year course to qualify as Grade V teachers, and that unsuccessful students, though weak academically, would be assessed to determine professional competence. If found suitable, such students would be allowed to complete the second year to qualify as Grade IV teachers. Therefore, the Permanent Secretary assured the students, those with two or one principal passes at 'A' level would have no difference in salary. But there would be a difference between Grade V graduands with salary scale ranging from £612 to £1080, and Grade IV graduands with salary scale from £426 to £828. This difference, it was asserted, would be based on individual effort rather than qualification. This indeed, is one of the rare occasions when salaries are immediately adjusted on the slightest murmur of those concerned, without the threat of strikes!

What was being implemented to expand Kyambogo GTTC in 1964 had already been hatched in 1963, in the Minister of Education budget of 1963/64 financial year. In his letter, the Chief Education Officer and Acting Permanent Secretary then Wood, amplified some of the salient points in that speech to the Principal, GTTC Kyambogo.<sup>36</sup> The points he summarised were that Junior Secondary Teacher Training Colleges would be brought together into one College instead of six Colleges, and the College would be located at Kyambogo, and that how the training of domestic science teachers would be fitted into the expansion of Kyambogo GTTC would be worked out. He further clarified that the level of

future intake and the length of the courses would also be worked out, and that with the introduction of the seven-year primary cycle, there was no further need for the Kyambogo Domestic Science College to train teachers for primary level. Instead, there would be "supplementary" courses for teachers to qualify for secondary level. "This innovation will involve admitting Grade III female teachers for a one-year course in Home Economics", it was conclusively asserted.

Further points he summarised were that though initially Kyambogo was concentrating on training teachers for the top half of the primary school (P4-P7) and for infant schools, from 1965 it would acquire accommodation for training Secondary School Teachers. Wood revealed that the Kabaka's Government had already agreed that from the beginning of 1965 Nabisunsa School would be occupied by Kyambogo Domestic Science TTC and that the Principal of the Domestic Science TTC, in consultation with the Headmistress of Nabisunsa School, would organise the move to Nabisunsa. It was pointed out that since no catering facilities existed in Nabisunsa, Home Economics students were to continue to dine at Kyambogo GTTC. Kampala Technical Institute women students were to take their meals from Kampala Technical Institute. It was also decided that Namagunga and Buloba TTCs were to close that year namely, 1963. Their new intake and those who were to complete their courses in 1964 were to move to Kyambogo GTTC by the beginning of 1964. Mt. St. Theresa, Kisubi students were to move to Kyambogo in 1965 when accommodation would be ready.

Nonetheless, Shimoni TTC was also a candidate to move to Kyambogo when money became available. But if the plan failed, then the women's portion of Shimoni Hostel would continue to house women in training at the Shimoni TTC. This is because nearly all women students in Shimoni TTC were specialising in

infant method, which Kyambogo would not be able to cater for in 1964. If the male section of Shimoni TTC moved to Kyambogo, their hostel was to accommodate thirty Kampala Secondary School students. Shimoni would then cease any further intake.

In 1964, the demise of a few TTCs was already on the cards. Makerere University, Secondary Teacher Training section, was equally to suffer the shift to Kyambogo. The Ministry of Education circular number B1485, dated 31st March 1964, caused a stir among the secondary teacher trainees at Makerere. But a lot more instability had occurred before the students reacted to the grades and salaries attached to them. Members of Parliament, had felt uneasy about the Secondary Teacher Training programme at Makerere University College as well, and Hon. Mugeni had crowned the feelings by moving a motion in Parliament,

That this House notes the serious situation now prevailing in the Grade V teacher training course at Makerere and calls upon government to state its policy as to the future of the course.<sup>37</sup>

Hon. Minister Kalema then sprang to his feet to explain to the Hon. Members of Parliament the overall plan that was to ensure the expansion of the GTTC Kyambogo. The point he made was that in the past Makerere University College was training Secondary School teachers for the award of a Diploma. That course had ended in 1962. The University was now concentrating on the award of post-graduate teaching diplomas. In the light of the above, the Ministry of Education had mounted a non-graduate Secondary Teacher training course at Kyambogo. This meant either the transfer of the Makerere course to Kyambogo TTC “or any other place”.

The Hon. Members were not however convinced by the Minister's arguments. The Minister's reaction was that he “feared that members may have found the recital of all these facts somewhat difficult to digest”. He then promised a circular from the Ministry

of Education to all the people concerned. It was this promise that resulted in the circular number B.1485 dated 31st March, 1964.

Perhaps the most reactionary response to the proposals for the expansion of Kyambogo GTTC was from the lecturers at Makerere. The Co-ordinator who was responsible for the training of secondary teachers at Makerere became emotive about the transfer of the course to Kyambogo GTTC. The diverging views about the transfer became reflected in the conversation between the Principal, Whitehead and the Co-ordinator. The conversation proceeded thus:

Whitehead: Kyambogo will be starting completely new courses for Grade V next year.

Co-ordinator: I understood the site of the existing secondary teacher training course was to be moved geographically. But I had not read this as meaning that the courses would be completely replaced.

Whitehead: I will have vacancies for a few members of my staff probably about six, to join the Kyambogo College staff next year.

Co-ordinator: I should not be happy about losing my existing staff. Much work has gone into building up a team of people who can work together in this project. The team now is practically complete, “I should view very unfavourably any attempt to split it up”.

Whitehead: Mr. Hawes will be considering a new curricula during December holidays. It appears that a completely fresh start is being made, and any experience we may have on this subject is, to say the least, being treated lightly.

Co-ordinator: Some members of my staff have been working on syllabuses and curricula for the last two months. If our experience is to be ignored in this manner, then we are wasting our time and should cease developing this project.

- Whitehead: I think your students are of poor calibre.
- Co-ordinator: We consider that our second years are showing the effects of their training. In the past few weeks the fruit appears to begin to ripen.<sup>38</sup>

The Co-ordinator then observed that the existing position between him and the Principal, Whitehead, was “invidious” for both of them, concluding that:

It is obvious that neither him nor I are in a position to make policy decisions about such matters; and so once again I feel obliged to seek Ministry action on this matter. If the Ministry is unwilling to make a policy decision on this matter, it would seem that the existing chaos will continue.<sup>39</sup>

This certainly was some sort of resistance from Makerere quarters about the transfer of Secondary Teacher Training course to Kyambogo. But in spite of the resistance the transfer went ahead and what was called the “staff integration” at Kyambogo was put in place.

Kyambogo braced itself to train the Secondary School teachers of a high calibre. The confidential report in appendix 6 indicates exactly how the students were trained. The format of observation was surely thorough, and no wonder Kyambogo Government Teacher Training College became the pinnacle of teacher training in the country. The observation of the “confidential report on class observation” reveals the secret.

**KYAMBOGO NATIONAL TEACHERS' COLLEGE, 1965-1973**

*Cyprian B. Adupa*

It is clear that the lack of a constitution with a governing body and appropriate administrative officers has been a very serious handicap during the last six years. Provisional ways and means have been found for day to day administration - but the general situation is clumsy, frustrating and expensive.

F.R. POSKITT: *Memorandum for Visitation Committee to Makerere University College, 1970.*

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The beginning of the National Teachers' College Kyambogo was by no means auspicious, both in regard to staffing, definition of the College's legal position and the development of subjects. Without a constitutional framework, the operation of the College depended almost wholly on dialogue and debate among the staff and the work of Committees.

On 31st March 1964, a Ministry of Education circular broke the news that Kyambogo Teachers Training College (GTTC) would with effect from 1964 begin to accommodate a special course which had hitherto been under Makerere University College control. The lot which was to be affected by the Ministry's decision was 13 in number.

It would appear that the decision to make Kyambogo train teachers for the Diploma award was prompted by the policy of the Uganda post-independence government. The Castle Education Commission of 1963 had recommended a tremendous increase in school enrolment<sup>1</sup> especially at secondary schools and such an arrangement required a commensurate boost in the output of trained teachers. The purpose of the College was clear; to provide

teachers to replace expatriates.

Despite the clarity of objectives with which the Diploma courses were conceptualised, the first meeting to consider the mechanics of the College's operation took place ten months later. On 10th and 11th December, 1964, the meeting that was to decide the destiny of Kyambogo was held in the Inspectorate, Ministry of Education to, among other things, thrash out the contents of the Grade V courses at Kyambogo<sup>2</sup>. The meeting was chaired by H.W.R. Hawes who represented the Chief Inspector. It was also attended by E.H. Rukare, Senior Inspector of Schools, as its Secretary. Others who attended were F.A. Hamilton, Vice-Principal, Kyambogo TTC, and S.S. Hoyle, Head of Grade IV/V course. The meeting considered entrance regulations, length of course, status of the teachers and award of Diplomas. It also considered scope and structure of the course as well as the subjects to be offered.

By the entrance regulations, candidates for the Diploma in Education were to be either holders of Higher School Certificate (HSC) with at least one principal and one subsidiary or three subsidiaries in a number of specified subjects. The second category of applicants to be considered were holders of Cambridge School Certificate (CSC) with at least 2nd Grade Certificate and an aggregate of 15 points in the best three subjects offered at principal level, including English.

Additionally, a decision was taken to have a 3-Year course and a 2-Year course at Kyambogo. While candidates with HSC were to do a 2-Year course, others with Cambridge School Certificate were to take three years. Although the HSC and CSC students were both to qualify as Grade V teachers, the latter were according to the Committee to enter the Grade V salary scale one point below that of the former.

The initial intake beginning in 1965 provided for the then Grade IV/V students who were at Makerere. It was agreed that all the 10 first year students were to do a two year course for Grade V. The safeguard introduced by the Committee was that candidates whose results in examinations showed them to be below standard were either to be discontinued or asked to repeat. Of all the 11 second year students of the Grade IV/V course, about half were expected to complete their courses as Grade IV in March 1965 and the others as Grade V in December, 1965.

Under the new Diploma course, upgrading students were also considered. The Committee agreed that not only were upgrading courses to continue being mounted but also that all upgrading at Kyambogo would be a two year course leading to a Grade V qualification. The Committee also agreed that the subjects to be studied in the new College was to be divided into Main subjects and Subsidiary subjects. The Main subjects which the College offered comprised English, Mathematics, Physics, Chemistry, Biology, History, Geography, and Art. The Subsidiary subjects were Religious Knowledge, Music, Physical Education, Art and Languages.

On the Uganda Home Economics College, the decision taken was that should the College be incorporated into Kyambogo College, Home Economics would be regarded as a Main subject.

The meeting of December 1964 had far reaching consequences on the vision of the newly established National Teachers' College (NTC). The meeting discussed at length the question of transferring students from Grade V course to the Bachelor of Education course. Although the proposals for such a transfer was ultimately rejected, the Committee suggested that the successful and deserving candidates could be recommended for a normal degree course at Makerere or elsewhere after the completion of the Grade V course.

Vividly then, in concretising the establishment of the NTC Kyambogo, the authors of the proposals did not see its birth as a dead end, but rather a transitory phase from which the course beneficiaries would acquire a degree.

In 1965, J.B. Whitehead who had headed the Kyambogo Government Teacher Training College since 1954 was retiring. As a tentative arrangement, Arthur French, from the Faculty of Education, Makerere was requested to act as Principal. What was clear, however, was that neither J.B. Whitehead nor his immediate successor, French, vividly envisaged the way forward for the new college. For instance, when J.B. Whitehead realised in 1964 that the status of the College was changing, and the Ministry of Education requested a forecast on student intake and subject requirements, his answer was full of uncertainty. In a letter of April, 1964 to the Permanent Secretary, Ministry of Education, Whitehead indicated that it was not at all clear what the impact of the Grade V course was likely to be. The basis of his conclusion was the fact that in Uganda there were about 450 students taking the HSC at the end of 1964 and it was impossible to foretell how many who did not obtain university entry would choose to undertake teacher training. Since such a difficulty existed, the Principal was of the view that it was impossible to forecast subject requirements for 1965!

Nevertheless, Whitehead was author to a proposal that entailed the deployment of the GTTC staff in a way that catered for both the Grade III courses and the new Grade V courses. Ironically, despite the inability to concretely depict the subject requirements for 1965, Whitehead was able to put the approximate number of students for 1965 at 270 for Grade III courses and 75 for Grade V courses. The proposal for the deployment of staff for the two courses revealed dents in what Whitehead believed was the ability of the staff on the ground to handle the new courses. The only subjects which

Whitehead believed could be handled by the existing staff were: English, Mathematics, History, Geography, Physical Education, Art and Crafts, Speech Training, Visual Aids, and Rural Science and Biology.

A number of subjects did not have tutors to handle them. These were Physics, Chemistry, Education and Psychology, Music and General Science. When French became Acting Principal of the new college in 1965, the Kyambogo situation represented a formidable challenge. The administration of French was one of those interludes in the history of the College which ultimately left him wishing for the appointment of a substantive Principal and the recruitment of a high-powered tutor for Education/Psychology.

It would appear that the contention of French was borne out of the difficulties the new institution had run into concerning recruitment of teaching staff. Indeed, throughout 1965, the College grappled with the issue of recruitment. The difficulty in recruitment was made even more potent by the triangular relationship between National Teachers' College Kyambogo, Makerere University, and the Ministry of Education. Perhaps the problems of Kyambogo had been partly created by the apparent reluctance of S. Hoyle, Head of Grade IV/V course to accept the idea of merger with Kyambogo TTC. According to Minutes of the Committee meeting of 10th and 11th December, 1964 which decided the destiny of Kyambogo:

Mr. Hoyle wished it to be put on record that the agenda discussed at the meeting was only that allowed by the Chairman as being concerned with professional matters. He wished it made clear that he considered that decisions on many administrative problems were still outstanding.<sup>3</sup>

On 12th April, 1965, a meeting took place between Makerere University College and the Ministry of Education to consider

matters arising out of the Kyambogo take-over. The meeting which was attended by among others, French, Acting Principal Kyambogo College, Mrs. Harbottle, Acting Dean of Education, W.W. Rwetsiba, Permanent Secretary, Ministry of Education and M. Sozi, Chief Education Officer, reviewed the 1965/66 estimates, staffing position and the Kyambogo establishment.

It was clear from the deliberations of the meeting that discontent had began to emerge among the staff then at Kyambogo. Some members of staff at Kyambogo complained that they had been seconded to Makerere without their consent. The meeting however agreed that the finances of Kyambogo College should henceforth be worked out along the following lines: firstly, that the Bursar of Makerere University College and the Principal Assistant Secretary, Ministry of Education, discuss the estimates in detail before they were considered at a further meeting between the Ministry and Makerere. Secondly, agreement was reached that the Bursar of Makerere should submit to the Ministry proposals for the financing of Kyambogo on the basis of a tuition fee of £300 per annum per student and a residential fee of £125 per annum. Thirdly, that the salary of the Acting Principal, Kyambogo, plus any responsibility allowance which may be payable under Uganda Government regulations, be recovered by Makerere from the Ministry of Education.

Perhaps the most volatile of the points of agreement that the Committee came out with concerned the staffing position in general and that of the tutors in particular. The Committee decided that members of staff then at Kyambogo should be posted to Kyambogo provided such staff were acceptable to Makerere. Secondly, staff appointed between then and full agreement being reached on the financing of Kyambogo should continue to be appointed by the Chief Education Officer and seconded to Kyambogo but with the approval of Makerere. Finally, a position

which represented a prelude to later discontent, the non-established staff were to continue being paid on a temporary basis by the Ministry of Education, the Bursar of Makerere acting as an agent of the Ministry.

The agreement reached on the Kyambogo tutors was indeed a reflection of the interim nature of the decisions of the triangular partners. It was this interim arrangement that became a feature of decisions taken about Kyambogo that prompted F.R. Poskitt, Director of Kyambogo from 1966 to 1971, to lament that such a situation was "clumsy, frustrating and expensive".

On 20th May, 1965, Bernard Onyango, then Deputy Registrar of Makerere University College, submitted papers to members of the Appointments Committee who were to consider applications of existing staff at Kyambogo and new applicants. The College had advertised posts at Kyambogo in the *Uganda Argus* of 15th and 17th May, 1965 for new applicants. The posts advertised in May were for Tutors in Mathematics, Geography, Physical Science and Education. In addition, the College advertised part-time posts for tutors in Physical Education, Music and Science.

Applications had for the staff then at Kyambogo itself been requested by the Acting Principal in a letter that was quite telling. In a circular of 4th May 1965 to the staff of the College, French requested everyone who wished to stay on under the "Makerere regime" to set out in the form of a letter information on their qualifications, experience in the secondary schools and teacher training by the 15th May, 1965. It was this information that was to be sent to the Registrar, Makerere College by the Acting Principal himself.

The advertisement of posts in Kyambogo that was made later provoked criticism from the Chief Education Officer who observed

that the advertisements were too brief. There was no indication whether the posts carried any responsibility allowance and the salary scale too was not stated. The advertisements were also silent on terms of service and accommodation. The questions the Chief Education Officer asked were: Will he be appointed as Education Officer, Lecturer and then be seconded to Makerere carrying his government salary or allowance with him? What about a house and rent for the house?

It was apparently clear that the Chief Education Officer's questions could only be answered by a reflection on the terms and conditions of service as known to the Acting Principal. In a letter C.J. Dave of V.J. Junior Secondary School Busembatia wrote inquiring into the conditions of service, for example, the only information the Acting Principal could volunteer to the prospective applicant was that the appointment would "probably be on a new Higher Education Scale under UTS terms".

Indeed, throughout 1965, the terms and conditions of service at Kyambogo were not clear to its Acting Principal. In November, 1965, he wrote to the Permanent Secretary, Ministry of Education indicating that one difficulty in putting anything explicit about any advertisements of posts at Kyambogo was the fact that important decisions regarding the College had delayed. According to the letter, firstly, the relationship between Kyambogo NTC and Makerere was to some extent in doubt. Secondly, the Higher Education Scale had not yet been promulgated. Lastly, a request to Makerere that the housing situation should be made more explicit had not been answered.

On the whole, when Bernard Onyango submitted the papers for the Appointment Committee meeting of 28th May 1965, the following posts were in the establishment: 4 posts (English), 2 (History), 3 (Geography), 2 (Art), 3 (Mathematics), 2 (Physics), 2 (Chemistry),

4 (Biology), 2 (Domestic Science), 3 (Education), 2 (Psychology), 1 (Speech), 1 (Audio Visual), 2 (Physical Education), 1 (Music), and Religious Studies/Chaplaincies. In all 27 candidates were short-listed for the interview.

Although the Committee was able to recommend a number of people for appointment, it is true that throughout 1965, the Acting Principal continued to pre-occupy himself with the recruitment problems. The correspondences of the Acting Principal, French, with prospective applicants, would seem to suggest that a requirement for the recruitment of tutors was that they should have had at least a year's teaching experience in a secondary school, including sixth form teaching.

The difficulties in the recruitment drive was amply demonstrated in June 1965 by the attempt to recruit Patricia Winter into the College staff. Miss Winter had earlier joined Gayaza High School on a two year contract to teach Mathematics. The Acting Headmistress of the school, B.Richards, declined to release Miss Winter. In a letter which the Principal of Kyambogo College wrote to the Chief Education Officer, the attempt to acquire another teacher uncomfortably shifted to a consideration of D. Ponting from Nyakasura. During the same month, the Permanent Secretary, Ministry of Education wrote to the Acting Principal offering Neil Albright who was among the ten Teacher Education East Africa (TEEA) teachers expected in August 1965. But this offer was turned down by the College on technical grounds.

The inability of the Ministry of Education to establish a Constitutional framework for the College meanwhile meant that the ultimate authority on appointments at Kyambogo still remained a matter for conjecture. As the Acting Principal, French wrote in his letter of 2nd November, 1965:

The Registrar  
Makerere University College  
P.O. Box 262  
Kampala.

For the attention of Mr. Jenkins

Dear David,

I am just letting you know that I am advertising for a Maths lecturer at Kyambogo in the 'Argus'. In the present state of negotiations between Makerere and the Government, this would still be a government appointment, but of course I should clear any candidate with a Makerere Selection Committee before committing Kyambogo to taking him on.

Yours sincerely,

A. French  
Acting Principal

Infact the recruitment of a Mathematics teacher was difficult because of what Michael Sozi, then Chief Education Officer viewed as the general shortage of Mathematics teachers in his letter to the Acting Principal of November, 1965.

At this time, a project which assisted in the sustenance of the College was that of the TEEA. The Ministry of Education had made a request to them for the recruitment of tutors. Three tutors were henceforth recruited and did arrive on the 15th August, 1965. They were Douglas Williams (Chemistry), Edon Katter (Visual Aids), and Lawrence Thomas (English). What was significant about the trio was that they were all holders of Masters Degree in their respective fields since the minimum requirement for the new recruitment drive of the TEEA in the 1965 tutor recruitment was a Masters degree and additionally, five years teaching experience.

Despite the problems that faced staff recruitment, by January 1966, the National Teachers' Colege had 25 members of teaching staff, the Acting Principal inclusive. All the staff were employed on either permanent or contract terms except Dr. Ellis from the TEEA who was a part-time tutor for Education. By 30th September 1966, the number of teaching staff had grown to 32. Of the 32 members of staff, there were only 4 Africans. The Africans on the staff were Mrs. K.P. Bosa (Psychology), H.M. Byakika (Geography), N. Kaggwa (Art) and J. Kyagambiddwa (Music).

While by September 1966 Europeans and other whites were almost wholly employeed into the College as Education Officers, all Africans were employed under Uganda Teaching Service terms. The only exception were Reverend C.C. Ledger and B. Rothwell both of whom were Canadians but their overseas allowances were paid by the Canadian Government. Out of the 32 lecturers, 6 were paid on permanent terms, 3 on temporary terms and 23 were on contract. The permanent members of staff were: A.G. Adatia, F. Core, H.M. Byakika, W.L. D'Souza, R.B. Sama, and D. Ponting.

One of the critical issues which pre-occupied the Ministry of Education and Makerere University College during the maiden years of the College was the appointment of a substantive Principal. The matter was being handled by the two parties in collaboration with the British Ministry of Overseas Development. While by June 1965 A. French, the Acting Principal considered that the appointment of a Principal was at an advanced stage, it was not until June of the following year that Kyambogo College acquired a substantive Principal.

The appointment of a Principal for the College was a slow process. Yet to the Acting Principal, French, he was going on leave from 2nd July 1965 after which he would return to Makerere and not Kyambogo. The man at the centre of considering individual

applicants for the post was Barry Cousins, of the British Ministry of Overseas Development.

During the month of June 1965, the Principal of Makerere and the Chief Education Officer went to London to try and make consultations with Barry Cousins and take a decision on who should be the Principal. There were two candidates for the post. The first was I.A. Secrets who had previously served as a Missionary in the Congo. The second one was a Mr. Flight. The visit yielded an offer of the post to Flight. It would appear that the decision was prompted by the fact that Flight had already been seriously considered for a post in University College Nairobi, in the Department of Education. In the thinking of the delegation therefore, they had "hooked" him very quickly considering that he was one of the best brains available. The date for Flight's reporting to his new station was December, 1965. Flight did not however report to take up his new assignment. It would appear that he had been picked on but his consent had not been sought. Ultimately, F.R. Poskitt who had not been one of the applicants to be vetted was appointed and in June 1966, NTC Kyambogo got a substantive Principal.

The year 1966 had in the meantime opened with the focus of the College management centred on lack of better pay conditions. By January 1966, the "Further Education Scale" promised by the Ministry of Education since the inception of the College had not yet matured. Infact when Poskitt took over and became Director of the College, he too was concerned about the indigenous Ugandan tutors whom he considered were in "an anomalous position in relation to expatriates". According to Poskitt, the salary of the expatriate tutor in the College was above what the tutor would receive under Makerere terms and conditions of service. Perhaps the delay in implementation of the Higher Education Scale had been somewhat created by the position taken by the Ministry

of Education in 1967. To the Ministry, teaching staff at Kyambogo were of the same status as that of Makerere and it was only plausible that both should be governed under existing University terms and conditions of service. The Makerere terms and conditions of service were however unacceptable to the expatriate staff who had been appointed by the Civil Service and enjoyed better terms.

But the delay in granting better terms and conditions of service to Kyambogo staff also had its roots in the fear the Ministry of Education had. While the Ministry of Education was aware of the need to make appointments at Kyambogo more attractive, it felt handicapped on issues involving British salary scales. ODM claimed that they were bound by international agreements and held that improvement in staffing could only come if salaries paid by the Uganda Government were increased. But the Uganda Government was in a precarious position because such increases would have had serious repercussions on the Uganda Civil Service generally.

Despite the misgivings of the Ministry, the decision was finally taken in May 1969 to give the tutors better terms and conditions of service. The official phrase for such allowances was "Lecturers teaching at University level". The agreement was that all engaged on work at University level in the National Teachers' College (NTC), Uganda Technical College (UTC) and the Uganda College of Commerce (UCC) were to be paid Further Education Allowances of Shs.3,200/= per annum as from 1st January 1969. But such allowances were not to count for gratuity or pension and was to be paid as long as the men and women concerned remained on the staff of those Colleges.

When Poskitt arrived in June 1966, it was agreed between him and the Chief Education Officer that he would not get immediately

involved in "Constitution Making", an indication that the parties to the running of Kyambogo NTC were still grappling with what the legal position of the college denoted. Instead, the agreement was that he should concentrate on "building up" the day-to-day running of the College. But as Poskitt observed:

It was thought that out of such experience, by trial and error, we should feel our way towards the best administrative relationship with Makerere. From such experience it became clear and was apparently accepted by everyone concerned that the transfer of finance and ordering to Makerere had been a mistake.<sup>6</sup>

Vividly, the Principal's comments signified that trial and error administration was cumbersome and unworkable. It was not surprising that in a meeting of 13th November, 1966, chaired by Professor E. Lucas, it was decided that the College be self-accounting by November 1, 1966. Unfortunately, the decision was not implemented because in the view of Professor Lucas, the changeover had to be delayed until a legal position for Kyambogo had been agreed.

The failure to grant the NTC self-accounting status immediately had two results. Firstly, the lack of self-accounting powers contributed to a situation of constant crisis for the College. The Bursar of NTC was, for instance, frequently off the premises of Kyambogo offices on his way to or from Makerere. Moreover, as the report on College policy of 1970 succinctly noted, this involved considerable waste of time, money and transport, delays and confusion, particularly when Overseas Orders were made. Secondly, because the NTC was not financially autonomous, the build-up of appropriate administrative machinery within the College was delayed. As a consequence of this failure, by February 1970, no additional Administrative Officer had been appointed although an internal arrangement provided for K.J. Attwell as Secretary/Registrar from 1968.<sup>7</sup> Infact it was not until

18th April 1970 that the post of Deputy Director was advertised.

Throughout the Poskitt era, he was not only concerned about streamlining the constitutional position of the College but was too involved in the establishment of a clear plan for Kyambogo development. Indeed, Poskitt was a far-sighted man and had a grand plan for the development of Kyambogo. In a letter of 14th October 1968 which he wrote to the Permanent Secretary, Ministry of Education, he observed:

the planning problem involves not only the whole Kyambogo estate (including the Uganda Technical College site) but a complex situation of a neighbourhood and community using well established routes across the estate. It is, therefore, imperative to view the development programme 1968-70 within the framework of a site plan to cover the likely need of the next decade and in the setting of a planning problem which involves not only the National Teachers' College and the Uganda Technical College but a considerable neighbourhood area from whose problems the college cannot be isolated<sup>8</sup>

The position taken by the Director re-iterated the view he had over Kyambogo development as early as October 1966. Barely three weeks after he had the experience of a full college term, Poskitt made an interim report on the College. The report had comments on a Master Plan of site for Kyambogo which reflected the fears of the College that should the site be limited, the development of the College would be restricted. The development of Kyambogo could not therefore be discussed without involving E. Summers, the Principal, Uganda Technical College.

One of the serious issues that fitted into the scheme of the Director's projections of Kyambogo development was the need for additional accommodation. By 1968, there was obvious inadequacy of facilities in a number of spheres. There was also the necessity of increasing the output of secondary teachers to meet the needs of school expansion. During 1967, the expansion at the

secondary level began by the Uganda Government in 1965 continued. Intake into senior one had been expanded to take account of large numbers of primary leavers. Moreover, the 25 secondary schools opened at the beginning of 1965 by Government had continued to expand during their third year of development. While the intake in Government Aided secondary schools in 1965 was 6,106, the number had grown in 1967 to 8,468. The total student enrolment was 16,192 in 1965 but had grown to 25,180 by 1967. There was, thus, a substantial increase in total enrolment in secondary schools requiring a commensurate increase at the Kyambogo NTC. The target was to have a student population of 500 by 1971 at the College.

In 1968, there were 4 halls for men and a lodge that accommodated 288 and 28 students, respectively. Women students were accommodated in the Women's Hostel which had 60 students while the Home Economics Building provided for 14 other women students. The projection was to accommodate 352 men and 144 women by 1971. Such a projection envisaged the construction of a new hall for 144 women while the ex-women's hostel was to accommodate 48 men. The ex Annex was to accommodate 16 men. This was in addition to the 4 halls which was to continue accommodating 288 men. The new hall for 144 women was later to become the present Nanziri Hall.

The proposed new developments at the College, therefore, comprised a Design Centre, Science Project Centre, Language Centre, Library Extension, Administration Block and a College Demonstration School. On 26th March 1969, the Ministry of Education finally authorised Patrick T. Roberts, Chartered Architects to begin work on the working drawings and construction details for the various buildings, to be financed with assistance from the United Kingdom. But the Permanent Secretary warned:

When preparing the working drawings and construction details, you must aim at maximum economy. The amount of money available for this project is limited and it is in our interest to keep the cost as low as possible<sup>9</sup>

The amount of money referred to was Shs.2.8 million in total without considering loose furniture or consultant's fee. The contractors started work in June 1969 and by 1972, the buildings had been completed. It was these buildings which Idi Amin, then President of Uganda opened in January 1972.

The buildings at Kyambogo referred to was however to represent an epitome of latent rivalry between the British and the Americans. When a meeting took place in October 1968 to finalise discussions on various buildings under Ministry of Overseas Development, UK (ODM), one of the issues discussed was comparison of facilities. A representative of the British High Commission, Kampala informed the meeting that the ODM wanted to compare the proposed facilities for each scheme with those provided by other donors, for instance United States Aid for International Development (USAID)<sup>10</sup>. The architect who had represented ODM at the meeting wanted to meet with the architects for USAID project at Makerere.

What the proposition meant was however not lost on the Registrar/Secretary, Makerere University College who was present at the meeting. He accepted to organise an *informal* meeting between the representative of the ODM and a representative of the firm of architects given that "it is never wise to set one architect against another".

The year 1968 is especially significant in the history of the College in two respects. Firstly, it marked the genesis of plans to not only provide for more accommodation space and an Administration Block. It also reflected the development of plans for buildings that

was to cater for specific academic disciplines. Secondly, the year witnessed the determination of Poskitt to complete preparation for a site plan for the College.

In early 1968, considerable discussion about the extension and development of the College Estate took place. This was so because there could not be room for the required College buildings and staff housing necessary if the College had to take 500 students by 1971. As the Director wrote in March 1968 on the Kyambogo site plan scheme:

My guess is that this will bring to the site some 2000 college students, some 800/900 school students, 200 academic staff and 120 school staff, with perhaps 300 junior staff. With families, domestic staff and the rest, a population of not far short of 10,000 people may soon be living on the hill. All kinds of needs such as shopping, and primary schools and transport will arise and it is important that any site plan for this college should be related to town planning policy in the area<sup>11</sup>

It was indeed this consideration that prompted the Director of NTC to plead that in any discussions on expansion, there was need for the Chief Planner, Mr. Morgan. The Director's dreams were that the areas between the College and Jinja Road (except for Nabisunsa and the Home Economics Areas) be turned into playing fields free of bushes and long grasses. The scheme so favoured by the Director was also in principle acceptable to the Ministry of Education. As a complement to the proposals, the city authorities were by 1968 in support of creating facilities of playing fields for the College that would be available for use by other beneficiaries rather than the College alone. Unfortunately, the scheme did not materialise.

One of the areas which caused constant crises for Kyambogo during the year 1965 was accommodation for staff. By April 1965, only a portion of the staff of Kyambogo NTC were housed in

institutional housing and the majority of the staff had to compete with other civil servants for pool housing through the Kampala Housing Committee. The fear of a committee meeting comprising Makerere University College, Ministry of Education representatives and the Acting Principal, Kyambogo that met in April 1965 was that under such conditions, Makerere could not be able to fulfil her commitments to the staff of Kyambogo since under Makerere terms, housing was a guaranteed right. The Committee then urged the Ministry of Education to make every effort to get the civil service housing at Kyambogo freed and assigned as a block to the College and the Uganda Technical College.

In a Provisional Report of 6th July, 1966 sent to the Ministry of Education, the Director emphasised the need for 9 or 10 immediate additional accommodation for tutors. In another report of October 1967 to the Chief Education Officer, the Director proposed that for a College of 400 students, additional housing for 14 tutors was required and another 10 if the College was to be planned for 500 students, which was in reality the target for 1971.

As a consequence of accommodation difficulties, the NTC had to turn down the acceptance of Kilty, who had been chosen on a Uganda Recruitment Drive. The non-acceptance of Kilty was a disappointment to ODM. Another result of the accommodation crisis was that TEEA offers of tutors had to be turned down in 1967. Infact when G. Ashby who became the only tutor in Education (the establishment for education was 4) was accepted by the NTC, it was only because Makerere offered him temporary accommodation. At the time, NTC Kyambogo had fears that should Makerere be unable to continue accommodating Ashby, it would have meant his return to the United States of America, yet the College badly required his services.

Although the Development Plan for the triennium 1968-1970 prepared by the College for the ODM had 4 staff houses, its Phase I (with 4 others being constructed using college funds) and Phase II had 8 houses, a total of 16, the plan represented a remoteness that could not immediately be of value in solving the College's housing crisis. The intermittent crisis made the Director write to the Permanent Secretary, Ministry of Education in 1968 requesting that steps be taken "to ensure that all houses vacated on the Upper and Lower estates should be made available"<sup>12</sup> for the College.

Despite the housing crisis the College was going through, there were houses which could have been inhabited but for various reasons, could not be availed to prospective occupants. 11 Cornwell Crescent was for instance in an inhabitable state and the immediate steps that could have been taken was to make the Ministry of Works do repair work. But such repairs could not be taken up due to a debate about which Ministry was to pay for the repairs. Even then, as Poskitt critically observed, between March and July 1968, the College required accommodation for two additional tutors even if 11 Cornwell Crescent was to be repaired and houses still occupied by those who should have left the College for other postings released.<sup>13</sup>

Kyambogo NTC had 32 houses by February 1968. Effectively, however, the total number of houses under National Teachers' College control was 31 because Father Mckee's house belonged to the Uganda Technical College. Regarding housing, a problem arose in 1968 because Miss Svestad had "generously" agreed to return for another term as Librarian since an administrative breakdown meant that no successor had been appointed. There had, in the meantime, been failure to see that her continuation in Kyambogo, though a generous offer, would necessitate leaving her quarters vacant, yet it had been promised to the Warden of the Hostel!

Indeed difficulties in accommodation warranted the Ministry of Education to sound out that regulations be followed on allocation of houses. The regulations stipulated that when tutors went on leave, their houses be cleared and available for reallocation to new tutors or to those returning from leave, having regard to size of family, and length of service; that where accommodation was insufficient, for two men or women tutors without partners, houses needed to be shared. The dilemma which accrued on whether or not to strictly follow the regulations prompted the appointment of a Housing Committee chaired by W. McWhirter detailed to advise the Director on allocation of houses. It was in relation to housing that K.J. Attwell was appointed into the Committee to perform the functions of Estates Officer until such an appointment was provided for in the NTC establishment. Attwell was to see that College policy was carried out when tutors left or went on leave. By 1973, the housing problem was so critical that the Director then noted that the housing problem had made it impossible to fill up the establishment.<sup>14</sup>

The extension which catered for more buildings, especially to the Eastern boundary of Kyambogo would not have been possible without the co-operation of C.M.S. Kisasonkole. Early in 1969, about 160 acres of land was bought from Kisasonkole. But by September 1969, the tenants who occupied the land had not been compensated. The failure to effect compensation resulted in deputations to the Director, Poskitt, with tenants complaining that they had been deprived of their livelihood and yet could not move elsewhere because they had no money to buy or rent land or build new houses. The complication with the tenants had even earlier on made the Acting Commissioner of Lands and Surveys to write to Kisasonkole in February 1969 requesting him to warn his tenants on the Banda land that Government had interest in buying that land. The appeal of the Acting Commissioner provoked a reaction with Kisasonkole advising Government to employ someone at a

small fee to prevent any would-be erection of buildings. But Kisosonkole himself acquired new allocation at the top of the hill with the Government guaranteeing access road.

Ultimately, after the purchase of land was completed, other questions arose in February 1970. Firstly, the need to fence as much as possible the Estate. Secondly, the question of an Approach Road from the Jinja Road at the Eastern end of the Estate, to link with the Boundary Road planned ultimately to go all around the Estate. On the necessity for such a road which N. Kaggwa referred to as the "Banda Highway", in a staff meeting, Poskitt observed:

It is also clear that unless alternative routes are planned for those who now go across our Estate in large numbers to reach their homes - often in cars - it will not be possible to keep such people outside our boundaries.<sup>15</sup>

The worry Poskitt had was invariably linked with the security of Kyambogo Estate in general. The Director was concerned because between 1st and 9th January 1969, four incidents occurred. The first was robbery on the Lower Estate which was reported to the Police. There was also an attack on the watchman at the Director's house. Two other robberies had too taken place on the Lower Estate. These incidents convinced the College of the need for action and Poskitt duly wrote to the Inspector General of Police, E.W. Oryema about the matter.

Burglaries had assumed a heightened proportion in 1969, but by October, 1968 it had already began creating some tension within the staff. Apart from loss of property, there was fear that if the burglaries continued, lecturers would be unwilling to continue to serve the College. These cases of burglaries forced the College to engage the services of Night Security Organisation (U) Ltd. Infact, the security of Kyambogo hill became so threatened that in March

1969, a report on joint security was submitted to the Permanent Secretary, Ministry of Education,<sup>16</sup> recommending an allocation of funds to the College by the Ministry of Education for purposes of boosting security.

It was clear from the report on Joint Security that difficulties that existed in the security system had contributed to the dilemma of the two colleges. At the time, National Teachers' College Kyambogo had an establishment of 14 night watchmen while the Uganda Technical College had 20 watchmen. The combined forces of 34 was vividly inadequate in size, expertise and training. Apart from a whistle, a torch and a "loaded stick", they had nothing else!

Perhaps apart from the mundane matters of buildings, land and security, more fundamental in the growth of the College was the essence of the establishment of National Teachers' College - the academic arena. The basis for the growth and development of the new institution in 1965 was the staff and student ratio. The Hale Commission that had created the staff and student ratio at Makerere University College put the ratio at 1:10. It was this ratio that was adopted by Kyambogo NTC in 1965. By the 1965 students number of 374, a staff of 37 was considered appropriate.

Quite early in the College's life, the Ministry of Education was concerned about the progress being made in the teaching of subjects at the Kyambogo NTC. With regard to Music, for example, the Chief Education Officer wrote to the Acting Principal, French, in April 1965 impressing upon him the Minister of Education's keenness that Music be developed in the Uganda education system. Concrete proposals were made in the letter for one P.R. Cooke to be transferred from Makerere College School to the new college. To replace Cooke was to be an American whom the Ministry had already identified.

But the Ministry's enthusiasm for Music at the College appeared to have reduced its momentum when in the heat of the moment, the College proposed that rather than continue as a department, the Music department be developed into a National Music Centre. The overzealousness of the department moreover ended in the suggestion that Music and dance be made compulsory to all students in the College. The reaction of the Ministry was unequivocal in doubting the wisdom of making "Music and Dance compulsory even to students who are not musical".<sup>17</sup>

When Poskitt arrived in June 1966, one of the serious problems he encountered regarding the subjects taught at the College was that of inadequate equipment and facilities. In Biology, for instance, 52 students had been admitted but up to September 1966, the Biology laboratory was a room designed as a Carpenter's shop on the door of which someone had put a notice "Rural Science". The laboratory was equipped with 2 microscopes and 5 dissecting kits.

The year 1967 witnessed a review of the curriculum of the College. Not only was the list of subjects offered at the College lengthened, but an attempt was also made to ensure that the courses were properly balanced by including practical subjects, liberal studies, science programmes as well as professional studies. Steps were also taken to improve quality of the College's output by stepping up the standards of instructional equipment and facilities and by tightening entrance regulations. In particular, in line with Ministry of Education policy, the NTC had by 1968 introduced Metal and Wood Work, Physical Education and Creative Activities. By October 1968, plans were already underway for the introduction of Agriculture.

At the same time, the year 1967 signified the beginning of serious reflection by the College on its mission and achievements. The necessity for the NTC to assume a pensive mood was warranted

by, among other things, the experience of the College with Professional Studies. The 1967 Professional Studies examinations were unique. This was because of the lack of an approved syllabus in the various subjects grouped as Professional Studies for the examinations due in November 1967.<sup>18</sup> The Makerere Faculty of Education had accepted as an "interim" arrangement the syllabuses put forward by a group of tutors of the College and representatives of Makerere who had met that term. The acceptance of the syllabuses however carried a warning: Makerere did not wish to see a precedent established that a syllabus should be presented to the Makerere Faculty of Education for immediate acceptance or that presentation was done before it had been put to the Academic Committee (i.e. Tutorial Staff of Kyambogo) for comment.

It would appear that the concerns of Makerere was legitimate. The syllabuses had not been discussed at the College as a starting point. Instead the Committee that was concerned with it assumed that their own input was representative of what the Tutorial Staff could have contributed to it!

Professional Studies was a case in which all tutors were greatly concerned, at least regarding the general pattern of the course. As a result, a Sub-Committee on Professional Studies, to which all tutors were invited, was established to consider the whole structure of professional training including the pattern of subjects originally forwarded to Makerere.

The comments made by students in the course of 1967 was especially instructive in the College's bid to appraise its achievements. Three issues had emerged out of the students' comments. Firstly, Year I were not altogether happy at not being presented with subject syllabuses. Secondly, the students were largely unaware of academic tutorship which had been introduced as a vital feature of the College's camaraderie approach to learning.

Lastly, the students wished to know their tutors sufficiently well through having greater personal contact with them, in terms of all tutors having occasional meals in the Dining Hall.

In December 1967, the Director expressed appreciation for the hard work that had been done in the College. However, he cautioned that the NTC should always be asking itself if an adequate return was being produced in proportion to the work involved.<sup>19</sup> The question which then emerged out of the discussion with tutors were: Were the students being given too much or too little? Were they organising their time correctly? Should there be a time-tabled preparation? Should the tutors ensure that there was a balance of work throughout the course rather than pressure in the third year or towards the end of the year with all students?

The answer to the questions raised by the reflections precipitated new moves in 1968. By March 1968, Advisory Subject Panels had been created to remedy the pitfalls in the mechanics of syllabus production. The purpose of the panels was to draw up syllabuses for submission to the Faculty Board through the Director, acting with the advice of the Academic Committee. The establishment of the Advisory Subject Panels was however also meant to answer criticism made of the existing education system in Uganda which was viewed as characterised by "subjectivitis" in schools and "departmentalism" in Colleges.

Unfortunately, the decision taken by the tutors to effectively tackle the criticism that had been generated in the College itself, the Faculty and Makerere Academic Board over "Education" was a resort to an "interim measure". To deal with immediate needs and remedy the criticism, the tutors were asked to draw up "a revised interim syllabus" to replace "the existing interim syllabus".

While the development of other subjects went on somewhat

smoothly, the introduction of French in the College was one of those dramatic events that caused anxiety in the College, the Ministry of Education and also the Faculty of Education in Makerere. In May 1973, a telephone call to the Director, NTC Kyambogo from the Ministry of Education started off the subject by introducing H. Nilsson the would-be Head of French.

French was therefore started impromptu, with no plans for finance, housing or classrooms. Infact the Acting Dean, Faculty of Education was so concerned about the development that he wrote a letter on 20th June 1973 to the Director, M.Y.G. Burua about the matter. The implications of starting the subject abruptly created difficulties for Burua about which he critically observed:

Monsieu Henri Nilsson, the teacher of French assures me that he has the necessary equipment to mount the course which is splendid. The equipment however needs to be fitted and this costs money for which provision has not been made in 1972/73 and 1973/74 estimates. There are also no classrooms to convert to French language laboratory. We may manage this year, but what about 1974 when a new first year intake arrives. Besides, we are supposed to start Diploma in Education courses in Religious Education. There are no classrooms for any of them. It is hard to ask the college to provide classrooms which are non-existent.<sup>20</sup>

Infact the introduction of the course as impromptu as it was done prompted the Acting Principal Assistant Secretary (Finance) PAS(F) in the Ministry of Education to write a memo to the Acting Chief Education Officer in November 1973 requesting to know how the course was conceived, and why it was started without financial provision and relevant background work at the Ministry itself.

The beginning of Agriculture however, appear to have had a less hazardous background. Discussions in connection with the starting of Agriculture and teachers to be trained to teach it had been going

on with the Ministry of Education personnel since 1967. When the then President Idi Amin visited the National Teachers' College in January 1972, he then directed that the course be started and the College admitted its first lot of students in August of the same year.

When Agriculture was started, two groups of students were admitted: Bukalasa trained Agriculture students and Wairaka trained Agriculture teachers and the other group was East African Certificate of Education (EACE) holders. The Bukalasa trained were officers who were seconded to the Ministry of Education by the Ministry of Agriculture, Forestry and Cooperatives and were to do a one-year certificate course. They were to teach for two years and then return to the parent Ministry. But those who after completion of their two years chose to remain teachers were given the option to do so on Unified Teaching Service terms. This first group were nine in number and completed their course satisfactorily at the end of March, 1973. The second group was the Wairaka Agriculture teachers, holders of Ministry of Education Certificates and EACE holders. This group followed a three year Diploma in Education course. The 1972/73 lot finished their course in March, 1975.

Beyond the preparatory talks meant to launch the course however, like the case of French, no money was estimated for Agriculture. Consequently, allocation from other items were diverted to Agriculture, landing the College into financial difficulties. For instance Shs.75,290,130/= was spent on College Farm employees, Shs.11,809,140/= was used by the College on renovation and Shs.11,205,100/= was spent on teaching practice of the nine Bukalasa trained officers, which expenditures were not budgeted for. As the Director noted:

A Presidential directive was given on 29th January 1972 to start a course here. The course commenced in August. There was no financial provision made for classrooms, staff houses, basic farm

equipment such as tractors and tools. The college had to improvise for the classrooms and this can only be done to a certain limit.<sup>21</sup>

In spite of the inauspicious start for the subject, the College proceeded to start a farm in 1972 with five objectives. In the first place, the farm was to offer outdoor practical teaching facilities to three groups: the agriculture students of NTC Kyambogo, agriculture education students of Faculty of Education, Makerere University and Kyambogo College School. The second objective was to enable the College demonstrate the commercial aspect of farming to students. Thirdly, the farm was intended to demonstrate new innovations in agricultural production to both the students and the entire community of Kyambogo. Fourthly, the NTC farm was meant to offer teaching facilities for refresher courses of all agriculture teachers. Lastly, the farm was intended to serve as a place for experiment and research into the aspects of farming that were deemed to benefit the students as far as disease pest, soil fertility and production economics was concerned.

Perhaps one of the greatest strides taken in the field of academics was the attempt to establish linkages with other colleges in Britain. In 1968, Poskitt's visit to Colleges in the UK yielded the willingness of the colleges to be linked with Kyambogo NTC. The Director had visited Chester College; St. Martin's College Lancaster; Edge Hills College of Education Ormskirk, Loughborough College of Education; Bede College Durham, and Redland College Bristol. Sir Bernard de Bunsen, Principal of Chester College even wrote to the Director about the nature of the linkages. By 1967, the College was already linked to Loughborough in a project in design. By 1968 as part of the linkages, the exchange of student magazines had already started.

One of the events that had created great hope in fostering connection with other colleges was the tour in 1967 of the NTL by

91 lecturers from the Commonwealth Institute led by Mrs. Joan Russel. The Commonwealth Institute team was on a study course of East Africa and their first stopping point was Kyambogo NTC. After the tour, the projection in the College itself was that tours on the lines of the Commonwealth Institute tour of 1967 could be arranged for Colleges linked to Kyambogo.

The library at Kyambogo NTC was an area which from the outset merited the attention of the first Director of the College. As a sector upon which academic developments were based, Poskitt was concerned that the library which had been given to the College by Barclays Bank as an independence gift had about 7000 books many of them unsuitable. The desire to have a library that was an equivalent of that of a College of Education in Britain made the College invite Miss Noble from the British Council to advise on how best the College Library could be re-organised.

In a bid to increase the stock of books in the library, the College appealed for donations. By July 1967, the Ministry of Education had given the College a grant of £6000. By 1967, the library was a humble one to which Heinemann's offer of 50 books was applauded. In September 1967, Longman Publishers followed with an offer of 100 books. The target that the College hoped to reach as a College of Education was 20,000 books. In 1968, under a Uganda/United Kingdom loan No. UG/68/9C, £5000 was provided for purchase of books for the library. In 1970, the United States Information Service donated several hundreds of books; in 1972 the United Socialist Soviet Republic Information Service donated various books and magazines and in 1973, Nilson, on behalf of the French Embassy, donated several books to the College.

Book donations and loans granted to purchase books was however to reflect the rival interests of the donors. During the period, whenever an American tutor was appointed, £300 was given to the

College to buy American books. Under the British loan, only British publications could be purchased. Several times, when American books were included in the orders, they were outrightly rejected by the donors.

Despite the availability of loans for the purchase of books for the College, a serious handicap in the utilisation of the loans was the lack of autonomy. While books were to be ordered, as early as 1967, it was clear that the obstacles to the efficiency of the ordering system for library books was the absence of authority for self-accounting. In this regard, ordering had to be made through the University.

When Poskitt took over as Director in 1966, the College Library was being supported by an annual grant of £100 from the Barclays Bank. But it would appear that the generosity of the bank had by 1972 largely dissipated. Significantly, the 1972 gift from the bank was only given following a reminder from the new Director, A. Tiberondwa. It was thus becoming clear that the annual gift from the bank could not be relied upon.<sup>22</sup>

The disadvantages of utilising the ordering system through Makerere University did not only affect the library, but the bookshop scheme as well. In November 1968, for instance, it was noted that the system where book allowances were paid into Makerere Bookshop had broken down partly because the required books were not in stock. Consequently, it took many weeks for the books to be ordered. Such problems in carrying out transactions through Makerere had by October 1967 convinced the College that there would be distinct advantages in having a bookshop in Kyambogo itself. Henceforth the Kyambogo Branch of the Makerere Bookshop opened in November 1969. By 1970, the branch had attained autonomy and become the College Bookshop under de Souza.

During the period, the World Bank was also interested in the progress of the College. The officials of the Bank were especially interested in the development of the College's demonstration school. When D. McLellan visited the College on behalf of the World Bank in November 1967, he referred to the desirability of using Closed Circuit Television (CCTV) with Video Tapes as a means of training teachers. The purpose was to give students at the NTC opportunity of seeing, hearing and criticising themselves, other students and tutors in the classroom situation. Both the World Bank and the Director were of the strong view that the Demonstration School at the College be developed as a centre for experiment.

The need to assist Kyambogo College School was therefore vital because in addition, by August 1968, the Demonstration School was a two stream school which had been lent three rooms by the College. But the College itself required the building if it had to expand. A complication for the College School was that based near the present Nanziri Hall, expansion at the site would have dealt the College's Site Plan a major blow. It was this consideration that determined the transfer of the College School to the site on the eastern borders of Kyambogo NTC.

Throughout the period of the College's establishment and growth, attendance of lectures by students was so much of concern to tutors that a Sub-Committee was appointed to make recommendations regarding the matter. But the recommendations that were made by the Sub-Committee evoked much humour. In a dramatic show of authority, the Sub-Committee recommended to a staff meeting of October 1968 that a runner should go round during lectures to compile a complete record of absentees from lectures! In spite of the fact that the recommendations were accepted by the staff by a majority of 10:8, the decision appear to have been abandoned precisely because the staff were concerned about the physical effort

which would have accompanied the exercise. Poskitt himself opposed the decision, viewing it as a "crime and punishment" approach notwithstanding the thin majority support that had welcomed the Sub-Committee's verdict. Other measures recommended to the staff meeting were that for occasional offenders, a fine of Shs.2.50 per lecture be imposed and that for chronic offenders, one official warning was to be followed by a report to the Director.

In May 1969, a comprehensive indication of the duties of Personal Tutors was made. The tutors were to keep an eye on grades entered in Record Cards in order to advise the student, keep a general picture of the students' effort and activity, and see each student at least once each term "for a chat". In addition, the Personal Tutor was to associate himself with the life of the Hall, inquire into the general welfare of the student, try to "rumble" any problems the student had and above all try to gain confidence of the student so that the student would be able to come to the tutor for help.

It would however seem that by September 1969, the clarity with which the role of Personal Tutors had been conceptualised had become mystical. In September 1969, a staff meeting discussed the desirability of timetabling meetings of personal tutorial groups, the composition of such groups and ways of making the Personal Tutor System effective. Apparently, the discussions were prompted by the revelation by the Director that Personal Tutors had failed to fill the July 1969 reports. The ineffectiveness of the Personal Tutor System had far reaching effects on the College. Firstly, the Director requested J.A.D. Healey to outline the tenets of the system as used at Chester in the UK. Healey had joined the College early that year. Secondly, one of the causes of the student discontent of 1969 was identified as emanating from the ineffectual Personal Tutor System.

The greatest trouble that affected the development of the College during what was perhaps its hey-day was the students' discontent of 1969. In March 1969, Karusigarira, on behalf of the students' body sent a memorandum to the Minister of Education, the Acting Chief Inspector and the Secretary of the Uganda National Union of Students (NUSU) which raised many complaints. In the memorandum, the students complained about the high failure rates of students who were due to "pass out" in December 1968. Other problems which featured in the memorandum were the fact that no Certificate or Award could be given to failures after three years training; the lack of satisfactory machinery for dealing with the problem of getting jobs for failures; the relationship of the NTC Grade V certificate and the Makerere Institute Grade V certificate and the slow Africanisation of the NTC staff. In addition, the students complained about the time spent on liberal studies (due to excessively long library papers), and short and broken course, due to absence of tutors on leave or on Teaching Practice.

The complaints NTC students raised shocked both the Ministry of Education and the Management of the College. The discontents of the students ultimately warranted the visit of J. Aryada, Chief Inspector of Schools who conducted an enquiry into the complaints in December 1969.

Within the College, the candid response of the Director to the souring relations resulted in the provision of an eight-point remedy by April 1969. Firstly, the Director was of the view that the memorandum of the students was not altogether without foundation. As part of the solution, the College decided on a re-organisation of the pattern of College year. All teaching practices (Year 1,2,3) were to take place at the same time so that the College was always at full strength when any teaching took place. As a complement to the measure, the course was extended to 9 (or 6) full terms pending approval by the Ministry of Education.

Secondly, more active community life in all fields, was recommended. Thirdly, personal contact with students in seminar teaching was recommended. This was because it was noted that in some subjects, lecturing had not been broken into periods of seminar teaching. In the fourth place, academic tutorship was to be made a reality. The staff meeting's recommendation five was improved communication between tutors regarding individual students. Recommendation number six was that there should be "greater building up of a consensus of staff opinion on policy". The second last recommendation was that tutors should attend all staff meetings and all academic and subject committee meetings in which they should be concerned. Lastly and probably more importantly, reconsideration was to be given to relationship of time spent and benefits.

Probably of all the panacea offered by the eight point programme, the one that reflected the most resounding indictment of the College system was that on academic tutors. Among the things that had been discussed spiritedly in September 1967 was the need for academic tutors. The 1969 students unrest therefore showed that nearly 1½ years after it was discussed, the system had yet to be studiously embraced by tutors.

When Aryada visited the College and did his enquiry however, the conclusion of the enquiry was that "much of the students' criticism was out of place". But the visit also emphatically revealed the Ministry's position. The Chief Inspector of Schools was of the opinion that a reading of the memorandum suggested that difficulties existed and wondered whether provision was made for consultation with Makerere and whether the College gave clear directives and guidance to new tutors.<sup>23</sup>

Despite the apparently positive verdict reached by the Chief Inspector of Schools, the innuendoes of his observations were not

lost on the Director. The Director in a follow up meeting reiterated the need to issue to students specific syllabuses and the carrying out of demonstration lessons. Additionally, the increased representation of students on the staff/student Consultative Committee was effected.

One of the salient issues that was also handled by the Aryada visit to the College was Africanisation. In post-colonial East Africa in general and Uganda in particular, the problem of ensuring a large African role in the economy even prompted Britain to assist in the replacement of expatriate officers by generous compensation retirement terms.<sup>24</sup> The Chief Inspector of Schools observed that 80 percent of student documents were concerned with Africanisation both in Kyambogo NTC and in other similar institutions. Within the Ministry of Education too, a similar viewpoint obtained. But he pointed out that Government had not yet made a clear statement about how Africanisation was to be achieved in professional fields but he was of the opinion that Africanisation was "not an inseparable barrier to good relations".

Indeed, the Africanisation question was again taken up in 1970. When Ugandanisation appeared in the background to the 1970 Visitation Committee deliberations with the Director, it provoked a heated debate among the expatriate community in Kyambogo. In a staff meeting of 10th February 1970, the Director even made a circumspect offer that he would welcome a list of Ugandan graduates suitable for appointment.

Admittedly, the College had since February 1968 established a policy of training successors from Ugandan teachers. But as Mrs. M. Owor who was then a tutor at Kyambogo NTC aptly observed, many Ugandans were reluctant to apply for College appointment because they were discouraged at the prospect of joining a predominantly expatriate staff. Although her observation did not

take stock of the reasons why joining a predominantly expatriate staff was abhorred by prospective Ugandan applicants, it would seem that the low payment of Ugandan tutors was simply one of the disincentives for them.

When the 1970 Visitation Committee to Makerere University College visited Kyambogo, the background to their discussions with the Director was "the very considerable education expansion in Uganda, its costs, dissatisfaction with its progress and the possible need for crash programmes of teacher training and Ugandanisation". The Visitation Committee was presented with a report by the Director. The report was concerned with pattern of staff recruitment, the introduction of new subjects into College courses and the need for more buildings to cater for the College's expansion. The report succinctly put the College's agenda thus:

It must be clear that over four years thousands of words have been written and spoken about College policy. As a result, there is general agreement among the tutors regarding what should be done now and in future. I assume that this has the approval of the Ministry. The task of the future, as I see it, is to implement these policies, to make reports a reality and to consolidate - to help the College to take root and grow. This necessitates that it shall exist, legally and administratively and know its own powers and functions.<sup>25</sup>

In April 1971, Poskitt left for Britain after struggling to develop Kyambogo NTC for nearly five years. In his place was J.A.D. Healey who became Acting Director of the College. Healey acted as Director till July 1971 when J. Dowsett replaced him. It was not until September 1971 that the first Ugandan Director was appointed. The man appointed was A.K. Tiberondwa.

One of the legacies of the Tiberondwa era was the appointment for the first time in the history of the College of the Board of Governors headed by Professor Asavia Wandira. At a function for opening new buildings in January 1972 at Kyambogo NTC, the

then President of Uganda, Idi Amin announced:

I understand that this College has been many years without a Governing Body. I want to inform you that Government has already agreed to appoint a governing body for this College and I am pleased to announce that Professor Asavia Wandira, the Professor and Dean of the Faculty of Education, will be your Chairman. The other twelve members will soon be announced by the Minister of Education.<sup>26</sup>

The occasion of the visit was however later to have its own drama in retrospect. As preparations were made for the visit, a Committee was established to work out the modalities. The Chairman of the Committee was C.J. Skinner. Ironically, on the Committee was Denis Hills, later author to *The White Pumpkin*, a book that was critical of the Amin regime. Denis Hills was not only instrumental in the organisation of Amin's visit but he was Chairman too of another Committee of three responsible for organising a Present to the President. Hills was later arrested by Amin and would have ended in the gallows had it not been a plea to Amin by the British Government leading to a last minute reprieve.

The President's visit was an event for which two students must have been grateful. Miss P. Songo and Michael Popo had been selected sportswoman and sportsman, respectively of the 1971/72 academic year. They were given awards by the President. The Awards were a reflection of the ingenuity of the College in the sports arena. It was infact such consideration that determined the decision by the Permanent Secretary Ministry of Education, K. Jumba Masagazi in 1974 to appeal for the provision of a swimming pool for the College. As the Permanent Secretary wrote:

I was impressed by the standards of athletics achievement at the College and was delighted to learn that Kyambogo has produced a number of national and international athletes both current and past ... It is with this in mind that I am appealing to you and by copy of this

letter to the Chairman National Sports Council, whose office comes under your Ministry, to try and provide a swimming pool, in the Kyambogo area. This swimming pool should be of international standards.<sup>27</sup>

The Permanent Secretary's projection was that the swimming pool was to cater for UTC, NTC and the Uganda College of Commerce (UCC) in addition to the national and international sportsmen who would be using the Kyambogo facilities. Unfortunately, the plea of the Permanent Secretary to his colleague in Ministry of Culture and Community Development acquired a cold reception and the ideas were not implemented.

In the history of Kyambogo NTC, the year 1972 will be remembered as the year when the largest number of African tutors was recruited into the College. But it was also the year when serious financial troubles started for the NTC. In the 1972/73 financial year, government reduced grant to the College by Shs.800,000/=. The reduction on College grant especially affected students' allowances. It was however clear right from June 1972 that the College was infact heading for a financial crisis. In June 1972, K.J. Attwell, Acting Secretary/Registrar made a handover report to his successor F.C.N.Lukoye which evidently predicted the financial doldrums the College would soon enter into. As Attwell correctly observed:

It seems to me that the major problem in the near future is likely to be finance and control of expenditure because the College reserves have been spent and the recurrent budget is very tight. I do not think that sufficient attention is paid to what appears to be very small items of expenditure such as the regrading of group employees and the continued expenses in their numbers, and the creeping cost of food supplied to students.<sup>28</sup>

The internal finance problems the College experienced in 1972 would from the evident adduled by the Attwell report suggest that

it had both an internal and external dimension. Externally, the Ministry of Education had made cuts in the College grant while internally, the degree of thrift in managing finances appear to have been wanting.

Towards the end of 1972, the Director, Tiberondwa, took his leave, from which he did not return to Kyambogo. In January 1973, a new Director was henceforth appointed, in the person of M.Y.G. Burua for whom the struggle for greater autonomy of Kyambogo NTC became a dream and a commitment.

**NATIONAL TEACHERS' COLLEGE, 1974-1985**

*Connie Hab'Iyalemye*

The College has no legal status and the only "status" it has is that it EXISTS. It is neither mentioned in the Education Act, 1964 nor is it mentioned in any legal sense in any document. Its relationship with Makerere remains vague.

M.Y.G. BURUA: *Director NTC Kyambogo, to the Minister of Education, January, 1976.*

The linkage between Makerere University and the National Teachers College was beneficial to the newly born NTC. Apart from having access to the Faculty of Education teaching facilities, there was also the assistance offered by experienced staff in teacher education at the Faculty of Education in areas of syllabuses, examinations and actual teaching. For example, all the NTC regulations and syllabuses were worked out between members of the Faculty and the College before submitting them to the Makerere Faculty Academic Board and later to the Makerere Senate for approval. The staff of the Faculty of Education also acted as moderators of NTC students' examinations. The Dean of the Faculty was chairman of the examination meetings and the Director of NTC attended these meetings. But the relationship between the University and Kyambogo NTC was by no means a one way affair. This was because in cases of shortage of staff at the Faculty of Education, members of teaching staff at Kyambogo gave assistance to the Faculty.

National Teachers' College students also profited from the Makerere-Kyambogo link because they were awarded the prestigious Makerere University Diploma. Further more, students who obtained either , a first class or second class upper Diploma in Education at the NTC Kyambogo, were eligible for direct entry<sup>1</sup>

to Makerere for degree courses.

In spite of the benefits accrued from the Makerere-Kyambogo linkage, a significant factor that was later to cause friction between Makerere University and the National Teachers' College was the College's legal position. It was left vague as to what would be the legal relationship between the new College, Makerere University and the Ministry of Education since the College was neither linked to Makerere by a statutory instrument nor was it established as a corporate body.

Although "in March 1965, French of the Faculty of Education, acting as the representative of the then Makerere University College signed the instrument linking the National University and the National College",<sup>2</sup> these instruments did not carry legal authority. This meant that right from its inception, the National Teachers' College had no legally binding statutory instrument approved by the Attorney General and implemented by Government through a Statute or an Act of Parliament.

It was therefore necessary to establish the new college's status and identity as a corporate body with defined objectives, interests, powers and responsibilities for the purpose of legally discharging its functions and duties. Lack of a defined statutory relationship between Makerere and Kyambogo gradually led to disagreement or even open conflict between the staff and administrators of the Faculty of Education and the National Teachers' College. For example, a conflict arose between F.R. Poskitt, the Director of the NTC and the Dean of the Faculty of Education over who of the two was to chair meetings concerning NTC's teaching practice. While the Dean of the Faculty of Education deemed that teaching practice meetings fell under "academic issues" of which he was the ultimate authority, the Director of NTC considered that these meetings fell under the NTC's administrative 'issues' of which he was the head.

The Director of NTC lost the argument and the Dean of the Faculty chaired the meeting.<sup>3</sup> This incident and others like it did not only frustrate the Director NTC but also made him question his status and influence and that of the NTC in its own affairs. It seemed to Poskitt that time was ripe to officially question the legality of the relationship between Makerere and Kyambogo. Hence, as early as October, 1966 Poskitt had written two reports; one on the Structure and Government of NTC and another on Materials for Reports to Ministry of Education<sup>4</sup>. These reports, among other things, made proposals about the governance of the National Teachers' College and the interests and responsibilities of the Ministry of Education, Makerere and the NTC itself in the College. Poskitt's reports were useful in the sense that they resulted in a Ministerial Working Party which reported to the Minister of Education in February, 1967.

The Working Party's report acknowledged the ambivalent relationship between Makerere University College and the National Teachers' College, Kyambogo. On that basis, the report stated that the Government and administration of the College necessitated "the cooperation of the three institutions: the Ministry, Makerere and the College". The report acknowledged that the three institutions were each a community with special interests and responsibilities. The Ministry of Education's interest in the College was to ensure the training of teachers with appropriate qualifications within the Ministry's teacher training policy. On the other hand it was Ministry's responsibility to provide sufficient funds for the College's capital and recurrent expenditure and to make other financial arrangements and conditions that would attract the required number of tutors and students to the College.

According to the report, Makerere University College's role in the National Teachers' College was to ensure that academic freedom was safeguarded and that the professional and personal standards

of tutors and students corresponded approximately to those of institutions associated with Universities. The responsibility of Makerere was therefore, to encourage the National Teachers' College to develop appropriate standards through influence and advice with regard to courses and syllabuses, sharing in appropriate intellectual and cultural activities and libraries at Makerere.

The report noted that the role of the National Teachers' College was to secure freedom and executive power to develop its own independent corporate and intellectual life at the level of both tutors and students and secure the autonomy comparable with the needs of the Ministry and Makerere. In this context, the College's responsibility was seen as not only to meet the needs of the Ministry and the standards of Makerere but most important by the College's greatest responsibility was to meet the personal, cultural and intellectual development of its own students.

In order for the National Teachers' College to meet its interest and responsibilities, the report added:

It is, therefore, important that neither the Ministry nor Makerere impose conditions which will restrict initiative and desirable adjustments of the pattern of courses to those new situations inevitable in a developing country.<sup>5</sup>

In the context of the interests and responsibilities of the three institutions, the report recommended a controlling authority at the NTC. Three proposals of such a controlling authority were made; firstly, an authority of twelve people comprising representatives from Makerere, the Ministry of Education and the College. Secondly, NTC could become a constituent College of Makerere University similar to the National Institute of Education then at Makerere. However, this would have caused legal complications because the Ministry of Education owned the College land and property. The third alternative was that the Ministry could make an

instrument of governance for the College whereby a Council would be appointed by the Makerere University College Council while the Ministry retained ownership of the College land and property.

The controlling authority, if created, would be responsible for the general running of the College. It would also control the College's money which was kept on the Makerere University College account and caused long delays in release, a situation which often brought the College to near standstill and was very frustrating for the Director and staff of the NTC. Additionally, the controlling authority would also deal with matters related to appointment and promotion of staff.

Alternative one seemed to be the most suitable because it would allow the College considerable amount of autonomy since it would cater for the representation of the three institutions on the controlling authority with equal rights to participate in decision making, hence allowing the balance of interests between the Ministry, Makerere and the College. Furthermore, since the Ministry had the ultimate financial control and Makerere ultimate academic control over the College, their authority on these matters would not be threatened. The controlling authority was therefore needed in the main to give the College power to act, in organisational terms and power to find its own corporate identity. Unfortunately, however, despite the Working Party's recommendations and in spite of letters and draft constitutional proposals from the Director NTC and staff, no action was taken to create a controlling authority for the College in the 1960s.

By 1970, the College's status and identity had become even more ambiguous so much so that open frustration about it was again openly expressed by the Director, F.R. Poskitt in a memorandum for Visitation Committee to Makerere University:

The college is neither part of the Faculty, nor a TTC under the Ministry, nor has it status in its own right.<sup>6</sup>

The Director's frustration was based on the fact that in the absence of a governing authority for the College, there was a power vacuum which made it "difficult for us to keep in step with policy if no one is present when it is being discussed and to have no record of decisions reached". The Director, here was referring to non-representation of NTC on the Makerere University College Academic Board which made decisions on all NTCs' academic issues. The Director was only allowed attendance at the Faculty of Education meetings but even then as Poskitt observed, there was "no clear definition as to the individual powers of those present". Furthermore, the NTC Director, could not make decisions on developmental issues because the College funds were held on the Makerere College account.

Contrary to the Director's hopes that the College be allowed to grow, Makerere and the Ministry of Education seemed to have done little in solving the problem of NTC's constitutional status and identity by the time Poskitt left Kyambogo in 1971. The NTC looked at Makerere and the Ministry's inaction in this regard with increasing frustration especially when the Makerere Visitation Committee (1970) noted that facilities and teachers produced at the Faculty of Education, the Institute of Education and the National Teachers' College Kyambogo, were similar. Hence, the Committee's recommendation for their merger:

We found that most facilities used in the Faculty of Education, the Institute and the National Teachers' College, Kyambogo are similar and the teachers produced often have equivalent qualifications. This results in a large measure of duplication which the state can ill afford. We are concerned that the three institutions should be combined into the centre for Teachers' Education to be located at Kyambogo which would remain a constituent of Makerere University.<sup>7</sup>

Two years later, this recommendation was re-affirmed by the then President of Uganda, General Idi Amin Dada when the College's first African Director, A. Tiberondwa, like his predecessor, raised the issue of the College's legal status. In answer to the Director and his staff, the President said:

You have raised the question of the status of this College and you want to know whether NTC should be a constituent College of Makerere or whether you should be independent. I wish to announce that Cabinet is actively discussing your status, together with the status of other sister Colleges in order to give them legal definition.<sup>8</sup>

Ironically, President Amin's cabinet and his successors' cabinet were to "actively" discuss the College's legal status for another fourteen years. When a governing body was appointed for the College in 1972, however, the College continued to agitate for its legal status. By 1975, the unsolved legal status of the College increasingly became linked to the problem of unsolved status of the NTC teaching staff. There was uncertainty among the NTC staff because the majority of them were by this time Africans and therefore civil servants who were apprehensive about their future as employees of the College. It had also been left vague as to whether they would continue to teach at NTC under the Civil Service terms and conditions of service or whether they would be required to resign from the Civil Service in order to secure appointments under Makerere College terms of service. This uncertainty was aggravated by the NTC tutors' dissatisfaction with their salaries which were lower than that of the staff of the Faculty of Education and those of Institute of Education at Makerere.

The status of NTC lecturers and the disparity between salaries of the NTC, Faculty of Education and National Institute of Education lecturers had been a subject of NTC's staff memorandum to the Secretary, Public Service Commission. On their status, the NTC lecturers observed:

This college operates in "darkness" as none of its lecturers knows the conditions under which they work. The blaring fact remains, however, that lecturers here are looked upon as Secondary School Teachers despite the academic qualifications and standards required of them.<sup>9</sup>

On the disparity between their salaries and those of Makerere the memorandum observed that the highest paid lecturer at Makerere Faculty of Education earned U.Shs.44,600/= p.a. and the lowest earned U.Shs.36,000/= p.a. while the NTC Director earned U.Shs.43,500/= p.a. and the few highest paid lecturers at NTC earned U.Shs.20,000/= p.a. and even then, it was because of increments earned due to long service. Commenting on their situation, the memorandum stated:

Lecturers at the NTC are on the U.T.S. (Unified Teaching Service) salary scales and it would take them a considerable number of years before they reached the bottom of the scale of the lecturers of the National Institute of Education, even if they have the same or similar qualifications. In most cases, when the U.Shs. 4,639.80= p.a. allowance for teacher training and further education are added, the UTS lecturer either manage to or do not reach the Makerere lecturers' starting point. The word 'lecturer' used in reference to the NTC is a misnomer.<sup>10</sup>

This memorandum also achieved very little with regard to salary parity between the staff of the Faculty of Education, the National Institute of Education and National Teachers' College because according to National Teachers' College Kyambogo (NTCK) estimates of recurrent expenditure for 1976/77, by the 1975/76 financial year, NTC lecturers earned salary ranging from U.Shs.29,880/= per annum for the highest paid lecturer and U.Shs.12,720/= per annum for the lowest paid lecturer. The salary of an individual lecturer was determined by the level of qualification and length of teaching experience. It was only the Director and his deputy who earned a fixed salary of U.Shs.63,000/= and U.Shs.39,780/= per annum respectively.

However, lecturers were also paid a Further Education Allowance of U.Shs.3,200/= and a Teacher Training Allowance of U.Shs.1,400/= per annum, respectively irrespective of their qualifications or teaching experience. Lecturers who were heads of departments earned a Headship Allowance of U.Shs.1,920/= per annum. Lecturers on school practice were given the option of collecting school practice subsistence of U.Shs.300/= per day which they had to account for or U.Shs.250/= per day which they needed not account for.

Viewed from the point of view of professional status and remuneration enjoyed by other professional institutions in the country like Makerere University (MU), the Uganda National Examinations Board (UNEB), National Curriculum Development Centre (NCDC) and even the headship of secondary schools, NTC lecturers saw it as a disadvantage to stay in the NTC classrooms or offices.

Consequently, both lecturers and members of the administrative staff took every opportunity to leave the NTC service. For example, by November, 1975, twelve lecturers had left the College and the College Registrar, had resigned his post to take up a job with the Ministry of Animal Resources.<sup>12</sup> By April 1976, the Warden of the Women's Hall of residence, had left the College to become Headmistress of Kyebambe Girls' Secondary School and the Deputy Director, had been appointed Deputy Secretary of the East African Examinations Council and was due to take up his new appointment on 1st April, 1976.

The then Director, M. Burua, who was frustrated and clearly alarmed by the high rate at which the staff were leaving the College, attributed the situation to the College's lack of status and identity. It was apparent to him that he had no option but to revive the same old war of words with the Ministry of Education officials

that his predecessors, Poskitt and Tiberondwa had started. In a long letter addressed directly to the Minister of Education on 21st January 1976, Burua expressed concern at the rate at which the College was losing staff to other institutions and predicted that others would "follow in this exodus soon."

To Burua's mind, the "exodus" of lecturers from the College was inseparable from the college's identity hence he told the Minister:

... College has no legal status and the only "status" it has is that it **EXISTS**. It is neither mentioned in the Education Act 1964 nor is it mentioned in any legal document. Its relationship with Makerere remains vague. On a number of occasions, the Faculty of Education has even questioned the relationship of the College with the Faculty and hence the University.<sup>11</sup>

Two weeks later, on 14th April, 1975 Burua wrote another letter<sup>14</sup> to the Permanent Secretary, Ministry of Education. His concern in this letter was the disparity of salary scales among the various similar educational institutions. Burua explained to the Permanent Secretary that the reasons given by the lecturers who had sought or were seeking appointments elsewhere had been the inadequate salary of the staff. He further informed the Permanent Secretary that the College had tried to seek replacements of staff who left the College by recruiting teachers from Secondary Schools. However, most of the highly qualified Secondary School teachers with adequate experience had been "reluctant to apply because they did not see any reason for coming to Kampala with their salaries as they were in Secondary Schools only to experience a more difficult life".<sup>12</sup> On the disparity of salaries between Makerere and NTC staff, the Director observed that other than the Director whose salary was .Shs.63,000/=, the Deputy Director on the lower super scale and Heads of Departments on A.I scale, the rest of the teaching staff were UTS scale and that the non-pensionable Further Education Allowance of U.Shs.3,200/= per annum and the Teacher

Training Allowance of U.Shs.1,440/= per annum "was certainly inadequate". He further observed that the gap between the Director and Deputy Director's salary and the rest of the staff was obviously too large and left much to be desired. The Director was concerned that National Teachers' College trained Grade V teachers for Secondary Schools while the National Institute of Education trained Grade V and Grade IV teachers for Teacher Training Colleges and yet the staff of the National Institute have salaries similar to the staff of the University and as such the Director saw no reason for the difference in salary scales

The NTC staff in solidarity with the NTC administration therefore changed tactics and decided to agitate for the mandate to mount a professional degree programme at Kyambogo. The idea behind this move was that once the College was mandated to offer degrees, then the Government would have to constitute it into a constituent College of Makerere University by a statutory instrument which would guarantee the College's legal status. It seemed then that a protracted professional war for promoting NTC to a University College had been declared with contingency plans for getting the College affiliated to another University should Makerere.

Accordingly, on 8th January, 1976, a meeting of the NTC Academic Board appointed The Kyambogo University College Status Committee with two terms of reference. First, "to look into ways and means of promoting this college to a university college and second, "to present a paper on this theme in September, 1976".

After liaising with various University Colleges like Kenyatta University College, Makerere University, University of Nairobi and the University of Dar-es-Salaam, members of the Kyambogo University College Status Committee established that the history of a university passed through three stages. First stage was

affiliation to a University. The second stage was an Act of Parliament which must be sought to declare the College a constituent part of a University and the third stage was that a Grants Committee must be set up by Government to work out courses, expenditure, development programmes and other relevant issues.

Unfortunately, however, in its search for information, The Kyambogo University College Status Committee found some confidential correspondences between the Director of the NTC and the Ministry of Education over the issue of the NTC's proposal to mount a degree programme. For example, the Committee read the Director's letter of 2nd March, 1976 in which the Director expressed the "dissatisfaction of diplomates in secondary schools when placed against graduates by Heads of Institutions". The letter therefore expressed "the need for the award of a professional degree to NTCK graduates". But on reading the Chief Education Officer's reply to the Director's letter dated 3rd May, 1976, the Committee found itself with "no job to do" because the Chief Education Officer's letter to the Director stated:

The question of awarding degrees is a matter of policy. We are in fact now discussing this matter and when we come to a conclusion we will be able to pass it back to your Board to discuss it in detail.<sup>13</sup>

The Chief Education Officer was referring to the Government's proposals to merge the National Teachers' College, the Uganda College of Commerce and the Uganda Technical College into one autonomous degree awarding institution which had been shelved since 1973.<sup>14</sup> The Kyambogo University College Status Committee's enthusiasm over the College's autonomy was therefore dampened by this knowledge and had to wait until 1979 when it was revived.

Four years later perhaps more as a public relations exercise rather

than intent, the NTC's autonomy issue was revived by the Minister of Education at the College's Fourth Graduation Ceremony when the Minister promised to set up a ministerial committee to look into the autonomy issue. The Minister later again raised the autonomy issue, this time for the three Colleges, National Teachers' College, Uganda College of Commerce and Uganda Technical College at a ministerial briefing of the Ministry's senior staff.

The Minister of Education's promises provided the opportunity the College needed, to revive the autonomy issue. In a letter of 24th April, 1979, the NTC Director reminded the Permanent Secretary:

During the briefing of senior staff of the Ministry of Education, Hon. A Adimola, Minister holding the portfolio for Education, raised the issue of autonomy for colleges of Further Education and suggested that the idea which had died should be revived. At the time we had presented a document called decree, a copy of which I enclose for your perusal.<sup>15</sup>

The Director wanted the Permanent Secretary to take up the issue again. This time the autonomy issue was tied up with the status of the NTC graduates and the terms and conditions of service for not only the NTC staff but also those of the staff of the Uganda College of Commerce, Uganda Technical College and those of the NTC graduates in schools. Besides, NTC's intake, according to the NTC administration and staff, was as good as that of Makerere University. Furthermore, by 1976, reports had been received about the good professional reputation of NTC's graduates in teaching competence. For example, Professor J.C. Ssekamwa of the Faculty of Education in a memorandum of the Working Committee on NTCK had stated:

NTCK has already got a good reputation for producing teachers with a high sense of professionalism. This is supported by many research studies throughout the whole country and assertions by the Headteachers Association. Indeed, we should try to build on this

credit. This will be in appreciation of the efforts of those people who have faithfully followed instructions of their tutors in this National Teachers' College.<sup>16</sup>

With such a reputation, the NTC staff considered it a gross injustice on the part of the Ministry of Education to pay higher salaries to the Makerere graduates than those paid to the NTC graduates.

In May, 1979, the Director made another passionate appeal to the Permanent Secretary explaining to him how the status of the College affected its graduates. In a letter entitled: Awarding of a Professional Degree, the Director observed that the College intake was 'A' level passes with at least one principal pass, a subsidiary pass and a pass in the General Paper. Many of the candidates were entering the College with higher passes than the prescribed minimum, a lot of them as good as those admitted to Makerere University. The Makerere graduate was paid a starting salary of U.Shs.1,885/= per month while the NTC graduate was paid U.Shs.1,815/=. The two teachers for the most part taught in the same schools and had the same share of work. The Director reminded the Permanent Secretary of the College's previous request for University status:

For now the fifth year, we have been requesting the Ministry to do something about upgrading the course so that the teachers we qualify, who are very sound professionally, can be liberated, so that their status in schools is recognised as equal, but not second to graduates.<sup>17</sup>

The Uganda College of Commerce added its voice to that of the NTC in quest for autonomy. In a letter of 20th July, 1979, the UCC Principal informed the Permanent Secretary:

This college, together with other two colleges, (NTC and UTC) of higher learning, have been trying to secure autonomy since as far back as 1972. The last stage at which this matter progressed was the

drawing up of a Draft Decree of 1974. This draft Decree was sent to you in the hope that matters regarding the autonomy of this college would be finalised with higher authorities. It appears to us that since that date, the issue has been shelved and it is now our wish that it be resuscitated once again. In case you cannot find your copy of the proposed constitution, I would be very willing to send you a fresh copy.<sup>18</sup>

Hardly a month later, the Principal of Uganda Technical College added the UTC's voice to the issue when on 2nd August, 1979 he wrote to the Permanent Secretary:

... I wish to confirm that this subject was discussed in the Ministry and recommendations made by the Board of Governors of the three colleges of Further Education and these are available on a file called: Autonomy of Colleges of Further Education... Please take up the issue.<sup>19</sup>

Meanwhile, the NTC Interim Academic Board held a meeting at which it resolved that the "College was ripe for mounting a degree programme". The meeting empowered the Chairman of the Academic Board to write a paper for consideration by the Ministry of Education and Makerere. The Chairman of the Interim Academic Board, J. Rusoke, did as requested and produced a document requesting the appropriate authorities to allow the College mount a Professional Degree Programme.<sup>20</sup> Issues raised in the memorandum covered justification for a Professional Degree programme, staffing, facilities and administration.

In the memorandum, the Interim Academic Board argued that College Authorities, Ministry of Education Authorities, individuals from Makerere University, Headteachers, Principals of Teachers' Colleges and parents had all given various reasons the National Teachers' College Kyambogo should become a University College and award a Professional Degree. Some of these reasons were that the NTC produced competent teachers, the secondary school

system was almost wholly staffed by NTC graduates since the exodus of expatriate teachers in 1972, the students gaining admission to National Teachers' College were in some cases equal to or sometimes better than those admitted at Makerere University. College staff and facilities were also adequate, and so did not need heavy capital development expenditure. In addition, the College had a very low student failure rate. The Diploma teachers were moreover demoralised in schools because they were paid less than graduates from Makerere and had no chances for promotion in the schools' administrative posts yet they did the same amount of work and sometimes performed even better than graduate teachers.

In addition to these reasons, the time wasting and frustrating experience of either undertaking the Mautre Entrance Scheme or resitting for Advanced Level examinations made the establishment of a degree programme at Kyambogo a relief. When Makerere abolished the special entrance scheme for Kyambogo non-graduate teachers, these teachers started going to Makerere to read for a degree. NTC was concerned about this public wastage and its graduates' frustration. Makerere was informed that this is why:

The college started thinking about other ways of upgrading our graduates so that we could reduce their frustration and public expense.<sup>21</sup>

Other ways, here refers to a professional degree at Kyambogo. The position of the College, therefore, was that the University should allow and assist the College to work out the necessary procedures and syllabuses to mount a professional degree programme within the Makerere University context. In case Makerere objected to a degree programme at Kyambogo on the ground that NTC staff had low academic qualification, proposals were made by NTC on how the staff would be brought up to Makerere staff qualification requirements. These included priority training for staff who did not have degrees, post-graduate opportunities to be provided for

staff with first degree, recruitment of well qualified Ugandans with "experience befitting Teacher Educators", employment of lecturers from other countries like UK, USA, Ghana and others to conform with the universal nature of degree programmes.

Since the degree would be initially awarded by Makerere, the Registrar NTC wrote to Makerere Heads of Departments requesting them to draft syllabuses for the proposed degree at NTCK in their respective subjects to be ready preferably before 31st January 1980. The Registrar further suggested that some of the sources for these syllabuses could include the existing Diploma syllabuses, the defunct Makerere B.Ed syllabus and the syllabuses in use at Kenyatta University College. Universities of Cape Coast (Ghana) and the Teachers' College Columbia, New York, were contacted for their syllabuses. The Registrars of these Universities obliged and sent their syllabuses to the College by 24th January, 1980.

At this point, it seemed as if the College would attain its University status. But again decisions made at a meeting between the Permanent Secretary, the Chief Education Officer, the Chief Inspector of Schools, the Registrar Makerere, the Board of Governors NTC and the NTC administration and staff on 28th November, 1980 to consider the NTC Memorandum were once more to dampen the quest for autonomy at Kyambogo for another five years.

The Registrar, representing Makerere University accepted NTC's request as genuine and saw no need of splitting hairs between the Faculty of Education and NTC in the training of teachers. However, he suggested that "Makerere be informed of this proposal by both the Ministry and NTC". On behalf of the Ministry of Education, the Chief Inspector of Schools whose job was to guarantee effective teaching at the Secondary School level,

appreciated the important role NTC graduates had already played in the teaching field. He accordingly informed the meeting that "the Principle of uplifting the status of the College had already been accepted at the Ministry as far back as 1976". He, therefore, hoped that "the machinery can soon be worked out of realising the proper role and status of the college".

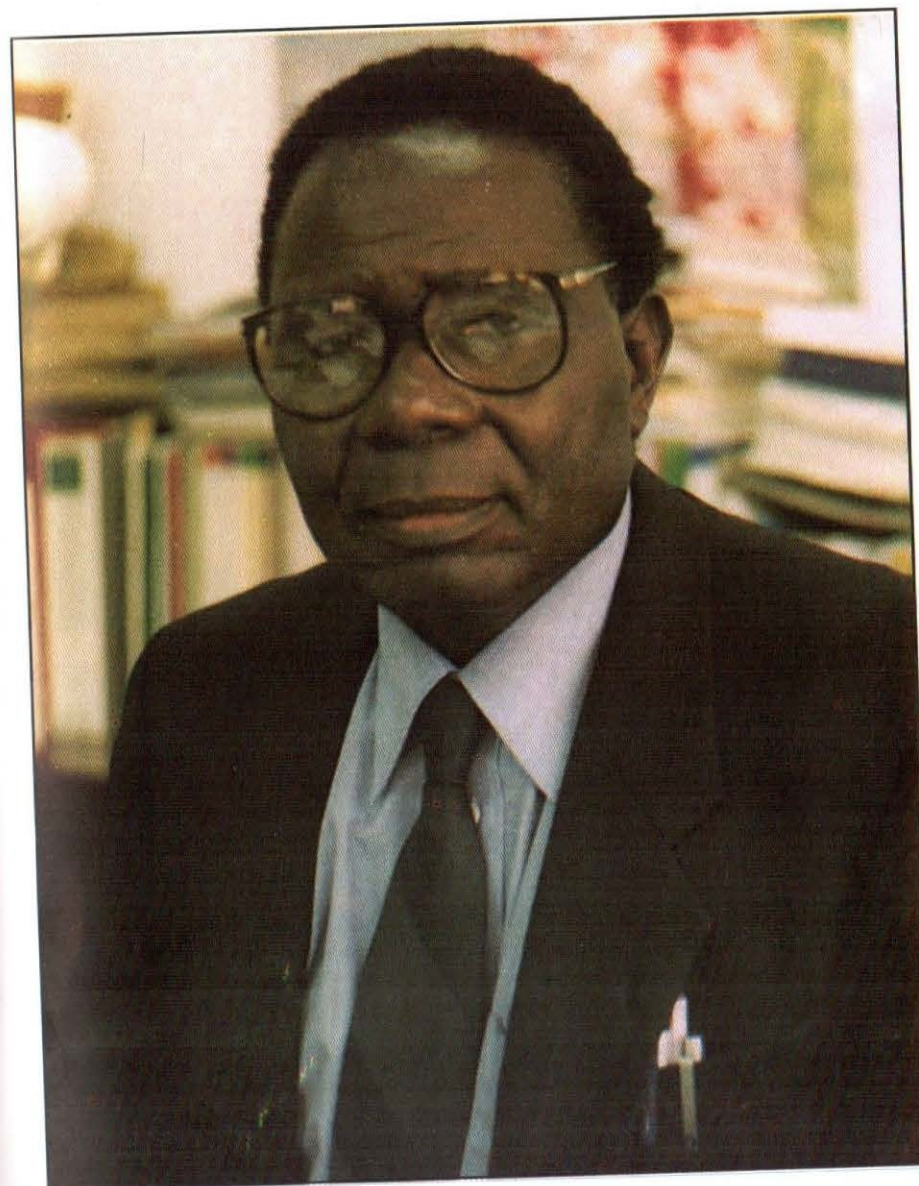
The Permanent Secretary who represented the views of the Government on the NTC autonomy issue, agreed that it was necessary to establish the legal status of the College. However, he informed the meeting that "more information was necessary for a full cabinet paper". He accordingly asked the NTC Director to:

Work with the Board of Governors, Ministry of Planning Unit, Higher Education (Unit) and the College staff to write a more comprehensive document to form a basis of the next meeting before a cabinet paper was drafted.<sup>22</sup>

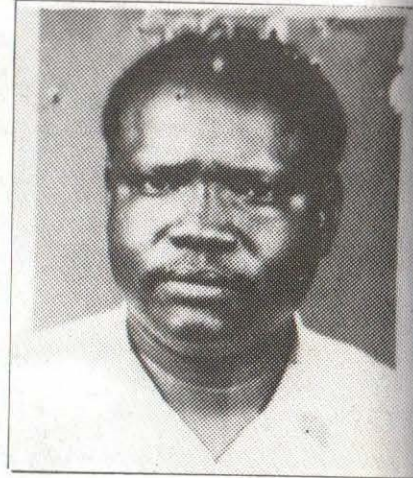
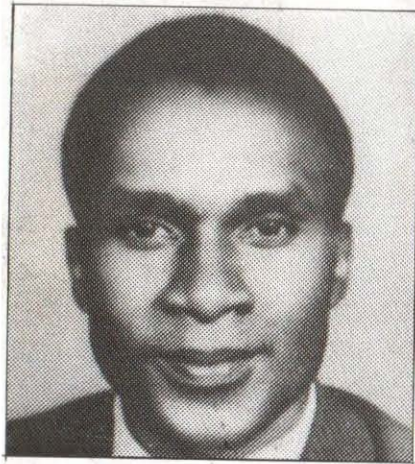
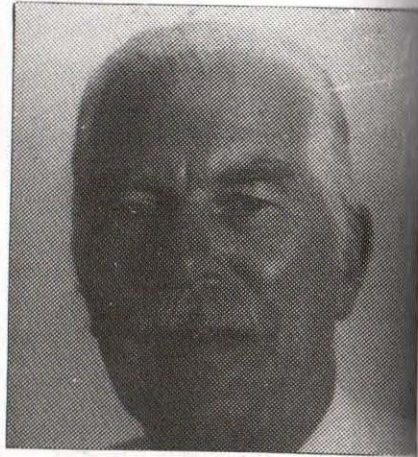
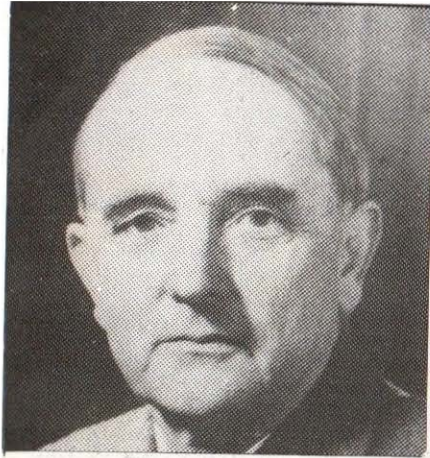
The meeting had achieved a good public relations job and the College could hold on as long as it would take to make decisions about its status and identity.

Once again, the College had to wait for another five years for the necessary instrument that established its legal status. This was not to be until 1989, twenty three years after had Poskitt had first agitated for the College's identity and one year after the National Teachers' College, Kyambogo had changed its name to the Institute of Teacher Education, Kyambogo.

However, what comes through the National Teachers' College's long struggle for identity is that there seemed to have been no unified national plan or policy for the development of a teacher education programme beyond quantitative considerations for solving secondary school staffing problems at any given time. But considered against the background of the then social, economic and

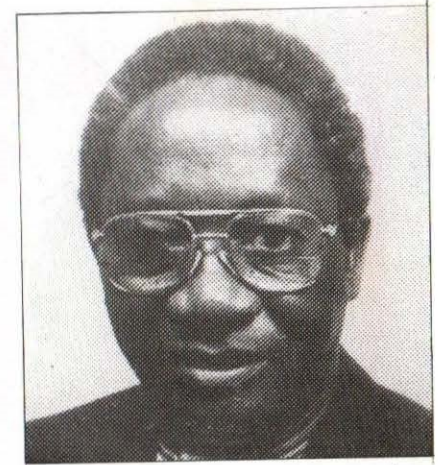
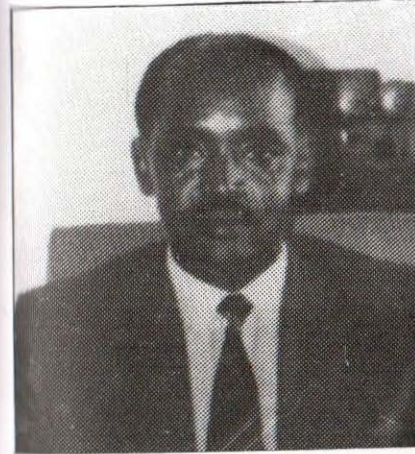


Professor A. J. Lutalo-Bosa, Principal of ITEK since 1993  
Photo Courtesy D. K. Mulindwa



Past Principals. Above left J. B. Whitehead, 1954 - 1965; right F. R. Poskitt, 1965 - 1975; below left A. Tiberondwa, 1971 - 1972; right M. Y. G. Burua, 1973 - 1979

Photo courtesy Registrar ITEK



Past Principals. Above left G. K. Kahangi, November 1981 - October 1985; Right Professor W. Senteza Kajubi 1986 - 1989; below Professor P. J. M. Ssebuwufu August 1990 - September 1993

Photo Courtesy Registrar ITEK



Director F. R. Poskitt with the pioneer group of the Grade V Diploma course that completed in December 1967

Photo courtesy R. L. Larok

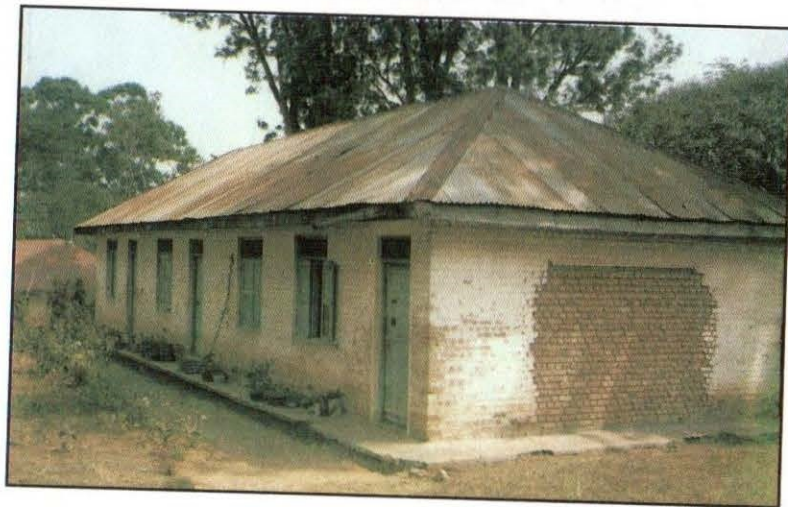


Staff of Kyambogo GTTC in 1954. From left to right: J. B. Bentley; Peter Davidson; J. B. Whitehead and E. W. Kiggundu

Photo courtesy E. W. Kiggundu



The renovated block that housed the GTTC at Nyakasura School  
Photo courtesy C. B. Adupa

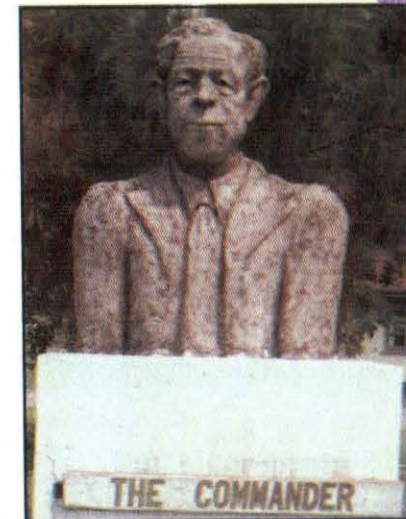


Ruharo: Building where the GTTC was housed in Mbarara  
Photo courtesy D. K. Mulindwa

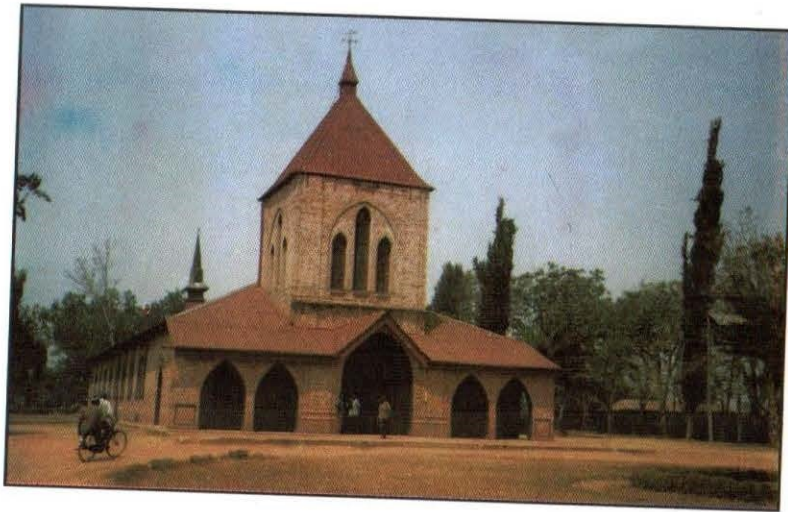


E. W. Kiggundu, pioneer African tutor of GTTC  
at Nyakasura, Mbarara and Kyambogo  
Photo courtesy D. K. Mulindwa

MINISTRY OF EDUCATION  
PAIDHA TEACHERS' COLLEGE  
LIBRARY.



A bust of Commander Calwell at Nyakasura School  
Photo courtesy C. B. Adupa



Ruharo Cathedral: On the bottom right is the GTTC building  
Photo courtesy D. K. Mulindwa



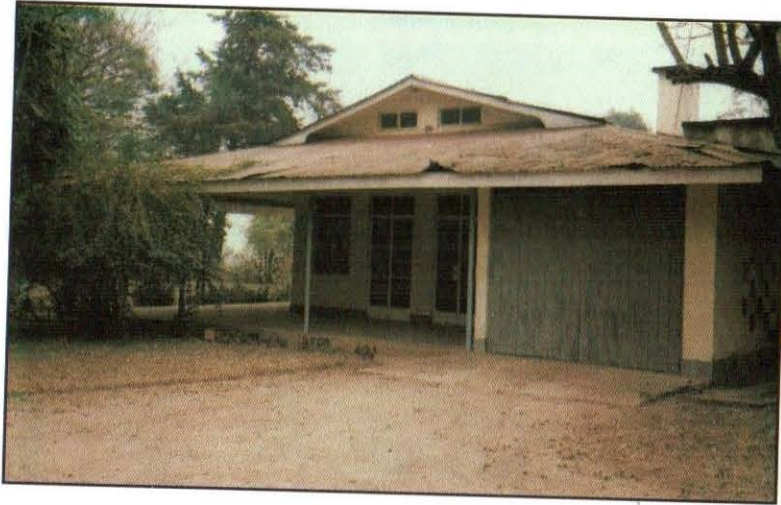
Mission house which was shared by the African tutors of the GTTC at  
Ruharo Mbarara  
Photo courtesy D. K. Mulindwa



The renovated GTTC Assembly Hall at Ntare School in Mbarara  
Photo courtesy D. K. Mulindwa



One of the two Hostels built for the GTTC at Ntare School in Mbarara.  
Photo courtesy D. K. Mulindwa



The GTTC Principal's house at Ntare School in Mbarara  
Photo courtesy D. K. Mulindw



Building at Nsube where Domestic Science lessons were conducted  
Photo courtesy D. Ssendo



The Convent at Nsube where Mother Kevin, founder of the Domestic  
Science College, lived.  
Photo courtesy D. Ssendo

political problems of this period, it becomes apparent that the onus of implementing teacher education programmes fell largely upon the concerned individual education departments or individuals in the Ministry of Education. But even then, decisions made tended to reflect specific short-term needs of a given government in power. Whenever Governments changed often with its personnel, decisions about teacher education also changed or plans in the pipeline were shelved for a long period of time by the new officers most of whom were appointed in acting capacities and could not easily implement their predecessors' decisions.

Despite the frustrations over its status, the overall performance of the National Teachers' College's was quite commendable. The College had expanded considerably both in staff establishment and student enrolment. The total number of staff was 107 technical and teaching staff and a total of 350 other group employees. The teaching staff increased by 32 percent from 72 in 1976 to 96 in 1979. By 1981, there were seven established administrative posts which included the Acting Director, Acting Deputy Director, Registrar, Senior Assistant Registrar, Assistant Registrar, Acting Senior Librarian and Acting Bursar.<sup>23</sup>

The increased establishment reflected the expansion in academic departments and subjects. The academic departments increased from four in 1979 to six in 1981. These comprised the Department of Agriculture and Home Economics with two subjects, Agriculture and Home Economics. The Department of Art had six subjects namely; English, French, Geography, History, Music and Religious Education. The Department of Business Education three subject areas, Accountancy, General subjects and Secretarial/Stenography while the Department of Design had also three subjects; Fine Art, Wood Work and Metal Work. The Department of Professional Studies comprised two subjects; Psychology and Speech Training and the Department of Science

with five subjects; Biology, Chemistry, Mathematics, Physics and Physical Education.

However, the problem of inadequate teaching staff persisted. For example, of the 88 established teaching posts in 1981, 68 were filled and 20 were vacant partly because as we have earlier noted, some lecturers left the College for better terms and conditions of service in other institutions and partly because suitably qualified staff in some subject areas like French, Speech Training, and Technical subjects were difficult to find. For example, out of an establishment of 47 posts for senior lecturers, only 25 were filled because there were not many lecturers with post-graduate degrees which was a pre-requisite for senior lecturership. The expansion of staff establishment was necessary in order to meet the needs of the growing student enrolment which had grown to a total of 500 students of which 350 were men and women were 150 by 1979. Likewise, increases in student enrolment called for corresponding expansion of the College's infrastructure.

Accordingly, the College administration was kept busy making both short-term and medium-term plans that would enable the College meet both staff and students' social, academic and professional needs. For this reason, Burua who seemed to have been a very enterprising Director, prepared the College's Five Year Capital Development Plan 1980-85 which he presented to the Permanent Secretary, Ministry of Education on 21st August, 1979. The plan covered and requested practically everything the College needed a swimming pool to two churches and a mosque. What is more justifying is the necessity of every item covered in the Five Year Plan.

The College had to involve students in various sports activities such as football, athletics, volley ball, cricket, handball, rugby and netball for which the College "had no fields worth the name". A

swimming pool was necessary because the College trained teachers of physical education. "One of their many activities included swimming for which the College had no facilities. NTC students had to use the University swimming pool which was inadequate for both Makerere and NTC students. The Director therefore justified a swimming pool at Kyambogo thus:

A person can learn all the required methods of swimming such as breast strokes, etc but theoretical training will neither make him float on the water nor does it make him a swimmer. The only way to learn to swim is to swim. Hence the necessity of a swimming pool.<sup>24</sup>

The College needed a Home Economics block to provide facilities for "clothing and textiles, food and nutrition and home management with cookers, refrigerators, sewing machines, besides the locally made ovens". These facilities were necessary according to the Director, because the teachers trained at NTCK "must learn the traditional methods of cooking plus those of the technological age". In this regard, the Director observed that:

A half-trained teacher is a danger to the pupils entrusted to him and can do irreparable damage.

The Director further observed that in any case, the Home Economics buildings had been built with a mind to hand them over to Nabisunsa Senior Secondary School. Moreover, NTC was the only College preparing teachers for Home Economics. A new self-sufficient facility was required for new facilities or expansion of the old ones. These facilities included the students' Assembly Hall, Dining Hall, Halls of Residence, a Professional Studies block, a Medical Centre, a College Bookshop, a Students' Centre and places of worship.

The Assembly Hall, which had been designed for 120 students was too small for 500 students then. This therefore needed expansion.

A new Hall of Residence for women was needed because the existing halls for women could only accommodate 144 students when shared. The number of female students had increased to 150 students and a lot of prospective women students had been left out in the 1978/79 intake due to lack of accommodation. Hence the Director observed; "it is necessary to think of training more manpower including woman power". So a new Women's Hall of Residence estimated to accommodate 100-150 students was necessary. The Medical Centre was a dormitory for Home Economics students and with the proposal to take homecrafts to Nabisunsa, the College needed a new Medical Centre. A Students' Centre and a Bookshop were justified for providing relaxation and academic materials which were necessary for students' social and academic well-being.

With regard to places of worship, students and staff prayed in improvised buildings which in the eyes of the Director did not "give a true picture of worship". The Director, therefore, presented this problem to the Ministry of Education in the context of the country's motto:

For God and My Country" presupposed that we fear God. The God we fear must have a place to worship him. Yet, the college has neither a mosque nor Churches and the improvised buildings cannot give a true picture of worship.<sup>25</sup>

Hence, the need for a true mosque and churches "to make our students God fearing" especially "as they will be teachers to instill religion into the future citizens of this country", the Director elaborated.

Plans were also made for the extension of the Administration Block to provide office space for Senior Assistant Registrar, Assistant Registrar, the Registry, and the Personal Secretaries for the Registrar and Senior Assistant Registrar because it had "become

difficult to deal with confidential matters like examinations".

The College had been asked by the Ministry of Education to introduce Arabic and General Technical Education. These needed classrooms, a language laboratory for Arabic and a workshop for General Technical Education in Electricity, Electronics, and a Design Office. The Five Year Capital Development Plan therefore requested these facilities especially classrooms and a workshop for practicals because the Director emphasized:

It must be emphasized that it serves no useful purpose to establish a course which trains teachers whose knowledge of their subjects is weak. Such a teacher is ruinous to the children he teaches".<sup>26</sup>

Development plans also took into consideration accommodation for staff. The housing policy in Uganda had been that substantively appointed members of the civil and teaching services were either entitled or eligible to housing by government. This policy led the staff at NTC Kyambogo to assume that housing by the College was their right. However, by 1979, the College had only 62 housing units against 107 established posts for administrative and teaching staff and only 26 rooms to be shared between 250 other College group employees. Clearly, the demand for accommodation at the College exceeded the supply by. This situation had adverse effect on the College establishment because lecturers and administrative officers who had no alternative accommodation declined to take up appointments if the College could not provide them with accommodation. Consequently, of the 107 established administrative and teaching posts, only 80 posts were filled in 1979 partly due to lack of accommodation.

In fact the housing problem progressively worsened as the College expanded and generated conflicts between the House Allocation Committee and members of staff. This forced the Director, to take-over the responsibility of allocating houses from the House

Allocation Committee which formerly made decisions on who to allocate a new house to.

The allocation of houses was so difficult that Burua "kept his ears shut" and advised his Deputies Rusoke and Olupot to do the same in his absence. He observed that:

The allocation of houses is not only tricky but it generates a lot of heat from those who feel hurt. My own attitude is to keep my ears shut to such grumbles. You may adopt your own. The important thing to realise is that few will ever be satisfied with the allocation of houses ... we have constantly to chase the houses in the Lower Estate.<sup>27</sup>

Unlike the institutional houses under various Ministries, the houses in the Lower Estate fell under the Pool Housing Scheme under the Ministry of Works and later under the National Housing Corporation and housed expatriates and civil servants whose parent Ministries did not have large numbers of staff like the Ministries of Education and Health. Consequently, the houses in the Lower Estate were occupied by civil servants from various Ministries and expatriate staff who taught at the NTC and neighbouring institutions. But with the departure of expatriates in 1972, many houses fell vacant and many teaching staff at the NTCs and Uganda Technical College moved in. Due to the "economic war" declared in 1972, however, the Ministry of Works gave up building pool houses and handed over those it had built to the National Housing Corporation.

After 1979 it became very difficult to secure a house from the National Housing Corporation. However, some Heads of Departments used every means at their disposal to get their staff allocated these houses. For example, knowing that expatriate staff had priority over Africans in the allocation of houses, Burua, convinced a Ministry of Education official that Bald, a lecturer at NTC who was returning from studies in UK was an expatriate. On

account of the spelling and sound of his name, Bald was assumed to be a white expatriate joining the NTC staff. When Burua was contacted over the telephone as to whether he was aware of the pending arrival of Bald and whether he had accommodation for him at Kyambogo, Burua confirmed the "fact" that Bald was an expatriate joining the NTC staff, but, the College had no suitable accommodation for him. The concerned Ministry official quickly allocated a house to Bald in the Lower Estate. However, Bald was a black African from West Nile, Burua's home district. Bald never occupied the said house because he was found dead in his flat in London shortly before his return to Uganda.

Obviously, such manouvres could only provide short-term solutions to the college's accommodation problems. The Director, therefore, requested the Ministry of Education to construct labour lines so that up to 100 workers could be lodged on the college campus to reduce discomfort, late-coming and absenteeism. For the administrative and teaching staff, the Director requested the construction of 50 houses which though not really enough would at least reduce the college's accommodation burden in the medium term.

Construction of 15 houses, garages, an agriculture block for laboratories and a classroom for the Department of Business Education did actually begin but they were all never completed. The agriculture laboratories block has since been condemned, the Business block is still under construction while the 15 staff houses except one were abandoned altogether because Contractors could not get building materials especially cement and roofing materials which were very scarce in the country at the time.

The College did not only lack building materials but also books, spare parts for vehicles and security for persons and property. In a brief to the Minister of Education on 22nd August, 1979, the

Acting Director then, Jonathan Rusoke informed the Minister that the College Library had since 1971 received no new text books for students and the ones obtained in 1979 were all looted from the Transocean godowns during the Liberation War before they were delivered to the College.<sup>28</sup>

Transport was a major problem for the College. By 1980, the College's transport system had virtually collapsed. The College's thirteen-year old Leyland bus was stationary because of lack of spare parts, a two-year old Tata lorry broke down every other week, while another Tata lorry had been looted during the 1979 war and when it was recovered, it was not only missing five of its wheels but its engine was also damaged. Of the two Fiat minibuses, one had been looted by fleeing soldiers and taken to Sudan while another was cannibalised. Due to lack of spare parts, a Nissan Van which had cost the College U.Shs.70,000/= in 1975, had by 1979 cost the College nearly U.Shs.150,000/= in repairs.<sup>29</sup>

Rusoke also informed the Minister of Education that although there was general insecurity in the country, the National Teachers' College community felt more insecure because of the vicinity of Banda, Kireka, Kiwatule and Kamuli places which tended to harbour many "wrong elements" that were proportionate to these areas' population concentration. These attacked the College and its neighbourhood and killed people. For example, a nephew to a lecturer at NTC was shot dead at the Lower Estate and an NTC Watchman was also shot dead at his residence in Banda. An attack on the College Bursar in 1977 had forced the College to request for the establishment of a Police Post near Banda but none had been established by 1979.

Perhaps the most pressing problem faced by the College especially during the 1979/80 financial year was inadequate funds. For example, the College received only Shs.1.3million over a period of

four months after the 1979-80 supplementary estimates instead of 1.6m which the College received per month previously. Due to the financial constraints of this period the College's Five Year Capital Development Plan 1979-85, could not be implemented because it needed substantial amounts of funds from the Ministry's Capital Development budget which was by then overstretched.

Given the economic austerity measures, some malpractices especially among the non-teaching staff began to emerge. The Director observed that there were "some perpetual juvenile delinquents" to whom thefts in the kitchen was attributed and forgeries in other areas where money was paid to persons who had forged other peoples' signatures.<sup>30</sup> In other cases, payments were made for items which the College never received. For these reasons, strict financial control measures were put into place to check on officers who believed that "money rains in the College and therefore money can be dished out to them whenever they want it and can also spend it without accountability". For example, nobody received cash payment exceeding U.Shs.2,000/= without the approval of the Director or his Deputy in the Director's absence, no advance payments were paid in excess of any staff's salary. School practice expenditure was decided by both the administration and the teaching staff and advice on all expenditure was sought from the Chief Executive (Administration) who was the College's Technical Advisor on accounts. However, these controls notwithstanding, Burua cared about the welfare of his staff and students.

Hard-working and efficient non-teaching staff received cash prizes in appreciation of their services and substantial loans were given to members of the teaching and administrative staff by the Ministry of Education through the College or through the savings of the Board of Governors to purchase motor-cycles and in some cases to top up for the purchase of cars. The Director was given a loan of

U.Shs.63,000/= to purchase a car, the Registrar was given U.Shs.48,000/= top-up a loan for purchase of a car while lecturers were enabled to buy motor-cycles. Group employees were given essential commodities like salt and soap free of charge. The Director also approved high expenditure on students' food items so long as the food was of high quality.

Cordial relationship existed between members of staff and students. According to the Director's hand-over notes to his Deputy when he was going to UK for a month's educational tour, Burua noted that students were well disciplined. However, cases of indiscipline did occur once in a while and when they did, serious disciplinary actions were taken against the offending student by the Board of Governors. For example, a female student was expelled from the college in 1978 for keeping a man for three days in the Women's Hall of Residence. In the same hand-over notes, the Director further noted that the majority of the teaching staff were "very serious about and devoted to their work". Even the few who did not take their work seriously managed "to justify their weakness with honey-coated words" thereby avoiding open conflict with the administration. Accordingly, the Director advised his Deputy:

the superior officer must accept blame though unjustified at times. Explanations do iron out some of the problems. Words used must be carefully chosen to avoid misinterpretation.<sup>31</sup>

The Director also observed that the non-teaching staff generally worked well and therefore advised:

they too require understanding from their Supervisors. They should be treated with courtesy.<sup>32</sup>

Due to good interpersonal relationship between staff and students, the academic failure rate among students was very low. For example the 1977/78 students' results for finalist had 100 percent pass in theory

examinations and only one student out of 156 students was referred in Teaching Practice. Administration and teaching staff did not only care about students' academic performance but also their professional growth. A Personal Tutorship system was in place and worked very well. Four to five students were allocated a personal tutor who became their mentor virtually on all professional issues as well as an advisor on social and academic issues. This system not only enhanced a high professional morale among the students but also enabled tutors to know their students very well to the extent that the Teaching Service Commission relied on the tutors' reports when appointing students into the Uganda Teaching Service on completion of their studies.

The National Teachers' College was indeed an institution with a high sense of self-identity and academic and professional pride. It is not surprising therefore, that at a Board of Governors meeting held on 31st May, 1978, the Board gave a vote of thanks to the Director and staff for the discipline, high morale on the campus and academic performance of the College.

Looking back at the social, economic and political hardships that characterised the 1970s and early 1980s, it seems incredible that National Teachers' College not only managed to survive but also maintained high academic standards and professional integrity. Although the College had not attained the mandate of mounting a Professional Degree at Kyambogo by 1985, the Administration and staff fought a good war that led to its attainment in 1986. Although the College's Five Year Capital Development Plan; 1979-85 achieved very little due to unavoidable circumstances, the College managed to construct six staff houses and a students' Hall of Residence which today bears the name Burua Hall, in memory of one of the College's Directors who laid a strong foundation for administrative and professional ethics at Kyambogo.

**THE ITEK YEARS: KYAMBOGO SINCE 1985**

*David K. Mulindwa*

Research is not only important for National Development but also for self development among you who chose to be academics. You must be acquainted with the expression in common usage among academics - "Publish or Perish".

PRESIDENT Y.K. MUSEVENI: *ITEK Graduation Ceremony 17th February, 1995.*

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The autonomy question which has been discussed in the last chapter has remained an issue in all Kyambogo development plans to-date. It has been mentioned that as early as 1970 a Visitation team set up by Makerere had visited Kyambogo to check on the possibility of Makerere expanding and taking over Kyambogo as its School of Education campus. That visitation team had evaluated the Grade V teachers' performance which it compared with the B.Ed programme offered by the School of Education at Makerere and found the two programmes quite similar. The same team after visiting several secondary schools in the country heard many headmasters testify to the competence and professional excellence of their Kyambogo trained teachers. In its final report, the visitation team accepted the compatibility of the two teachers' programmes offered by Makerere and Kyambogo respectively. It therefore became apparent that it was poor economics to duplicate these programmes at the two institutions and recommended the merger of these two programmes. Unfortunately, these recommendations, although unanimous, were never implemented.

The stagnation of the Amin years affected all sectors of Ugandan society and education was no exception. From 1970 when Makerere University attained university status on its own right, very little expansion had taken place for almost 15 years. It was

actually one of the major causalities of the "Economic War" which took place between 1972 and 1979. There was great need not only to expand the infrastructure to accommodate the ever increasing numbers of A' level leavers but also to offer courses such as Pharmacy, Architecture, Food Technology, Home Economics, and Land Surveying which Uganda badly needed but did not offer within its borders. For sometime Uganda had depended on universities in the sister states of Kenya and Tanzania for the training of its nationals in some of these courses, while a few Ugandans sought scholarship to obtain qualifications in these fields abroad. The collapse of the East African Community in 1977 simply made matters worse, literally cutting off Ugandan students access to Nairobi and Dar-es-Salaam universities and also leading to the dwindling of inter-governmental scholarships to Ugandans for study abroad.

Kyambogo went through thick and thin to survive these bleak years. Staff and students unselfishly gave of themselves to uphold the institution. The illustrious career of Director Burua has already been discussed above, and that of others who lost their lives during these turbulent years, are illustrative of the selfless spirit of the Kyambogo men and women of the Amin era. The autonomy of Kyambogo which all these people had fought for and for so long was to elude them until 1984 when government found itself with an ever growing demand for higher education as reflected in the thousands of A'Level leavers, all of whom had qualified to enter Makerere, but Makerere simply had no physical space for them. In the middle of the financial year 1984/85, cabinet was forced to take a decision which among other things directed "the Minister of Education to explore possibility of absorbing all qualified and deserving students into University for the forthcoming academic year 1984/85, by converting both the National Teachers College, National Technical College, at Kyambogo and the National College of Commerce at Nakawa into

faculties of Education, Technology, and Commerce, respectively".<sup>1</sup> This was to be implemented by taking over Kyambogo NTC, and UTC as well as Nakawa College of Business Studies and turning them into annex campuses of Makerere. This would provide extra physical space to make it possible to admit an extra 1400 students over and above Makerere's possible annual intake of 200.

To make all this possible, in October 1984 the Minister of Education appointed a seven-man Implementation Committee made up of officials and academics from both Makerere and the three affected Colleges as well as officials from the Ministry of Education. Kyambogo NTC, UTC, and Nakawa UCC were represented by their respective Principals. George Kahangi represented NTC Kyambogo on the Committee. Makerere itself had eight members on the committee while Ministry of Education had three. Between October and November 1984, this committee held at least seven full committee meetings in addition to several sub-committee meetings. At the end of November, they produced an implementation report on the expansion of Makerere University. For NTC Kyambogo this report recommended the following:-

- (i) all the courses offered there be phased out and subsequently be transferred to the new teachers' colleges with the exception of the following:-
  - (a) Business Education intake of 30 for 3 years
  - (b) Home Economics intake of 20 for 2 years
  - (c) Fine Art/Technical subjects intake of 45 for 2 years.
- (ii) subject to an early review, Grade IV and Grade V courses offered by National Institute of Education be retained at Kyambogo.
- (iii) with effect from 1985/86 academic year, no further intake be made for the BA (Education) or B.Sc (Education).
- (iv) the postgraduate Diploma in Education course be transferred with

immediate effect to Kyambogo campus.

- (v) a faculty or School of Education be created at Kyambogo to encompass the present National Institute of Education and the Faculty of Education and what remains of the National Teachers College, Kyambogo.
- (vi) a review committee be set up now to consider the structure for the new school or faculty taking into account the necessity to produce graduate teachers for the new Grade III and Grade V teacher training colleges.
- (vii) the M.Ed programme be also transferred to Kyambogo.<sup>2</sup>

All in all, for NTC Kyambogo, it was planned that with its capacity of 629 students, 307 students should be admitted there for degree course, 207 of whom should be National Institute of Education, (NIE) students and the rest for Post Graduate Diploma in Education. All NIE students were to reside and attend lectures at Kyambogo campus, but their staff were to commute to Kyambogo from Makerere University.

As a result of these recommendations, the Institute of Education, Makerere and the Faculty of Education, both physically moved stock and barrel to Kyambogo NTC campus. There were more than several teething problems as a result of this abrupt move and take over. Not all Makerere dons wanted to move to Kyambogo. To many of them, the move to Kyambogo looked like a demotion from the famous ivory tower hill at Makerere. Many wrote letters and memoranda of complaint about lack of both office space and personal residential accommodation at Kyambogo. The report had indeed noted that there was serious shortage of housing at the new campuses and that there was some reluctance at the two new campuses to agree that Makerere University may have access to any housing at all. At each of the new campuses, there was only one house placed at the disposal of the University.

For Kyambogo, the process of absorption of new students and new programmes on the surface appeared to have been smooth. The greatest difficulty was the implementation of the new administrative structure. The implementation committee had pointed out the need to avoid disruption of existing programmes at the new campuses and to avoid, wherever possible, conflict of authority and decisions. The University Council was going to become the supreme governing authority, and the existing Boards of Governors of the incorporated Colleges would temporarily continue to exercise authority on behalf of the Council in relation to the courses retained at these colleges. Likewise, the Director of NTC Kyambogo would continue to discharge his residual responsibilities in relation to those courses in process of being phased out and would be directly reporting to the Vice-Chancellor.<sup>3</sup>

The Implementation Committee further recommended that, for proper coordination of academic matters, it was necessary to have a Liaison Officer and a Dean or Director in case of National Institute of Education, posted at the new campuses on a full-time basis. Student admissions, registrations, fees, examinations, bursary schedules and academic awards remained under the control of the University Academic Registrar. Under financial administration, Makerere University was to take on the responsibility of claiming the money for student administration and maintenance from the Ministry of Education and then pass it on to the new colleges' administration on a cost per day per student basis. While the students actually moved and were taught at Makerere University, Kyambogo campus, the physical presence of staff on this campus, except when they were lecturing, was a rare occurrence. There appears also to have been an authority vacuum. The Dean, Professor Ocitti, occasionally came to Kyambogo and on other occasions conducted a number of staff meetings of the School of Education which included both Makerere and Kyambogo NTC staff. University authority for the new campuses fell under

the office of the Deputy Vice-Chancellor, Professor Kayanja, who toured the two/three campuses on rotation. What emerges is that in as much as Kyambogo was surprised and perhaps angered over the take over, Makerere personnel were also not eager about the cabinet-imposed expansion, because they were first of all not consulted, were low on manpower and the physical distance between the new campuses and the main campus at Makerere made supervision a near nightmare.

These financial arrangements, in particular, seem to have had a problematic start, because at the end of October 1984, with all the NIE students on his hands, the Director NTC Kyambogo was complaining that no money had been sent at all since the beginning of term. He was getting the impression that the Bursar's office at Makerere was becoming uncooperative in this matter. He was concerned that students could start complaining that they were not being looked after when actually the reason was that NTC had not received any money from Makerere.<sup>4</sup>

What actually happened on the ground at Kyambogo during academic year 1984/85 was a very different story. It seems hell had broken loose. Staff morale was very low, mainly because of the physical and other disruptions brought about by the move of the School of Education to Kyambogo. There were also a host of other issues, some coming out of the very fluid political situation in the country at the time, which culminated in the subsequent military overthrow of the Obote II regime, the rather brief Okello Government and finally the takeover by the NRM Government in January 1986. All these events had disrupted normal life in the country and schools, particularly Makerere and Kyambogo, had to reschedule their academic year 1985/86 to cater for students who had been cut off from Makerere because of various military situations upcountry.<sup>5</sup> Kyambogo campus, for instance, had to organise a crash programme for at least 100 students who

registered late, and then gave up on at least 59 students who had not been heard from and it was decided to abandon them for that term and have them re-admitted in October 1986.<sup>6</sup>

But perhaps the major issue at the Kyambogo campus, where Prof. J.P. Ocitti was Dean of the School of Education and leading its programmes at the Kyambogo campus, was the undefined working relationship between staff of what appears to be two institutions on the same campus, namely the NTC and the School of Education, Makerere University. It was not clear to anyone, whether for instance, NTC Kyambogo staff had been absorbed into the School of Education. Concern was raised by NTC staff at the 4th meeting of staff of School of Education Kyambogo campus, called by Dean, Prof. Ocitti, that Ministry of Education were not adequately guaranteeing the future employment, security and status of former NTC staff, and that School of Education had over-exploited the goodwill of the staff. Staff demanded that definite letters of appointment to NTC staff by Makerere University be given as soon as possible failing which the Vice-Chancellor should give each member of staff a temporary letter of appointment pending approval by Appointments Board.<sup>7</sup> Professor Ocitti was at pains to explain the University's position on the matter, which seemed to rest on future discussion and approval by the Makerere Establishment and Management Committee on establishment forecasts, staff needs in the School of Education and Staff deployment and the need for new recruitments, if any. Staff were very critical of the entire procedure of how the expansion was done. They pointed out that there was an obvious need for another University in the country and that a Makerere Visitation Committee should quantify and qualify such a need. They wondered why a Visitation Committee had not been appointed to consult UCC, UTC and NTC and produce a professional report for Government before the University expanded to Nakawa and Kyambogo.<sup>8</sup>

In another document, on "observations, comments and suggestion on Makerere University expansion to the National Teachers' College, Kyambogo, since 1984",<sup>9</sup> apart from job insecurity because of irregularities under the expansion scheme, staff pointed out that there was a general breakdown of essential services mainly due to absence of authority and poor coordination of programmes on campus resulting in poor output by staff. They also pointed out that the centralised bureaucracy had generated too many unforeseen problems. Many of the services, e.g. issuance of student identity cards, transport requisitions, processing of leave and other claims, all these and others could only be centrally sanctioned at the University's main campus, involving a lot of unnecessary and expensive commuting by staff and students between Makerere and the new campuses.

Among their recommendations was that Kyambogo NTC should continue to exist and to run its existing programme as well as to expand to offer new courses. They saw no reason why Kyambogo NTC should not be allowed to grow into an autonomous University College with its long established professional traditions and culture and, able to offer degrees in Education. To realise those aspirations they further recommended a programme which would give Kyambogo staff priority and opportunity for further studies leading to higher degrees, to equip them to teach in the proposed University College. They also recommended, in the national interest, that an Educational Review Commission should be set up to review national education policy and programme.<sup>10</sup> Here they sound like they were visionary, way ahead of our planners and political leaders. However, appointment of such a Commission had to wait until 1989.<sup>11</sup>

During 1985/86 academic year, the new NRM Government of Uganda decided that Makerere University should withdraw from the campuses of Nakawa and Kyambogo. This meant that among

other things, the Faculties of Technology, and Commerce and the School of Education had to return to the main campus at Makerere. This was as dramatic a pronouncement as the earlier cabinet decision taken a year before, which ordered the Makerere expansion to Kyambogo and Nakawa. A lot had been put into the earlier move and for Kyambogo, the phasing out of the Grade V Diploma in Education and its transfer to the new regional NTC in particular was a blessing in disguise. Along with the decision for Makerere to withdraw from the new campuses, came another Government decision which turned NTC Kyambogo into the National Institute of Teacher Education on 23rd October 1986.<sup>12</sup> But all did not become rosy over night. It took close to three years before legal status was granted to ITEK. Meanwhile there were residual problems hanging over ITEK as a result of the Makerere withdrawal from Kyambogo campus. A draft document of guidelines aimed at creating a governing authority at ITEK was drawn up and discussed with the Minister on 6th January 1987. When nothing seemed to be taking place Professor Senteza Kajubi who had been appointed Principal of ITEK in October 1985 wrote to the Minister of Education that ITEK was still operating without adequate guidelines and "legal authority" with regard to courses offered and the qualifications which ITEK intended to offer. He also requested the Minister to formally give ITEK the guidelines as agreed to at their joint meeting. Professor Kajubi's concern was that they should avoid any misunderstandings between ITEK and Makerere University, which seemed to be the view, especially in connection with Diploma in Teacher Education formerly run by the defunct National Institute of Education, Makerere, that ITEK should teach the students but Makerere continues to make the awards.<sup>13</sup>

The Minister does not seem to have responded to Professor Senteza Kajubi's letter because on 2nd April 1987, as ITEK was just about to open for the second term, Professor Senteza Kajubi again wrote

to the Minister, referring to his earlier communication that:

We now badly need your instructions in writing concerning the following matters:-

- A. Authority to take over officially from Makerere the DTE course and to award the Diploma in Teacher Education, DTE.
- B. Authority to take over from Makerere the examination and certification of Grade III teachers.
- C. Authority for the examination and certification of candidates presented by the National Teachers' Colleges for the Diploma in Education.
- D. Authority to examine and award the Diploma in Education to our own Institute of Teacher Education candidates.
- E. Appointment of Governing Body for the Institute of Teacher Education.<sup>14</sup>

He ended his appeal to the Minister that these were urgent matters on which a decision should be made (now) if adequate arrangements were to be made for the examination and issue of certificates to the candidates.<sup>15</sup>

In February 1987, there was a near crisis at Kyambogo, when ITEK found itself with close to 900 students - 260 DTE of the defunct NIE and 640 of its own students. Among other things, with this crisis on hand, ITEK made a special appeal:

to the Ministry of Education that the process of legally establishing the Institute of Teacher Education be speeded up so that the Institute can run its proposed programmes without any hindrance.<sup>16</sup>

It must have been these naggings by Professor Senteza Kajubi and his management colleagues at ITEK that finally moved the

Ministry of Education to start thinking of presenting the ITEK Bill to the National Resistance Council. Senteza Kajubi's predecessors had also complained about the nebulous legal status of the College.

Director Poskitt, for instance, in his memorandum for the Visitation Committee of the Makerere University College in 1970 had complained about how "clumsy, frustrating and expensive" it was for the College to run without a governing body. In particular, with regard to the recruitment of staff for the College, Poskitt had observed that:

This is a field where lack of a governing body and Appointments Committee is particularly difficult since College policy is in fact seen as Personal Policy. Whereas a tutor can in practice give us a few weeks' notice that they will not be returning from leave, it normally takes over a year before anyone recruited through ODM arrives at the College.<sup>17</sup>

Director M.Y.G. Burua, on his part implored the Minister of Education to do something about the College's lack of legal status, saying:

Honourable Minister, my main concern, in short, is that this College lacks identity (status). I feel Sir, that the time for this College just to Exist has passed and I feel that this College's humble contribution to Secondary Education in this country warrants a legal recognition. The person the College can now appeal to is you, our Minister who appreciates the situation in which this College has found itself.<sup>18</sup>

So the Institute of Teacher Education, Kyambogo was finally legally born when a Statute was subsequently passed by the National Resistance Council in August 1989, as the *Institute of Education Act, 1987*. For the first time, Kyambogo became an autonomous institution, a status that so many former administrators such as Directors Poskitt, and Burua and Principal Professor Kajubi, had all been proposing and lack of which, they all complained, had greatly hindered the College's development. This

Act, among other things, gave Kyambogo the supervisory role in the areas of developing curricular and academic standards as well as examining and certifying in all the National Teachers' Colleges and Primary Teachers' Colleges. ITEK was finally to become the centre for education of teacher training and coordination of teacher education in the country. This was exactly what Kyambogo had initially been set up to be. According to the de Bunsen Report of 1952,

the various Colleges, once fully developed and staffed, were to become constituent Colleges of the Institute of Education with its headquarters at the Central Government College at Kyambogo.<sup>19</sup>

The 1987 [1989] ITEK Statute made great strides in improving the administration of the Institute. This new Statute provided for a Council as the supreme governing and policy making body of the Institute. Hitherto, the Institute had been torn between instructions from both the Ministry of Education and Makerere University to the point of fizzling out any initiative on the ground. When Kyambogo was given autonomous status in 1986, it came, as we have seen, in the wake of the move of the School of Education back to Makerere University main campus. Professor Senteza Kajubi like his predecessor had laboured to no avail, to get some form of legal backing for the existence of the College. In October 1986, the Minister of Education had appointed a Board of Governors for the new Institute of Teacher Education, under the chairmanship of Professor A. Wandira, but the terms of reference for the Board of Governors were not very clear. In his acceptance letter, even Chairman Wandira himself hoped that "the nature of the Institute and the rules under which it is established, will become clearer soon. The Board would be happy to be involved in any current discussions of the emerging conception of the Institute".<sup>20</sup> There had been an earlier Board of Governors of the NTC which seems to have been dissolved with these new developments and only two members of that Board, its Chairman

Professor A. Wandira and Professor E.H. Rukare were appointed to the new ITEK Board of Governors in 1986.

Information is presently lacking on whether this new Board of Governors of ITEK ever met or ever transacted any business. What is clear though is that, although ITEK had been informally created in 1986, until 1989 when the Act was finally passed by the NRC, ITEK still had no legal basis and whatever measures were put in place were merely interim. In November 1986 ITEK still frustrated by the absence of a governing body to finally consummate their newly acquired status wrote to the Minister of Education proposing the appointment of such a body along with some suggestions on its membership. In response to the document, the Minister of Education, Mayanja Nkangi wrote to the Principal on December 12th 1986 giving guidelines to be adhered to for the quick development and smooth running of the Institute. He appointed an Interim Council composed of:-

- (a) Chairman
- (b) Ex-Official members
  - (i) Principal
  - (ii) Deputy Principal
  - (iii) Principal of each Constituent College
  - (iv) Permanent Secretary, Ministry of Education
  - (v) Permanent Secretary, Ministry of Planning
  - (vi) Permanent Secretary, Ministry of Finance
- (c) Other members of the Council shall be:
  - (i) 8 members appointed by Government
  - (ii) 2 members elected by Senior Staff Association
  - (iii) 2 members of the Institute elected by the Students' Guild
  - (iv) 2 members elected by the Academic Board

- (v) 2 members elected by Council.

Of particular interest was clause (4) of this document pointing to the interim nature of these measures and fluidity of the situation at the time which stated that:-

*Until such time as legislation shall be made to make the Institute completely independent, and award its own Degrees, Diplomas and Certificates, such awards shall be awarded through Makerere University; but the Institute shall not be a constituent College of Makerere University.*<sup>21</sup>

The creation of new NTCs around the country in the mid 1980s therefore created room for the Institute to concentrate on programmes for teacher educators, through in-service degree programmes. So without losing time, in September 1987, the Principal Professor Senteza Kajubi wrote to the Minister of Education to indicate that the Institute of Teacher Education, Kyambogo was ready to take on Bachelor of Education (B.Ed) degree courses for the 1987 intake. This was proposed to be an in-service programme for experienced Grade V Diploma holders who had formerly worked as either tutors in PTTCs, NTCs, or as secondary school teachers with Diplomas in Education, or as Inspectors of Schools and other cadres of education administration officers. The proposal aimed at recruiting between 200 and 250 students in the above categories. ITEK did not intend to take in A'level candidates with the exception of vocational subjects like Business Education, Home Economics, Technical Education (facilities for which could only be found at ITEK), partly because of limited space, but mainly because the newly created National Teachers Colleges had not been having adequate numbers of A'level leavers. This would enable those NTCs to get adequate candidates with the A'level qualification. Besides, the proposed in-service B.Ed programme at Kyambogo was planned to be of two years' duration, building on the candidates training and experience

in teacher education.

On 14th September 1987, the Permanent Secretary replied to the Director giving permission to ITEK to administer the admission of B.Ed students to Kyambogo. This letter was circulated among the senior management colleagues at ITEK, all of whom noted its contents with great satisfaction and happiness, with Registrar Byuma saying "at last the challenge has come". Indeed the challenge had come, partly because these degrees were to be awarded through Makerere University. While the ITEK Act had given autonomy to the Institute by creating among other things, an Institute Governing Council, Appointments Board and Academic Board, the relationship between ITEK and Makerere in the area of degree programmes and related academic issues were left vague. In fact, after Makerere had pulled out of Kyambogo at the beginning of the 1985/86 academic year, a Committee of Deans and Management of the Institute of Teacher Education Kyambogo had met and produced an interim report on the relationship between Makerere University and Institute of Teacher Education Kyambogo. They noted that the decision to move the School of Education back to Makerere from Kyambogo had left a number of issues unresolved and one of them was the relationship between the University (and particularly the School of Education) with the Institute of Teacher Education.<sup>22</sup> Unfortunately, in their recommendations, they simply called upon both the Institute and the School of Education to submit a detailed memorandum on how they envisaged their future relationships and the relationship between the Institute and the University as a whole.<sup>23</sup> Evidence is still lacking on a joint meeting between these two parties about this issue.

Be that as it may, the first in-service B.Ed students were admitted to ITEK and teaching in the programme started on 1st October, 1987. However, by November 1989 the Institute was already

facing problems in running B.Ed courses leading to the B.Ed Degree of Makerere University. In August 1988 ITEK had sent a set of draft regulations for the 2-year B.Ed degree accompanied by a nine page rationale to the Academic Registrar for Senate's approval. In July 1989 the Academic Registrar, Makerere, sent to ITEK a set of B.Ed Regulations of the Makerere University School of Education as Approved by Senate on 4th July 1989. These regulations did not go down well with ITEK. First of all, although Government had given ITEK a go ahead to conduct B.Ed courses in collaboration with Makerere, ITEK did not feature anywhere in the Senate approved regulations. Some of the basic professional courses offered at ITEK had been omitted, and instead of the proposed 2-year course, a three and a half year (or 5 terms) programme had been approved. Finally the proposed degree structure had also been changed to match that of Makerere, without reference to or consultation with ITEK. In the process Makerere had turned what ITEK had proposed as "Main" subjects into "Electives", thus watering down what ITEK considered to be the professional nature of their proposed programme. The situation has not changed much over the years. Administratively the relationship between ITEK and Makerere has remained basically ambivalent. Both Professor Sebuwufu and Professor Lutalo-Bosa have unabashedly asked Government for complete autonomy from Makerere by conferring full university status to ITEK. Professor Lutalo-Bosa, in making the ITEK case at the 1997 graduation ceremony said that everything was already in place, both the infrastructure as well as staff, and all Government needed to do was to say that Kyambogo is a university and all will be done.

After the ITEK Act had been promulgated in 1989 by NRC, the Minister of Education finally got concerned and in October 1989 the Permanent Secretary wrote to the Principal ITEK to inquire why nothing had been done about appointing members to both the Institute Council and Appointments Board since the NRC had

already passed the Bill establishing the Institute of Teacher Education, Kyambogo.

In response to this, action was quickly taken between ITEK and Ministry of Education and by November 1989 the Minister had appointed both Council and Appointments Board of ITEK. In administrative terms, the Statute was perhaps the best thing that has every happened to Kyambogo from its inception in Nyakasura. Every single administrator had been complaining about the absence of a governing body.

Professor Senteza Kajubi, a reknown scholar in the field of education, came to Kyambogo from Makerere where he had been Director of the Institute of Education for a very long time. Just before being appointed Principal of Kyambogo, he had been Vice-Chancellor of Makerere during the difficult years of Amin's rule. It was therefore a blessing for Kyambogo to have such a reputed scholar in the very field of education as its leader. He came along with Dr. J.C. Bigala, also from Makerere, another very able academic and administrator of long standing, as his Deputy. It is therefore no wonder that the long struggle to achieve legal status for Kyambogo had to come during Professor Senteza Kajubi's administration as Principal.

However having come from Makerere, and also at the level of Vice-Chancellor, perhaps one could say that Professor Senteza Kajubi may have found ITEK too small a place for him. He was a man with many international professional contacts; and even within the country, Professor Senteza Kajubi had several other professional commitments over and above his new administrative duties at ITEK. Some of these other obligations often kept him away from Kyambogo and sometimes out of the country. In fact some of his staff used to refer to him jokingly as "Principal of the Air". His Deputy, Dr. Bigala, too had his own external contacts

and other national commitments. It was not uncommon for the two top administrators, it is claimed, to meet and exchange notes at Entebbe Airport, as one was returning home and the other on his way out. Therefore the man on the ground was J.A. Rusoke, holding the cumbersome title of Registrar/Secretary. Rusoke had been at Kyambogo for a long time from the NTC years. He managed the Institute the best way he knew how. But observers and contemporaries have said that for these brief years of ITEK, 1986 to 1990, the Institute was but a glorified NTC.

We must however realise that the administration of the nascent ITEK had almost its hands tied. They could not do what had been informally said they could do. This is clearly reflected in Kajubi's communication with the Ministry. One cannot fail to detect his frustration with the Ministry's failure to give them instructions in writing on the agreed guidelines and *modus operandi* in the absence of the Statute. So from 1986 to 1989, when the Act finally came out, but conveniently backdated to 1987, rather little could be done or achieved without the necessary statutory backing in place. That is why Professor Sebuwufu, Professor Senteza Kajubi's successor, in appreciation of his predecessor's efforts noted that:

When the Institute was established in 1986, it had no Statutes, no Council and no Appointments Board, and yet the pioneer administrators and staff launched it very successfully. May I request Your Excellency to join me in paying tribute to the leader, Professor William Senteza Kajubi, and to the members of his team for a job well done!<sup>24</sup>

But the Statute finally came out providing for the legal autonomy of ITEK. In fact since the draft of the statute originated from Kyambogo, so the input of these top administrators and academic staff cannot be underplayed. They made sure that, in terms of definition, mission and functions, the Institute of Teacher Education was above all the structures of the secondary school and

teacher education system in Uganda. For instance, it was not by accident but by design that while all the NTCs have Directors, the ITEK Act provides for a Principal as the top executive heading its management and academic programme. It is a title which reflects the collegiate academic nature of the Institution as it was perceived by those on the ground at the time, and perhaps also a reflection of its aspirations of growing into an autonomous University in the future. ITEK staff too had remained restless and were getting agitated. In a Memorandum to the Minister of State for Higher Education, they demanded that

the Honourable Minister of State for Higher Education clarified the legal status of ITEK and the exact meaning of academic linkage between ITEK and Makerere University, in form and substance, with clear elaboration of the operations implication in terms of:

- (a) Admissions Policy
- (b) Programme Orientation (Innovation)
- (c) Examinations.<sup>25</sup>

The Makerere "Kyambogo campus" years had left them so demoralised and when ITEK came into being by cabinet directive in August 1986, they were instead confused because by that directive they suddenly ceased being members of UTS and yet they were not Makerere employed. In effect they remained worse off than they were during the NTC years because they had no job security neither were they entitled to pension or gratuity. To make matters worse, with the first intake of B.Ed students their work load increased and there was nothing to show for it in monetary terms.

The day to day administration of the Institute also left much to be desired. Since the Institute had neither guidelines nor legal statute, Management seems to have run the Institute on an ad hoc basis. All this led staff of ITEK to form an organisation for collective bargaining. At a General Meeting held on 12th January 1989 ITEK

staff resolved to form an Association to be called Institute of Teacher Education Academic Staff Association (ITEASA)<sup>26</sup> for which they elected an Executive Committee with Habib Kato as its Chairman. The Association was formally launched on 22nd February, 1989. This Committee immediately went to work, seeking audience with the Institute administration to discuss staff grievances which, among other things, included low salary scales not commensurate with the work load involved in teaching undergraduate courses, disparity in salaries paid to staff, disparity in staff treatment by administration, teaching overload, allowances and lack of medical services. Other issues included general staff welfare, various academic issues and anomalies in general administration. The meeting with Management on 4th May 1989 solved a few issues relating to general administration and staff welfare, but all other burning issues relating to salaries and academic complaints remained unresolved, and these were to become the subject of an ITEASA Memorandum to the Minister of Education.

But before this, on 13th March, 1987, ITEK staff had appointed a Select Committee among other things to determine the status and development of the Institute, suggest terms and conditions of service and propose the relationship of ITEK with other Institutions like Makerere University, Ministry of Education, NTCs and TTCs. Its Chairman was E.N.G. Kyagulanyi, H. Kato was the Vice-Chairman and M.A. Byaruhanga Kadoodooba its Secretary. This Select Committee produced a terse 26 page report that was to become the brain child of the Institute of Teacher Education Statute of 1987 [1989]. In the foreword to this report titled "Proposed Status and Mode of Development of Institute of Teacher Education, Kyambogo" of December 1987, the Deputy Principal Dr.C.B. Bigala, noted that:

The objectives and proposed functions of the Institute are clearly laid

out in the draft report. The authors are not offering answers as of course there are no panaceas. Rather they effectively give a prospective of the organisational frame work, strategies and future prospects of the Institute.<sup>27</sup>

In fact evidence now shows that Kyagulanyi, Kato, Kadoodooba and Bigala were the authors of the 1989 ITEK Statute and that Kato and Kyagulanyi were sent as resource persons to the Ministry of Justice and the Attorney General Chambers during the legal drafting of the Statute.<sup>28</sup>

Meanwhile, in May 1989 Makerere University Academic Staff Association had gone on strike for a minimum living wage which seems to have incensed Government, leading to its dismissal of striking Makerere University staff on radio and their subsequent eviction from University housing. ITEASA was quick to write to the MUASA academic colleagues

to express our solidarity with you for your cause and justified struggle for a living wage. Certainly a living wage is a human right and we whole heartedly support you.<sup>29</sup>

With another pen, ITEASA wrote to the Minister of Education condemning the summary dismissal of MUASA members on mass media, refuting Government claims that MUASA members were unpatriotic and went on further to say that ITEASA was in total support of MUASA's demands. ITEASA General Secretary intimated to the Minister that they too were in the process of presenting their demands for both terms and conditions of service commensurate with the status of ITEK, and for a living wage. He however cautioned that

In the event of mistreatment of MUASA during negotiations and failure to reach an amicable agreement, we, too shall lay down our tools.<sup>30</sup>

But perhaps of greater interest is the memorandum that ITEASA addressed to the Minister of Education, with a copy to H.E. the President, on "The Development of the Institute of Teacher Education, Kyambogo (ITEK), Terms and Conditions of Service of the Institute Staff,"<sup>31</sup> 20th May 1989, in the wake of the MUASA strike. In this memorandum, which opened a can of worms in the Ministry of Education and NRC about what was going on at the Institute, ITEASA resolved as follows:

We the members of Institute of Teacher Education Academic Staff Association (ITEASA) in a General Meeting held in the ITEK staff common room this 1st day of July 1989 NOTE with grave concern the lack of response to the following burning issues raised in a letter dated 5 June 1989 written to you:

1. The rectification of the salary anomalies.
2. The payment of arrears with effect from 1 October 1987.
3. Institution of a health fund for ITEK staff.
4. The fate of the B.Ed programme.

We RESOLVE and it is hereby RESOLVED that unless the above issues are solved by Friday, 7 July 1989 at 12.00 noon:

1. Our syllabii for the B.Ed programmes submitted to Makerere University will be withdrawn.
2. The teaching and examining of B.Ed programme will be stopped.
3. The questions submitted for the B.Ed I and II examinations will be withdrawn.<sup>32</sup>

On 4th July, 1989, the Minister replied through the Principal and did not even give a copy to ITEASA but the Principal availed them a photocopy of the Minister's letter. The excerpts of the Minister's letter below show Government's mood at the time about the

threatened ITEASA strike. It read in part that:

1. Reference is made to a letter from the Institute of Teacher Education Academic Staff Association (ITEASA) dated 1st July, 1989 to H.E. The President among others.
2. Please note that the letter was not properly routed through the right channels as per accepted practice. Secondly it has some element of arm twisting in the sense that it talks about a threat by the Kyambogo Lecturers downing their tools at a critical time when their students are due to sit important examinations next week. I would therefore request you to use your good offices to discourage such unethical tendencies.
3. As you will note the letter arrived at a time when I had invited you and your colleagues, the Makerere University authorities and the Attorney General's Chambers representatives to discuss the Institute of Education, Kyambogo Bill which has already been given The First Reading in the National Resistance Council, but whose discussions had to be shelved for a few days following your submission of last minute proposed Amendments.
4. With regards to the contents of the letter I would like to confirm the request I made to you during our meeting this morning, namely:
  - a) that you assure the ITEASA leaders that the Ministry is doing everything possible to have the Bill for the Institute debated and the appropriate Statute enacted very soon.
  - b) that, negotiations are being carried out between ITEK and Makerere to speed up arrangements for the conducting of the examinations t ITEK. With these two approaches, things should be straightened out, without any further complications.
5. Please make it clear that it is in the interest of the ITEASA members, the Ministry and indeed the Nation at large that they exercise maximum patience and understanding to allow an appropriate atmosphere for a solution to their complaints.

You should also assure them that the Ministry has no intention whatsoever to turn a blind eye to the problems which concern them. One should bear in mind that the recent budgetary proposals by the Minister of Finance augur well for members of the teaching profession among others.<sup>33</sup>

The Minister of Education later came and addressed staff on 7th July, 1989, particularly to discuss the ITEK Bill, but also discuss the contents of their latter of July 1 1989. After the meeting ITEASA sent an ultimatum to the Minister the same day saying that they were stoping teaching and examining of B.Ed programme, withholding examinations submitted for B.Ed I and II and withholding all B.Ed syllabi presented to Makerere University, pending Government's rectification of their earlier stated grievances. In effect ITEASA was by this letter declaring a strike with effect from 7th July 1989.<sup>34</sup>

At the height of the strike, which went on up to 17th July 1989, was when a good turn deserved another. Dr. Abel J.T. Rwendeire, Secretary MUASA wrote to ITEASA Chairman with copy to the Ministry of Education expressing support for ITEASA struggle concerning their terms and conditions of service.<sup>35</sup> In the interim, the Minister had appointed a three-man committee chaired by R.O. Agwai, to look into the complaints of academic staff at ITEK. The committee reported back to the Minister of 17th July 1989 literally in full agreement with all ITEASA demands including, *inter alia*, the appointment of a Governing Council and Appointments Board. stream lining of salary differential in relation to qualifications, paying of such salary differentials in arrears as of 1st October 1987 and Government doing everything possible to diffuse the tension and correct the anomalies regarding B.Ed programme and examinations which Makerere was disputing.<sup>36</sup>

Thanks to ITEASA's insistence on clarification of the status of the B.Ed students, because whether it was by coincidence with the timing of the ITEASA strike or as a direct reaction to it, we now know that Makerere University Council met on 12th May to consider some of these issues. The final decisions taken by University Council were communicated to the students by Secretary/Registrar on 15th July, 1989. He informed them that:

... the following decisions made by the Makerere University Council at its meeting on 12th July, 1989:

- (i) admission of the Institute of Teacher Education (ITEK) to the status of a recognised "Connected Institution" with Makerere University.
- (ii) approval of the establishment of the Bachelor of Education (B.Ed) degree programme at ITEK. This degree will be awarded by Makerere University.
- (iii) formal admission and registration of 2nd year students at ITEK as external students of Makerere University before they are permitted to sit the University examinations.
- (iv) the scheduling of the University examinations to commence on 24th July, 1989 after fulfilment of (iii) above.

In view of the above decisions the following arrangements have been made:

#### Registration of 2nd Year Students

A team of Makerere University officials will come to the Institute on Tuesday 18 July, 1989 to embark on the registration exercise which will start at 9.00 a.m. Students should make sure they have the relevant documents for this exercise. Further details concerning the payment to Makerere University of Shs.500/= Registration Fee per candidate and Shs.1,000/= Examination Fee per candidate will be worked out as soon as possible. Registration will be conducted in the Conference Room.<sup>37</sup>

Armed with the Agwai Committee report the Hon. Minister Ntimba was enabled to table the ITEK Bill to National Resistance Council. As a friend of ITEK, the Hon. Minister of State for Higher Education very ably guided the Bill through NRC which passed it at the beginning of August 1989 back dating it to October 1st 1987 as ITEASA had requested thus effectively legalising and conferring Makerere University status on the B.Ed students who were already in residence and studying at ITEK. The Statute also, for the first time, streamlined ITEK staff salaries to match those of Makerere. So finally, it was ITEASA which managed to bring the prize home - that measure of autonomy for ITEK which had bedeviled and dodged so many before them.

In August 1990 Professor P.J.M. Sebuwufu was appointed the new Principal of ITEK to replace Professor Senteza Kajubi, who had left the Institute in December 1989. Professor Sebuwufu was appointed along with A. Tibarimbasa, both of them from Makerere. This team of two energetic and young administrators made quite an impact on arrival at ITEK. Everyone remembers how dilapidated all the public institutions had become over the years of Amin to Obote II. When Sebuwufu and Tibarimbasa arrived, they moved fast, like the proverbial "new brooms". They provided paint, got both staff and students and a few hired painters to paint all the buildings at ITEK, including lecture rooms, the administration block, students' hostels and staff houses. There were no physical repairs to the buildings, but white wash, cracks and all! In a few weeks ITEK was all white and looked as clean as a new baby! A new era had dawned on ITEK.

But more was to come. By the time Sebuwufu became Principal, an Institute Council, Appointments Board and Academic Board had been appointed as per Statute on the eve of Professor Senteza Kajubi's departure, thanks to the pressure mounted by ITEASA.

The system of administration and the development of academic programmes were already on the go. For the first time in the history of Kyambogo, with the Institute Council in place, ITEK policies in all spheres became transparent. For instance, staff recruitment became normalised, with all candidates taking interviews and getting officially appointed into ITEK service by the Appointments Board and not simply by the Principal or through Ministry of Education directives.

In 1991, Council created an Income Generating Units Committee (IGUC) which is one of the most active arms of Council. So much has been done by the IGUC which has greatly contributed to the financial liquidity of the Institute at a time when government spending on public institutions has been greatly reduced. In 1994/95 fiscal year, for instance, ITEK had requested for Shs.715 million for Capital Development of which only Shs.42 million (5.8%) was voted by Government, but with income from IGUC account ITEK has since been able to finish the construction of the Faculty of Arts building which has stood uncompleted for 30 years, at the estimated cost of Shs. 180 million. This is perhaps the right way to go. Even President Museveni noted with satisfaction that:

... the Institution is trying to supplement government efforts by generating its own revenue. This is a step in the right direction and I urge the administration and all those concerned to develop further their income generating activities. I urge the administrators to become entrepreneurs and turn their Institutions into successful business concerns which can run on their own steam.<sup>38</sup>

It was also during Professor Sebuwufu's tenure as Principal that ITEK salaries were directly linked to Makerere salary scales, an action which greatly motivated staff and raised their morale. Generally the sense of ITEK as a University College starts from this time. Obviously, Sebuwufu and his team did not have access to as much money as there is available for ITEK now, so one feels

that if there was money available for capital development, Sebuwufu and his team would have definitely done better in that area as well.

The most recent jewel in the administrative crown of ITEK came in 1994/95 fiscal year when the Institute was given self-accounting status by Government, like the other sister institutions, Makerere University and Mbarara University of Science and Technology. The self-accounting status now enables ITEK to get her subvention vote directly from the national Treasury without going through or getting it from the Ministry of Education. This has greatly eased the day to day management of the Institute. Delayed payment of staff monthly salaries is now a thing of the past. The Institute Management has singled out staff welfare as one of its top priorities, and in this respect, Council and Government, in 1995, put in place a Staff Retirement Benefit Scheme similar to that of Makerere and Mbarara Universities. Between 1986 and 1995 ITEK staff had no Retirement Benefit Scheme. When the NTC became ITEK, staff ceased to belong to the Unified Teaching Service (UTS) Pension Scheme and nothing was put in its place until 1995.

In 1995/96 academic year, academic staff establishment at ITEK stood at 247. Of the 22 professorial posts, only two of them had been filed. Of the 38 Senior Lectureship, eight were still vacant and of the 107 Lectureship only 68 had been filled. There were 80 Assistant Lecturers, a grade ITEK would rather do away with and it is for this reason that a vigorous Staff Development Scheme has now been put in place. Appointments Board and Council have both been very supportive of the Institute's policy on staff development.

The structure of staff establishment as it was up to 1995 was definitely bottom heavy and something had to be done to improve

the quality and academic standings of its staff, if the Institute was going to be worth its name. The Institute, it was realised, could only improve its quality of education and build academic reputation mainly on the academic quality of its staff. By 1995 a Staff Development Committee had been formed which started working on the Institute Staff Development policy. In its attempt to excel, ITEK has subsequently put in place a vigorous staff development programme.

Staff members are encouraged to apply to the Committee for financial assistance through their Heads of Departments. Departments are expected to prioritise where training is required in relation to the programmes offered by that Department and to encourage applicants to seek training in those areas/fields. Although ITEK assists in placement it would prefer that the applicant seeks and obtains admission to an Institution before the application to the SDC is made. Departments are also requested to assist in this by establishing corroborative research links and possible staff exchanges in their fields with other Institutions of higher learning. Departments would therefore assist and encourage their members to contact such Institutions for placement, and where possible, funding. Departments are also encouraged to advise the Committee on their plans for staff development so that the programmes in their departments go on uninterrupted. Government has been quite responsive in providing funds for staff development at ITEK. The financial budget for training has been quite hefty, but government has been quite supportive. The majority of staff on this programme are mainly registered at Makerere University, but there are quite a few who are pursuing their graduate studies at various Universities overseas where the tuition fees and research funds are quite exorbitant in relation to the low foreign exchange value of the Uganda shilling.

For the 1996/97 training vote at ITEK, Government allocated Shs.2

million. For 1997/98 Government vote for training was Shs.15 million. This was supplemented by ITEK with Shs.20 million from the Income Generating Units account, making a total Shs.35 million. Currently, there are at least twenty members of staff pursuing Masters degrees and two members who are registered for Ph.Ds. The current situation in terms of vacancies filled is two Professors, one Associate Professor, twenty nine Senior Lecturers, seventy two Lecturers, and only forty six Assistant Lecturers. This is definitely a great improvement from the 1995/96 position, but ITEK administration hopes that in about two years' time the establishment pyramid will get wider from the middle to the top.

Research at ITEK has been rather low key until recently. For the first time, in 1994/95 estimates, research appeared as one of the items in the ITEK budget. One of the objectives of the Institute is to conduct research and there is no way a degree awarding institution can wriggle out of that obligation. In 1994/95 Shs.5 million was voted for research, but when that vote was announced to staff, the Research and Publications Committee of Council was overwhelmed by the response. Staff submitted research proposals for funding totalling Shs.25 million, a clear demonstration of the research potential among ITEK staff. Council was challenged and since then it has been trying to match funds allocated by Government for research with internally generated funds from the Income Generating Units account. For fiscal year 1997/98 the Government research vote of Shs.12.7 million was matched with Shs.9.2 million by Council from internally generated funds. President Museveni was also encouraged to learn that efforts were being made to strengthen research at ITEK. He observed that although funding research is a primary responsibility of Government, institutions like ITEK should always try to tap both local and international sources of funding particularly at this time when international donors appear favourably disposed to Uganda. He concluded that:

Research is not only important for national development but also for self development among you who chose to be academics. You must be acquainted with the expression common among academics - Publish or Perish".<sup>39</sup>

Since 1995 when these remarks were made by President Museveni, a lot more has been achieved in way of research at ITEK. The Ministry of Education too has recognised the expertise existing at ITEK. As a result individual members of staff have been called upon by the Ministry of Education to provide this expertise both as researchers and resource persons for different national educational research projects. From experience, Professor Lutalo-Bosa the current Principal, encouraged staff to form a Research Consultancy. The National Education Advisory Bureau, (NECAB) has since been formed by ITEK staff and is fully supported by management. Besides generating some revenue, NECAB uses human resource available at ITEK to build capacity in research and execution of identified tasks under various projects in education. Having organised themselves into a Bureau staff can now use their numbers and expertise for collective bargaining.

There are affiliated institutions such as the Uganda Institute for Special Education (UNISE). Others include all the Primary Teachers' Colleges and the National Teachers' Colleges whose programmes/curricula, standards and examinations are supervised by ITEK and the Institute makes the awards. There are also other national education programmes and projects in which ITEK staff have played a key role as researchers, moderators or resource persons. These include the Teacher Development Management Service and the Projects Implementation Unit both of the Ministry of Education.

In December 1988, the Uganda Ministry of Education approached the Danish International Development Agency to explore possibilities of setting up an Institute of Special Education in

**Uganda:** It was from this initiative that DANIDA started supporting programmes in teacher education in special needs at the Institute of Teacher Education Kyambogo. In 1993, with Danida funding, construction of UNISE began on a 30 acre site at Kyambogo adjacent to UPK and ITEK. UNISE academic programmes include a two-year Diploma in Special Education, a Bachelors Degree in Special Education, a postgraduate Diploma in Community Based Rehabilitation Education and a certificate in Mobility Rehabilitation. Both the programmes and awards are administered by the Institute of Teacher Education, Kyambogo and Makerere University.<sup>40</sup>

There has been extensive expansion, internal stabilisation and growth within the academic programmes offered by ITEK since 1987.<sup>41</sup> With the establishment of an Academic Board, several in-house programmes with professional bias in education have been formulated and passed by Academic Board and approved by the Institute Council. Certification of the degree courses offered at ITEK is still done by Makerere University, but graduates of several diploma and certificate programmes receive ITEK awards. The current programmes at ITEK include a two-year in-service Bachelor of Education programme either in Arts, Science, Education or Vocational Studies, each of these falling under one of the four faculties. All in all there are 19 Departments each of which offers one of the "Mains" required in the "Double Main" B.Ed programme. There are also Diploma programmes leading to the award of a Diploma in Secondary Education and Primary.

The Diploma in Teacher Education (DTE) is a relic of the defunct Makerere National Institute of Education (NIE). The course moved with NIE to Kyambogo, under Makerere University expansion programme in 1984/85. The Teacher Education Programme, which mainly confined itself to the development of curriculum and syllabuses of Primary Teacher Training Colleges

and upgrading Grade III teachers to Grade IV and Grade IV to Grade V, managed to outlive the National Institute of Education and found itself a new home at ITEK. The new developments in Primary Education hailed by the 1994 Government White Paper on Education and the recent introduction of Universal Primary Education must be posing challenges for the Diploma in Teacher Education Programme at ITEK. Appropriate ways and means must be found to strengthen this programme and support it as it faces these new challenges.

Several Diploma and Certificate programmes especially in the area of vocational education have become very popular since 1993/94 academic year. At least 800 candidates had qualified through this evening programme as of 1997/98. Most of the Diploma and Certificate programmes are also being offered through the part-time evening programmes for those who, for various reasons, cannot take time off for the full-time residential programmes.

There are plans in the near future to introduce a pre-service BA and B.Sc with Education Programmes. The syllabuses for these programmes have already been drawn up and are just awaiting Senate approval. It is obvious that both Makerere and Mbarara, the two national Universities, can no longer admit all those who qualify and would like to have University education. There are definitely far too few university places than existing demand for them and the establishment of these programmes at ITEK will greatly help in satisfying part of that demand.

Similarly, a Post Graduate Diploma in Education, (PGDE, PGDTE(S), PGDTE(P) and Masters programmes are also proposed in some Departments, especially in the Faculty of Arts and Education. Although these will be Makerere degrees, and therefore the general structure of the programmes must remain the same as those of Makerere, the courses on offer at ITEK may be different

at any one time, from those of sister Departments at Makerere.

All these proposals and development plans for ITEK keep taking us back to the same problem of ITEK's autonomy. For instance, all the proposed degree programmes have to be submitted to Makerere Senate for approval, through the Faculty of Education. Both infrastructure and staff are already in place at ITEK to man these programmes, but permission to run them has to come from elsewhere, even when the Institute Council has already approved such programmes. It is for these reasons that the administrations of both Professors Sebuwufu and Lutalo-Bosa have been asking Government whenever the occasion permitted to declared ITEK a full-fledged University. The most recent Government position on this is that both ITEK and Uganda Polytechnic Kyambogo should merge and form one University. Discussions by a Task Force recently appointed by the Minister of Education are still underway, and it is as yet not clear, which way ITEK!

There are already many strengths at ITEK which make the Institute university class by all standards, except for the name. In the area of research, we have seen both Government and internally generated funds are now available. There are several members of staff with MA/MSc, and PhD who are already utilising these research funds. The courses now on offer, and the proposed pre-service and Masters programmes, all show qualitative growth of the Institute. Credit here should specifically go to the current Principal, Professor Lutalo-Bosa, who was appointed in 1993 and since his arrival, he has been behind the drive for this qualitative growth by encouraging research, appointment of senior scholars into ITEK service, as well as seeing to the quality of programmes. There has also been reasonable physical growth, rehabilitation and re-equipping of laboratories during Lutalo-Bosa's tenure as Principal in spite of lack of sufficient funds for capital development. The Income Generating Units programme which is

growing from strength to strength has been very instrumental in these areas.

The Institute Library too has improved tremendously after years of decline. For the first time in many years, the Library, now holding over 100,000 volumes, is one again acquiring new books for ordinary loans and for reference material through the book bank system. The Library also has the Internet facility and efforts are being made to find space for staff and students to use it as a search facility. The Primary Teachers' Training College examinations which have for some years been conducted by UNEB have finally come back home to ITEK, the awarding institution. New and very modern equipment has already been installed and from the look of things, if maximally utilised, this unit could add substantial sums to the IGU account.

One thing history teaches us is that we should learn from history - one could do the same for ITEK. This way one can form a vision for the future of the Institute. It is of course a bit unfortunate now that the merger discussions are still in progress and one does not know which way the wind is going to blow. That alone blurs the vision one may have about the future. That notwithstanding however, one can still fathom the future, on the basis of ITEK's achievements so far. ITEK has already made an impact. Today most managers in Education in Uganda are ITEK alumni. The majority of District Education Officers, Schools Inspectors as well as Headmasters of Secondary Schools are mostly ITEK products. Where graduates from other institutions have shunned teaching, more than 40% of ITEK graduates always go back to Secondary Schools. So in more senses than one, ITEK has made a name for itself and has made a notable contribution to national development in Uganda through education. When ITEK was started as the Government Teacher Training College in Nyakasura 50 years ago, it had only 15 pioneer students. Today ITEK's enrollment has gone

up to close to 2000 students. Since 1998 ITEK has also graduated 6714 students. These were made up of 3063 Bachelor of Education (B.Ed), 1788 Diploma in Teacher Education (DTE), 823 Diploma in Education Secondary (DES), 816 Evening Programme, and 224 Diploma in Special Education (SPED).

While maintaining her lead in educational excellence, it is time for ITEK to add the academic aspect to its credentials. It is about time ITEK seriously entered the pre-service degrees field and offer a challenge to other institutions of higher learning in the country. ITEK definitely stands to gain and her programmes would benefit from direct A'level intake. All this would stimulate research and academic excellence among staff. ITEK should also establish and attain a lead in distance learning, by offering structured short courses, by decentralising such programmes, and by perhaps using her affiliated institutions such as NTCs and PTCs as centres of learning in the rural areas of Uganda. The ITEK men and women already resident in those areas as DEOs, and Secondary School teachers, could be employed by ITEK as Resident Tutors for such programmes. ITEK staff should expand on what they are doing now on a small scale in writing and development of source materials for distance learning programmes.

Lastly, the political nature of administrative appointments in Ugandan institutions tends to weaken independent decision making and stifles institutional growth. One would love to see 'search committees' take over the process of recruitment of top management in these institutions strictly based on merit. Some people are of the opinion that perhaps the *Institute of Teacher Education Statute* is also a bit too ambitious in what it stipulates the Institute can do. It betrays how over-ambitious the drafting was, and that there is need to re-visit the Statute. ITEK has taken on a number of heavy responsibilities which should properly belong to the Ministry of Education. As a tertiary education

institution, ITEK should therefore concentrate more on training and making sure that her products carry her flag with excellence and honour to all corners of the country and beyond.

**HOME ECONOMICS AT KYAMBOGO**

*Deborah Ssengendo*

The Development plan for girls' education based on the recommendations of the de Bunsen Committee which were submitted to the sub-Committee of the Advisory Committee on African Education in June 1953 considered the special needs of women and girls within the educational system of Uganda.

A UGANDA PROTECTORATE: *Development of African Teacher Training, Secondary Schools and Education of Girls, 1954*

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The history of Home Economics at Institute of Teacher Education Kyambogo shows that its origin was Nkokonjeru in Mukono District. The founder of the Domestic Science College at Nkokonjeru was Reverend Mother Mary Kevin OSF. She was also the founder of two religious congregations namely; Franciscan Missionary Sisters and the Little Sisters of St. Francis.

Mother Kevin was born as Mary Teresa Kearney in 1875 in Ireland and arrived at Munyonyo in Uganda by boat on 6th January 1903. In November, 1903 she moved to Nsambya - the nucleus of Catholic medical and educational work in Uganda. She came to Uganda in response to Bishop Harlon's appeal to the Franciscan Sisters of St. Mary's Abbey Mill Hill to send women missionaries to Uganda.

In September, 1926, she moved from Nsambya to Nkokonjeru where she established schools. These included the Noviciate for the Sisters, Santa Maria PTC and more important for our consideration a Domestic Science School.

In 1932 Mother Kevin embarked on an experiment on liberal adult education. She began Stella Maris as a Vocational College for girls

and women at Nsube, a site overlooking Nkokonjeru. This school provided training in all branches of the then Domestic Science, Art, Music, Typewriting, and Book-Keeping. It drew students from royal princesses and wives of leading Chiefs as well as brides-to-be and girls who came to finish the course since the College was only one of its kind which catered for all ethnic groups and religious denominations.

The Department of Education having evaluated the Vocational College at Nsube as highly educative, asked Mother Kevin to undertake the training of teachers in Domestic Science. She, therefore, started a Domestic Science School at Nsube to train Domestic Science teachers.<sup>1</sup>

The core of domestic science and health training subjects taught at the School lay great emphasis on child care, foods and nutrition, clothing and textiles, first aid, health and hygiene, home-making, laundry, needle-work, cookery, art and crafts, which in a nut shell was termed "Work in A Modern House".

The De la Warr Commission of 1937 found Mother Kevin's School at Nsube to be of a high standard and recommended that a system which combined the methods of Buloba Church Missionary Training Centre with the more advanced work of Nsube be established. The report further recommended that Government should increase assistance to existing Mission centres if the training of women teachers was to be expanded in both quantity and quality<sup>2</sup>.

In 1952, the de Bunsen Committee observed that the Domestic Science courses had been largely experimental and had been based on the primary school syllabuses for classes V and VI. Therefore, it recommended that the practical approach to the curriculum should be balanced by a modicum of further studies in the more

academic subjects of English, Arithmetic, Physical training and perhaps Civics. Thereafter, standard syllabuses in domestic science and other subjects were drawn by the Department of Education in the Uganda Protectorate.

The development of education introduced by Sir Andrew Cohen is best seen through implementation of the de Bunsen Education Committee recommendation. By 1954, the demand for domestic science teachers for Primary and Junior Secondary schools gradually increased so much that there was need to establish a Government Domestic Science Teacher Training College. It was at this time that the plan to establish the Domestic Science College at Kyambogo was made. It was projected that with the opening of a training college for Domestic Science teachers at Kyambogo and the extension of Nsube Catholic Training College, the number of specialist Domestic Science teachers required for Junior Secondary schools and Post-Primary schools was expected to treble by 1960. However, the impact of domestic science teachers in post-primary schools was not likely to occur until 1957 when the first teachers would have qualified from Kyambogo and at that time both Nsube and Kyambogo domestic science teachers were following similar curricula leading to the same teaching qualification.

During the early days of Nsube, the entry requirements at the Domestic Science School were not restricted by one's level of education as the School started with teaching wives of Chiefs, and brides-to-be. When the School was elevated to a Teaching Training level, the entry standard was raised to admitting people who had attained Primary six and/or Junior Secondary I-III, and the course duration was two years. After the training, the girls/women came out house-proud and well equipped with skills to keep a home.

The Kyambogo Domestic Science Teacher Training College was

officially established in 1956 although preparations had started by 1955. After consultations with Father Barry and Miss Sanders, a Government decision was taken that admission of students to the Domestic Science Teacher Training College Kyambogo, be restricted to only non-Catholic students to ensure that maximum opportunity was given for training teachers for Protestant, Muslim and other non-Catholic schools.<sup>4</sup> This decision was taken because Nsube had been training mainly Catholic girls.

In addition, there was no sufficient accommodation in the Kyambogo hostel at the time to allow big numbers to be admitted to the College. The initial number was limited to twenty students in June 1955. However, there was a provision that in future it might be possible to admit a small quota of Catholic students to the Government Domestic Science College, provided the needs of non-Catholics had first been met. During the early period, Kyambogo admitted both professional and pre-professional students. The professional students were qualified teachers in general subjects who joined the Domestic Science course while the pre-professional students joined the course right from formal school level.<sup>5</sup>

The professional course syllabus included both theory and practical aspects on the subjects of housewifery, laundry work, cookery, mothercraft, and preventive medicine.<sup>6</sup> Demonstrations and assignments were also part of the course. The pre-professional course did relatively similar work but their course lasted for three terms instead of the six terms for the professional course. The pre-professional students could proceed to the professional course on successful completion of their course. Students who entered the College in June, 1955 completed in April, 1957. According to Education circular No.37 dated 13th August 1956, those students were posted to schools in the second term of 1957 whereas the pre-professional first group was admitted in September 1956 with twenty students who proceeded for professional training in 1958

and were joined by new candidates with Junior School Leaving Certificate (JSLC).

For the rest of 1956, the professional course had twenty two students in Year I, eleven in Year II while the pre-professional course had twenty students all in Year I who proceeded to professional training in 1958. During that time the College had four members of staff including the Principal, Ms. Baldry. The Department of Education was encouraged by the initial progress, but through constant monitoring of the College, the Department soon identified some problems. Some of the problems identified were:

For instance, the students had been doing cookery without using wood fires or wood stoves of any kind, even though most of them would teach in schools where that was the only kind of stove available. Not only that, but they were cooking on oil stoves with heavy-based pans suited only for electric stoves. After that observation, Miss Kirk was asked to purchase some sufurias or lighter saucepans.<sup>7</sup>

The Department of Education was also unhappy because the cookery syllabus included too much European cookery, and paid too little attention to local foods.

It was also observed that students were not getting through the syllabus quickly enough. The syllabus had been drawn up for housecraft, laundry, cookery, mothercraft, and in their third term, they were still doing the second term's work. Moreover, the syllabus as drawn up for the professional course at that time did not include hygiene, home nursing, first aid, or gardening.

In addition, it was realised that no schemes of work had been drawn up for needlework and handwork, and the tutor concerned seemed to be working in the dark. The students had very little work to show, and what there was appeared unsystematic, and only

loosely related to schemes of work in Primary or Secondary schools. It appeared that there was too little provision in the schemes of work or timetable for discussions on teaching methods, syllabuses, a domestic science teacher's responsibilities outside the classroom, school meals, in other words, Kyambogo was not trying to avoid the mistakes made at Nsube. The authorities were also concerned that students had no uniform. While it would not be pressed for everyday wear, there were occasions when they had to be neatly and properly dressed as a group.

It was indeed suggested that the pre-professional girls at Nsube follow the Junior Secondary syllabus, and the Primary I - VI syllabus to be observed, discussed and taught at intervals by the professional students. In order to encourage hard work at Kyambogo, morning and afternoon classes were introduced.

Since domestic science involved a lot of practical work, the Education Department was always urging the College administration to make proper use of the Model House, which was typical of those in country districts where students would go out to teach in schools after completing the course. Therefore the above considerations were all deliberate efforts to ensure that the College produced quality Domestic Science teachers.

To that effect, the Department of Education issued a Government circular dated 13th August, 1956 concerning admission to a two-year professional course of teacher training at the Government Domestic Science College Kyambogo for 1957. Admission requirements was a good pass in the Junior Secondary Leaving examination. In addition the circular stated that from 1957 the pre-professional students at Kyambogo would be phased out.

In 1959, the Department of Education made a proposal to start a one-year Domestic Science course at Kyambogo in January 1960,

for Catholic and Protestant Primary Teachers' Colleges training women teachers. On completion, it was suggested that the best students would then be posted in January, 1961 as tutors to Primary Training Colleges to train men and women students to teach mothercraft, needlework and physical education while others would be posted to teach in Primary or Junior Secondary schools.

The tutors were supposed to train students to teach domestic science, crafts, Health Education, Physical education, and Primary Education methods.<sup>9</sup>

However, before the proposal was approved, the Director of Education for effective planning, wanted to know the the number of vacancies in colleges for the proposed women tutors in January 1961. He also wanted to know the names and particulars of the primary women teachers who were likely to be able to fill the vacancies, after completing a one-year course at Kyambogo in 1960, and the names and particulars of primary women teachers who could be released the following year to take the course with a view to transferring to Junior Secondary Schools in 1961.

Another observation was that since the course was open to all Primary teachers who could be considered to take domestic science as a "special" subject, it would affect the number of domestic science teachers planned for at that particular time since the course was only offered at Kyambogo. According to the Teaching service statistics, all Womens' Training Colleges already had fully qualified specialists on the staff; all Girls' Junior Secondary Schools had either a full-time or part-time specialist; Girls' Primary Boarding Schools (and some day schools) had either full-time or part-time specialists. It was also clear therefore that there would not be vacancies for women specialists on the staff of Men's Training Colleges.

On the other hand, such considerations had to be taken seriously as

previous attempts to get girls into courses of that kind had met poor response as few could be released from schools. However, there was hope for a positive response due to the large number of trained women teachers being produced at the time but the major question arising from the above concerns was where to post them.

After careful consideration a special course in Domestic Science was introduced in 1960 and the in-take for the one-year special course was limited to qualified Grade II Teachers of general subjects in Primary Schools and in February 1960 only 14 were admitted.<sup>10</sup> The course covered only one subject; namely Domestic Science and it was introduced to fill the need for Domestic Science teachers at both Primary and Junior Secondary school levels.

However, the teachers were not up-graded after attending the one-year special course and it raised a hot debate in September 1962 in the National Assembly. The Parliamentary Secretary to the Ministry of Education, explained that the special course introduced in 1960 was not an up-grading course given its duration and content. Such courses were organised from time to time to meet special needs and to improve teachers' efficiency in ordinary teaching, and financial reward after such courses was not automatic.<sup>11</sup> Later, however, those who attended the course were given two salary increments.

The students on the one-year special course were closely supervised during their training and their final teaching practice took place in June, 1961. Tutors strictly followed Kyambogo policy of specialised teaching in the College followed by general supervision on teaching practice. This meant that a supervising tutor would observe a student teach all the subjects on her timetable and not just the one the tutor takes at the College. In order to co-ordinate the supervisory work of the various tutors, it was

also advisable for every subject tutor to issue "Notes for the Guidance of Tutors on Teaching Practice" for use by her colleagues.<sup>12</sup>

Academic excellence was a major concern by both the Department of Education and the Domestic Science Colleges which regularly reviewed the Domestic Science course syllabus. For instance, in 1960, Principals of Kyambogo Teacher Training College and Nsube Teacher Training College realised that there was need to train more girls in the line of homecraft. As a result they proposed to the Director, Department of Education that girls who exhibited good academic performance from Junior Secondary II could be recommended by their Head Teachers to transfer to the special four-year Domestic Science course, the first year being for broadening of the students' educational background. They studied English, Mathematics, Civics and Current Affairs, and Cultural subjects such as Art, Singing and Drama. Given the nature of courses offered at that time the Principals of both Domestic Science Teacher Training Colleges, decided to change the name of the Colleges to the Kyambogo Home Economics Teacher Training College and the Nsube Home Economics Teacher Training College.<sup>13</sup> This suggestion was accepted by the Director of Education in his reply of 16th August, 1960 but admission was restricted to good Junior Secondary II or Junior Secondary III Certificate but the course duration of four years was rejected.

By the end of 1960, there was great demand for the Domestic Science course and there was keen competition for places at Kyambogo Domestic Science College. As a result, girls who entered Senior Secondary Schools were encouraged to complete the 4-year course successfully and take their Cambridge School Certificate in order to stand better chances of being selected to take the Domestic Science Course.<sup>14</sup>

Many people became interested in what was taking place at Kyambogo. The visit by Ms. Wilmot from Bukalasa Farm Institute in 1961 resulted in the introduction of theory in gardening to be taught along with the practical work since students were expected to teach gardening when they went out as domestic science teachers.

A meeting held in September 1961, between officers in the Education Department and Kyambogo Domestic Science administrators noted that there was urgent need to train Asian domestic science teachers in order to meet the immediate lack of home economics staff in Asian schools.<sup>15</sup> Consequently, the following recommendations for the Domestic Science course for 1962 were made:- The meeting agreed that Nsube had to admit about 15 homecraft primary teachers for a one-year course to train them to teach home economics in Modern Secondary Schools, and in addition, the College also had to admit fifteen students to the normal three-year course. However, intake was restricted to experienced and confirmed Grade II teachers in general subjects to guard against problems of time-table arrangements and full employment in schools. The first course with such considerations was proposed to start at Nsube in 1963 with inter-denominational intakes. It was also proposed that preference would be given to younger teachers because of the possibility of staying in teaching for a longer time and the idea was to select those who had just completed their probationary period. Older teachers were also free to apply because the best material had to be chosen for quality purposes. In addition the accommodation situation at Nsube at that time could only take ten lay teachers to be chosen for the course, but there was a possibility that the convent at Nkokonjeru could also accommodate some Catholic Sisters in excess of ten. For that reason, Sisters were also invited to apply.

According to the recommendations for 1962, Kyambogo Domestic

Science College had to discontinue offering the special course at the end of 1961 and this created about 40 vacant places in order for Kyambogo to admit about 15 students to the normal three-year home economics course, and about 25 students to a special one-year course aimed at instructing ordinary primary teachers to teach home economics in the upper classes of the primary school. About ten out of these latter twenty five had to be Asian women with Grade VI qualifications. This course was offered in Kyambogo in 1962 and Nsube started the programme in 1963.

Given the above recommendations, the Department of Education issued instructions to the Principal of Kyambogo to select the 1962 entry regardless of religion (or indeed of race) and the Catholic authorities had readily agreed to consider non-Catholics for admission to their college at Nsube. In that year, Kyambogo admitted 66 students while Nsube admitted 62.<sup>17</sup> However, the Department of Education cautioned that should the abolition of control result in a religious imbalance of students, then the matter could be reviewed during the 1963 in-take .

In 1962, a Board of Governors was constituted for the Domestic Science College and it held its first meeting in February 1962 at Kyambogo under the chairmanship of Miss B. Saben M.B.E.<sup>16</sup> During that meeting, the Board agreed "that the Domestic Science College should go forward as a separate entity, and it was suggested that a Board of Trustees from the three institutions i.e (Kampala Technical Institute, Kyambogo TTC and Kyambogo Domestic Science College ) might be set up to decide on demarcations and boundaries of the Institute and Colleges for the further development and expansion of the College. The Board also noted with concern the then system of accounting procedure whereby it was not possible to assess the charges for the common services, for example, electricity charges, water rates and the possibility in future about rates on land and buildings. The Board

then stressed the importance of providing a demonstration school as early as possible and the matter was forwarded to the Ministry of Education.

In June 1962, Mr. Buckerfield, the Assistant Chief Education Officer and the Assistant Permanent Secretary, C. Wood, met and discussed the future of Nsube and Kyambogo Domestic Science Colleges and could not compromise with Miss Neilson's proposal to close Nsube. M.J. Buckerfield argued that the idea of closing Nsube before money had been voted for a new Home Economics Training College would affect the output of women teachers at that stage and directed that Nsube should go on for the time being despite the identified imperfections at the College.<sup>18</sup>

The Principal of Nsube wrote to the Chief Education Officer in June 1962 concerning the 1963 intake.<sup>19</sup> She indicated that at the time students at Junior Secondary Leaving level had chosen to take Home Economics examination in 1962 with a view to entering the course both at Nsube and Kyambogo. The Principal expressed concern that it was too late for the students to change to Mathematics which was a necessary requirement for admission into a Senior Secondary school or training College.

There is indication that a lot of developments were taking place in the whole education system in the country whereby entry requirements for joining training Colleges and secondary schools had been revised. Although there was the need to have many domestic science teachers, the Principal wondered whether the primary teacher after attending a special course in Home Economics would be able to teach the subject in English at Junior Secondary level. The Principal further wondered whether it would be possible to cover the Home Economics course in one. She suggested that the course duration be extended to four years as was the case in Primary Training Colleges and that Home Economics

teachers also be trained in English, Arithmetic and Religion in order to be able to take a full load in any school. She was not sure if a teacher who had taken a full Home Economics course could be replaced by the one who had taken a one year special course. Despite the Principal's reservations, the 1963 homecraft training at Nsube had to be implemented as recommended by the Education Department.

The policy for admission for Homecraft teacher training which was introduced in 1963 enabled Kyambogo to offer the following courses,<sup>20</sup> a course to train Grade VI teachers from Group B schools to teach Needlework and Home Economics in Primary 7 and 8 and a course for qualified Homecraft teachers to teach Needlework and Dressmaking in Secondary Modern Schools.

At the same time the 1963 policy affected all applicants to Domestic Science Colleges/Centres in the country who may have wished to study domestic science offered at Kyambogo as the College could no longer admit ordinary students to train as domestic science teachers. Admission was strictly restricted to teachers who had qualified in general subjects and had had some teaching experience so that they could be given further training to teach Homecraft subjects. By then the proposed statistics for enrolment were 20 for 1963, 40 in 1964, and 60 for 1965.

Nsube and Nkokonjeru were two different institutions but the 1963 policy indicated that Nsube could be amalgamated with Nkokonjeru at the bottom of the hill, thereby increasing the intake of Nsube without any additional capital or recurrent cost and an output of twenty teachers per annum was expected. However, it was suggested that the amalgamation could not involve the teaching of Domestic and Homecraft subjects apart from Health Education. Therefore, amalgamation was mainly for taking care of accommodation due to increased intake for the Homecraft course.

In March 1963, the Ministry of Education had a proposal to move Home Economics to Shimoni in order to plan for making Kyambogo a Grade V TTC. In order to prepare for the new proposed developments, the Board of Governors in March 1963 hired Hughes and Polkinghorne of Chartered Architects and Surveyors to evaluate costs involved. The architects noted that the existing buildings at Kyambogo were valued at £67,500 and the buildings at Shimoni, with necessary renovations were valued at £32,000.<sup>21</sup>

After working out the estimates, there was a meeting between the Minister of Education and Mrs. Saben (from Kyambogo).<sup>22</sup> Mrs. Saben commented that it would be uneconomical to remove the Domestic Teacher Training College from Kyambogo, as there would be loss of the Demonstration School and other assets in addition to the costs involved in the new construction work at Shimoni. The Ministry too did not wish to lose the Demonstration School because quite a lot of money had been spent on it. Indeed the Minister agreed with all the concerns raised by Mrs. Saben that a transfer would have phased out the long-term plan whereby domestic science courses at Kyambogo would even be offered to different categories of people such as nurses and community development workers. The Minister additionally pointed out that training of all girls in the country had never been adequately systematically considered whereas great attention was being put on boys' education. For that reason he was of the view that it was high time the Ministry of Education seriously planned something the girls would look forward to when they left either Primary six or Junior Secondary II.

Despite the observations made, the College was expected to move to Shimoni by the beginning of 1964 although it was prevented from moving by shortage of funds. It is important to draw the reader's attention to some of the reasons why it was proposed to

move away the Domestic Science College which had already taken shape with all the planned programmes and activities. On the one hand, the suggestion to move Kyambogo Domestic Science College away was based on the prevailing circumstances. For instance, it was not a full boarding College of its own, and by virtue of its status then it was an appendage of the whole Kyambogo complex.<sup>23</sup> The College administrators moreover realised that the development phase at Kyambogo at that time was hampered by lack of necessary capital to complete a full boarding College.<sup>24</sup> It was such a desperate situation that college administrators were left with only one alternative; i.e. to accept Government decision about the future of the College. On the other hand, college administrators thought that the then position and site of the Domestic Science Training College at Kyambogo was unsatisfactory and the idea of moving it to a new Training College was welcomed provided new premises were available.

The proposed arrangement to move the College was overtaken by events in May 1963. The Ministry of Education had various concerns among which was the thinking that young girls who joined Primary schools were too young to cope with domestic science teaching; and since financial responsibility for Primary and Junior Secondary education had been devolved to local authorities, Education Committees were finding it uneconomic to employ purely Domestic Science Teachers in their schools. Thus employment for purely Home Economics teachers could no longer be guaranteed.<sup>25</sup>

In view of these circumstances, it was decided that before moving Kyambogo Domestic Science College, the 1963 Year III students had to be allowed to complete their courses and efforts had to be made to guarantee employment for them while the 1963 Year II students had to be diverted to ordinary Primary Teachers' Colleges in 1964 to complete their training in 1965 for the ordinary Grade

II certificate in order to be assured of employment after their training.

As all the above arrangements were being made, an unforeseen incident brought about change of plans. The roof of the main building at Nsube had been declared unsafe and something had to be done for the trainees immediately. The Ministry of Education could not build immediately and it was decided to move the girls elsewhere as follows: Year III students (Nsube) moved immediately to Kyambogo to complete their course together with their colleagues there and Area Education Officers were asked to offer them employment in 1964, while Year II students (Nsube) moved to Nkokonjeru Primary College at the end of 1965 to complete an ordinary four year course. Year II students of Kyambogo were at the end of 1965 placed in ordinary Primary Colleges in their own home areas or Colleges of their choice to complete a four-year course.

The collapse of the roof of the main building at Nsube in 1963 marked the closure of Nsube Domestic Science College at such a short notice and it was very much regretted.

Following the closure of Nsube, the Ministry of Education communicated to the concerned parents and informed them of the alternative institutions where the students had been placed and requested them to cooperate with the line of action for the good of their daughters.

When Nsube was closed, plans to move the Domestic Science College from Kyambogo to Shimoni never materialised and in August 1963, Government instead embarked on establishing a Demonstration School around Kyambogo Domestic Science College at Nabisunsa, a school which was erected from Uganda Government funds and was found suitable for use. The Chairman of the Nabisunsa Board was informed accordingly.<sup>26</sup>

When some buildings of Nabisunsa School were loaned to Kyambogo, it was agreed that about twenty Home Economics teacher training students occupy the homecraft demonstration school. In addition, the demonstration school was to be run separately by the then Domestic Science Principal and her staff and the period of occupancy was expected to last for a year.

Despite the fact that Nabisunsa Girls' School was converted into a demonstration school, there was no reduction in school enrolment and Government provided capitation grants for Senior I intake at Nabisunsa thereby upgrading the school. The Nabisunsa Board of Governors did not however understand what the Ministry of Education had in mind. When Nabisunsa was upgraded, the School Board decided to discontinue the primary section in order to concentrate on secondary education.<sup>27</sup>

In 1964, a home economics course was designed to remove women teachers with Grade III from the Junior Secondary classes 1 and 2 and from primary 7 and 8 to be trained as Home Economics teachers who, on completion of the course, were employed to teach in senior classes 1 and 2 and were also paid as teachers in secondary schools.<sup>28</sup> That course started on 8th January 1964 with an intake of thirty six teachers.<sup>29</sup> While on training, they were not paid a salary and this had a negative impact on their attitude to the course. As a result, they kept dropping out from the course. This affected the programme and the Chief Inspector of Schools then took up the matter as the urban primary and Junior Secondary school teachers had to return to their teaching posts in order to comply, partly with the wishes of school Managers who were complaining of staff shortages and partly with the instructions of the Area Officers who refused to pay their salaries while they were on an in-service training course. For similar reasons, teachers employed in rural day and urban secondary schools and in boarding schools were required to return to their posts by 23rd

January, 1964, and that left Kyambogo Domestic Science College with only six students.

The Ministry therefore took measures and paid the salaries of teachers in training from the Central Fund as it was crucial that there was no course in the country which would produce Home Economics teachers for the new type secondary classes 1 and 2. If the course did not begin in 1964, it would not be possible to begin Home Economics bias subjects in any new type of secondary schools in 1965. Releasing selected teachers to attend the course was another issue and the Chief Education Officer wrote to Schools and Colleges about releasing the selected teachers to attend the course. He emphasised that the aim of training was to improve their standard as teachers, and to create a cadre of staff to teach in secondary schools which the Ministry was trying to develop. Therefore, the primary school loss of teachers was a gain for secondary schools and the teachers' areas of origin stood to benefit. Finally, the Domestic Science College was finally incorporated in Kyambogo NTC in 1966.

CHAPTER I

1. This letter was found in Nyakasura School land file, 1951 in Nyakasura School.
2. D.M.Baguma, *Nyakasura and its Founders* (Kampala: Sapoba Press Ltd. n.d.), p.14
3. *Ibid.*
4. "Education in the Uganda Protectorate, 1912" in *Imperial Education Conference Papers* (London: T. Fisher Univ., 1915), p.44
5. *Ibid.*
6. *Ibid*, p.50.
7. *Ibid*, p.57.
8. *Ibid*, p.47.
9. *Ibid*, p.51.
10. See *Report of Educational Conference*, 1915, p.5. Report is in file A.46/1366, Uganda National Archives.
11. *Ibid.*
12. For details, see Gray Cowan, *Education and Nation Building* (New York Praeger, 1965), p.49.
13. See F.M.E. Lugumba and J.C.Ssekamwa, *A History of Education in East Africa (1900-1973)* ( Kampala: Kampala Bookshop, 1973), p.49
14. For details, see *Uganda Protectorate: Outline Scheme of Development for African Education*, 1944-1954, October 1944

- in Education Department, 51 DC, Uganda National Archives.
15. Junior Secondary Training B.4/111 File No.7253, Uganda National Archives.
  16. *Ibid.* p.1
  17. *Ibid.*, p.2
  18. *Ibid.*
  19. Junior Secondary Teacher Training referenced S.145/1. Uganda National Archives.\
  20. Extract from Board of Governors Minutes of 10th January 1947 in Baguma, *op. cit.*
  21. *Ibid*
  22. *Ibid*
  23. *Ibid*
  24. *Ibid.* Interview with L. Nkurunziza at Kakoba, July 1998.
  25. Minutes of the 10th Meeting of the Council for African Education dated 12th August 1947 in Uganda National Archives. File S.145 Education, Teacher Training.
  26. Memo L.O. (Land Officer) to ACS dated 4th January 1954 in Uganda National Archives. File No.4170/16344.
  27. L. Nkurunziza, *op.cit.*
  28. Interview with Hajji M. Balimutajjo, at Kakoba, Mbarara, July 1998.
  29. Uganda Government, *Education in Uganda*, 1953 (Entebbe

- Government Printer 1953), pp 27,29.
30. Faupel, J.F. Education Secretary General, Catholic Missions, Nsambya to Director of Education, Kampala dated 18th January 1950. Uganda National Archives. File S.145: Education: Teacher Training.
  31. L. Nkurunziza, *op.cit.* Mr. Nkurunziza completed among the last group of Mbarara GTTC graduands in 1954 and stayed on at Ntare hill, along with Mr. Mottram, as a teacher at Ntare School, which took over the GTTC campus.
  32. Uganda Government, *Education in Uganda* (Entebbe: Government Printer, 1953), p.23.
  33. J.T. Gleave to Hon Acting Chief Secretary, The Secretariat, Entebbe dated 7th April, 1953. Uganda National Archives file NO.13641.
  34. Uganda Government, *Education in Uganda*, pp 24, 25.
  35. Uganda Government, *Uganda Protectorate: The Development of African Teacher Training, Secondary School and Education for Girls* (Entebbe: Government Printer, 1954), p.9.

## CHAPTER II

1. The Principal's letter dated 1st May 1958, to the Director of Education, in the Staff Confidential File kept in ITEK Archives.
2. The Principal's letter dated 28th April, 1959, to the Director of Education in the Staff Confidential file kept in ITEK Archives.
3. *Ibid*
4. The Director of Education's letter dated 8th September, 1960 to Mr. Budd, in the Staff confidential file in the ITEK Archives.
5. The Northern Province Education Officer's letter dated 25th October, 1958, to the Director of Education, in the Staff confidential file in the ITEK. Archives.
6. The Director of Education's letter to the Northern Provincial Education Officer, dated 9th March, 1959, in the Staff confidential file in ITEK Archives.
7. *Ibid*
8. Letter from Mr. Bell C.R.V. to the Eastern Provincial Education Officer, dated 27th May, 1959, in the Staff confidential file in the ITEK Archives.
9. *Ibid*
10. Letter from the Principal to the Director, dated 25th September, 1959, in the staff confidential file in ITEK Archives.
11. A report by the Principal of GTTC, Kyambogo to the Minister of Education, in the staff confidential file, in ITEK Archives.
12. Letter from the Principal, GTTC, Kyambogo, dated 19th March, 1960 to the Director of Education in the staff confidential file in ITEK Archives.

13. Letter from the Permanent Secretary, Ministry of Education dated 18th September, 1962, to the Principal, in the staff file in ITEK Archives.
14. Letter from the Permanent Secretary, Ministry of Education, dated 16th August, 1962, to the Principal, GTTC Kyambogo, in the staff file in ITEK Archives.
15. See Onyait's letter to the Principal, GTTC Kyambogo dated 10th July, 1962, in the staff file in ITEK Archives.
16. Letter from the Principal, GTTC, to Kajubi dated 2nd July, 1962, in the staff file, in the ITEK Archives.
17. The Principal's letter to Gumikiriza, dated 14th November, 1962, in the staff file in the ITEK Archives.
18. Letter from the Director to the Principal, GTTC, dated 28th October, 1963, in the staff file in ITEK Archives.
19. Letter from the Principal to the Permanent Secretary, dated 11th October, 1962, in the staff file in the ITEK Archives.
- 20.. Letter from the Principal to the Permanent Secretary, dated 20th September, 1962, in the staff file in ITEK Archives.
21. Letter from the Permanent Secretary to the Registrar, KTI, dated 3rd September, 1964, in the staff file in the ITEK Archives.
22. Letter from the DEO Masaka to the Director of Education, dated 9th July, 1954, in the Library file, in ITEK Archives.
23. Letter from the Director of Education to the Principal, GTTC, Kyambogo dated 6th August, 1954, in the Library file in ITEK Archives.
24. Letter from the Headmaster, Katunga Junior Secondary School dated 25th June, 1959, to the Principal, GTTC Kyambogo in the

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- Library file in ITEK Archives.
25. Letter from the Principal to the Director of Education dated 1st May, 1958, in the Library file in ITEK Archives.
  26. Letter from the Principal, St. Theresa TTC Kisubi dated 2nd March, 1955, to the Principal GTTC, in the Library file in the ITEK Archives.
  27. Hansard of the Legislative Council, 29th February, 1956.
  28. *Ibid*
  29. *Ibid*
  30. *Ibid*
  31. Interview of Muwaya, a student transferred from Mbarara to Kyambogo.
  32. *Ibid*.
  33. Circular letter, No.B1485 in Teaching Service file, in ITEK Archives.
  34. Letter from the Senior Secondary School teacher trainees dated 30th May, 1964, to the Permanent Secretary, in the Teaching Service file in ITEK Archives.
  35. *Ibid*
  36. Letter from the C.E.O. to the Principal GTTC Kyambogo, dated 28th August, 1963, in the Teaching Service File in ITEK Archives.
  37. *Hansard of Parliament*, 18th March, 1964 in the Teaching Service file, in ITEK Archives.

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38. Conversation between the Principal, GTTC Kyambogo and the Coordinator of the Secondary School Teacher Training programme as recorded by the latter, in the Teaching Service file in ITEK Archives.
39. *Ibid*.

## CHAPTER III

1. For details, see J.C. Ssekamwa, *History and Development of Education* in Uganda (Kampala: Fountain Publishers, 1997).
2. See Grade V courses, File No. ITE/G/9. ITEK Archives.
3. *Ibid* p.4
4. File No.2023 Ministry of Education Archives.
5. Teaching Staff, File No. NTC/8, ITEK Archives.
6. For details, see Director's Draft Report for consideration by the Kyambogo Committee scheduled to meet on 12th December, 1966. File ITE/G/9. ITEK Archives
7. Memorandum for Visitation Committee to Makerere University College in file containing Attwell's correspondence. File NTC 470, ITEK Archives.
8. Kyambogo Development, File 2568: Ministry of Education Archives.
9. For details, see letter of 26th March, 1969, from Ministry of Education to Patrick T. Robarts, Chartered Architects. File A/12 ITEK Archives.
10. See Minutes of 24th October 1968 concerning visit of Mr. M.V.S. Smith, ITEK Archives
11. See letter of 7th March, 1968 from Poskitt to Permanent Secretary, Ministry of Education. ITEK Archives
12. For details, the Director's letter of 15th February 1968. File 2023, Ministry of Education Archives.
13. *Ibid*.

14. See Minutes of staff meeting held on 26th June, 1973. File NTC/S/17, in ITEK Archives.
15. Letter of F.R. Poskitt dated 10th February 1970 to City Engineer, File A.12 in ITEK Archives.
16. For details see joint letter of 26th March, 1969 from F.R. Poskitt and E. Summers about the decisions of the two Colleges. File Attwell's correspondences, in ITEK Archives.
17. See comments of 25th April 1968, internal Memo File A2023, in Ministry of Education Archives.
18. Minutes of staff meeting, 12th October 1967 in ITEK Archives.
19. Minutes of staff meeting, 5th December 1967 in ITEK Archives.
20. See M.Y.G. Burua's letter of 29th May 1973 to the Permanent Secretary, Ministry of Education. File M3/13 in Ministry of Education Archives.
21. Letter of 16th July 1973 from M.Y.G. Burua to the Permanent Secretary, Ministry of Education.
22. Letter of 19th July 1973 from Senior Librarian to the Director. File NTC/16 in ITEK Archives.
23. For details, see Minutes of staff meeting, 3rd December, 1969 in ITEK Archives.
24. For details see D.P. Ghai, "Some Aspects of Social and Economic Progress and Politics in East Africa, 1961-1971", in B.A. Ogot, ed, *Zamani* (Nairobi: Longman, 1972), pp.374-377.
25. See Memorandum of the Director of Kyambogo NTC for Visitation Committee to Makerere University College. NTC 2/70 in file containing Attwell's correspondence in ITEK Archives.

26. For full text see speech by Idi Amin at the opening of new buildings at the National Teachers' College, Kyambogo Saturday 29th January 1972. File ME 3/13 in Ministry of Education Archives.
27. Letter dated 9th July 1974. File ME 3/13 in Ministry of Education Archives.
28. See Report on Work as Secretary/Registrar by K.J. Attwell for F.C.N. Lukoye dated 28th June, 1972 in file containing Attwell's correspondence in ITEK Archives.

CHAPTER IV

1. Makerere University, Kampala, Information Bureau. Feature: *This is Makerere*  
The functions of National Teachers' College, Kyambogo and its working relationship with Makerere University Kampala, January 3, 1972 p.4.
2. *Ibid.*
3. Letter of 22nd September 1969 from F.R. Poskitt to M. Maleche of the Faculty of Education ref. Teaching Practice in NTC file No.62 filed at Makerere.
4. F.R. Poskitt: NTC 2/70 Memorandum for Visitation Committee to Makerere University College. File No. ME 3/13/5. Ministry of Education Archives.
5. The Working Party was appointed in February 1966 and produced a report on structure and financial provisions of National Teachers' College, Kyambogo in February 1967. Autonomy file Vol. I ITK/A/12, 1973-1987 in ITEK Archives.
6. F.R. Poskitt, NTC 2/70 Memorandum for Visitation Committee to Makerere University College *op.cit.* Section B. No.7, p.4.
7. Report of the Visitation Committee to Makerere University, 1970, p.112. ITEK Archives
8. Speech by His Excellency the President, General Idi Amin at the opening of new buildings at the National Teachers' College, Kyambogo, Saturday 29th January, 1972.

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9. National Teachers' College: Staff Memorandum to the Secretary, Public Service Salaries Commission, 24th July, 1973 in file No.3/13/5.
10. *Ibid.*  
Board of Governors Minutes: Min.4.4.78 31st May, 1978. ITEK Archives
11. See Burua's letter on Loss of staff to other institutions to Minister of Education dated 21st January 1976. File No.ME3/13/5 in Ministry of Education Archives
12. *Ibid.*
13. See Chief Education Officer's letter to the Director dated 3rd May 1976 in ITEK Archives.
14. Although the 1970 Visitation Committee to Makerere University College had proposed the merger of the Faculty of Education at Makerere and the National Teachers' College, the government had proposed the merger of the NTC, Uganda College of Commerce and Uganda Technical College and a meeting between the representatives of these Colleges and the Minister of Education had held a meeting to discuss the autonomy of the three Colleges on 19th April, 1973.
15. See letter of the Director NTC to the Permanent Secretary, Ministry of Education dated 24th April, 1979 in ITEK Archives.
16. J.S. Ssekamwa, Memorandum to NTC Ministerial Working Party on the structure and government of NTC; quoted in

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- Innocent Byuma: "The Effects of Institutional Links of Educational Administration. A Case Study of the National Teachers College, Kyambogo". Uganda Management Institute, Documents Unit.
17. See letter of Director NTC to Permanent Secretary, Ministry of Education of May 1979 in ITEK Archives.
18. UCC/A/12: Autonomous status of the College in Autonomy file *op. cit.*
19. UTC/C/2: Autonomous status of the Colleges of further education. *Ibid.*
20. See Memorandum, full text in Appendix VII.
21. See Autonomy File, *op. cit.*
22. NTC A/2 in Autonomy file *op. cit.*
23. National Teachers' College Kyambogo, 1981/82 full Senior Staff list as of November 1981 in NTC File No.10: Establishment General. ITEK Archives
24. Burua's letter to the Permanent Secretary, Ministry of Education, dated 21st August 1979 in file NTC/C/12 in ITEK Archives.
25. *Ibid.*
26. *Ibid.*
27. *Ibid.*

28. The Director, M. Burua had been suspended on political grounds and was later murdered in the North during the 1979 liberation war. His Deputy Jonathan Rusoke took over the administration of the College in mid 1979.
29. J. Rosoke's letter to the Minister of Education: Briefing Points in File No. NTC/C/12 College Expansion from August 1978 to March 1991. ITEK Archives
30. M. Burua: Notes from the Director for the Acting Director and Acting Deputy Director, 1976. Burua wrote these notes for his deputies before he left for a study tour in UK.
31. *Ibid.*
32. *Ibid.*

## CHAPTER V

1. Circular NTC/M/13 Staff Observations, Comments and Suggestions on Makerere University Expansion to the National Teachers College, Kyambogo, since 1984 dated 17th February 1986, General Staff Meetings file, in ITEK Archives. Also Makerere University: Expansion of Makerere University: Terms of Reference for the Implementation Committee. (n.d) file: Makerere University Expansion to the national Teachers' College, Kyambogo, since 1984 in ITEK Archives.
2. See Makerere University: Expansion of Makerere University; A Report of the Implementation Committee dated 10.10.84. Expansion of Makerere to Kyambogo campus: 1984/86 in ITEK Archives.
3. *Ibid.*
4. *Ibid.*
5. Memo, Director NTC to Academic Registrar, Makerere University dated 26.11.1984. Makerere Expansion to Kyambogo file in ITEK Archives.
6. NTC/S/17 Minutes of 4th Staff Meeting for Kyambogo Campus held on 14.3.86 Staff Meetings file in ITEK Archives. Also Permanent Secretary, Ministry of Education circular addressed to Dean, School of Education, Kyambogo campus and Directors of Colleges dated 15.3.86 and J.W. Oballim, Chief Education Officer to Dean, School of Education dated 12/2/86 both in General Staff Meeting File in ITEK Archives.

FOOTNOTES

7. NTC/S/17 "Minutes of 4th Staff Meeting ...", *op.cit.*
8. *Ibid*
9. Memorandum NTC/M/13. NTC Staff Observations, Comments and suggestions on Makerere Expansion to the National Teachers College, Kyambogo since 1984 dated 17/2/1986. General Staff Meetings file in ITEK Archives.
10. *Ibid.*
11. Senteza Kajubi *Commission Report 1989 and Government White Paper on Education*, 1994.
12. Principal's Address on the Occasion of the 1st Graduation Ceremony of the Institute of Teacher Education, Kyambogo, Friday 13th March 1992. Speech File ITE/S/38 1984-1995 in ITEK Archives.
13. Letter, Senteza Kajubi to Chief Education Officer re: Examinations for NTCs dated 2nd April 1987. Autonomy File Vol. I, ITE/A/12 1973-87 in ITEK Archives.
14. See Senteza Kajubi's letter on "Government, Control and Functions of ITEK" to Hon. Minister of Education dated. 30/1/1987. Autonomy file ITE/A/12. 1973-1987 in ITEK Archives.
15. *Ibid.*
16. Memo: "Issues and Problems regarding DTE and other programmes at ITEK", dated 13/2/87. Autonomy file ITE/A/12, 1973-87 in ITEK Archives.

FOOTNOTES

17. F.R. Poskitt, "Report to Makerere Visitation Committee" in ITEK Archives.
18. Letter M.Y.G. Burua to Minister of Education dated 21st January 1976. Autonomy file ITE/A/12, 1973-87, in ITEK Archives.
19. Uganda Government: *Education in Uganda* (Entebbe Government Printer 1953), p.24, 25.
20. Letter, A. Wandira, to Chief Education Officer dated 11th November 1986. Autonomy file ITE/A.12, 1973-87 in ITEK Archives.
21. J.S. Mayanja Nkangi, Minister of Education to Principal ITEK on "Government, Control and Function of Institute of Teacher Education, Kyambogo, dated 12 December, 1986 in File ITE/G/3, Governing Body - General Correspondence in ITEK Archives.
22. Sub-Committee of Committee of Deans "Interim Report on the Relationship Between Makerere University and Institute of Teacher Education", at Kyambogo, dated 20th January 1987. Autonomy File Vol. I ITE/A/12 1973-1987 in ITEK Archives.
23. *Ibid*
24. Principal's address on the occasion of the 1st Graduation Ceremony of the Institute of Education, Kyambogo, Friday 13th March, 1992. In Speech File, ITEK Archives.
25. ITEK staff Memorandum to Minister of State for Higher Education (n.d.) Autonomy file ITE/A/12 1973-87 in ITEK

- Archives.
26. Min. 01/02/89 Minutes of General Staff Meeting held on 12th January 1989 in ITEASA file. ITEASA/1/89.
  27. "Proposed Status and Mode of Development of Institute of Teacher Education, Kyambogo" dated December 1987 in ITEASA file, ITEASA/1/89.
  28. Letter, ITEK Acting Principal, Dr. J.C.B. Bigala to the Minister of Justice and Attorney General dated 13th July 1987. Autonomy file ITE/A/12, 1973-87 in ITEK Archives.
  29. Letter, H. Kato, Chairman ITEASA to Chairman Makerere University Staff Association dated 12th May, 1989. ITEASA file. ITEASA/1/89.
  30. Letter J.K.W. Ofwono-Orecho, General Secretary ITEASA to Honourable Minister of Education, dated 18th May 1989 - ITEASA file - ITEASA/1/89.
  31. Memorandum to be presented to the Hon. Minister of Education, Crested Towers Kampala - Uganda by the Institute of Teacher Education Academic Staff Association (ITEASA), on "The Development of the Institute of Teacher Education, Kyambogo (ITEK), Terms and Conditions of Service of the Institute Staff", dated 20 May 1989 Kampala - Uganda. In ITEASA file, ITEASA/1/89.
  32. Letter, H. Kato, Chairman ITEASA to Hon. Minister of Education dated 1st July 1989 in ITEASA file - ITEASA/1/89.

33. Letter MSE/17 Hon. Minister, J.M. Ntimba to Principal ITEK dated 4th July, 1989.
34. Letter H. Kato, Chairman to Hon. Minister of Education dated 7th July 1989 ITEASA file - ITEASA/1/89.
35. Letter, A. Abel J.T. Rwendeire, Secretary MUASA to Chairman ITEASA dated 20/1/89 in ITEASA file - ITEASA/1/89.
36. "Agwai Committee Report on Complaints of Academic Staff at the Institute of Teacher Education, Kyambogo", dated 17th July, 1989 in ITEASA file - ITEASA/1/89.
37. ITE/R/14 Secretary/Registrar to All Second Year Students of the B.Ed Degree Programme at ITEK, Academic year 1988/89: "Registration as External Students of Makerere University and for Examinations" dated 15th July, 1989 in ITEASA File, ITEASA/1/89.
38. Address by H.E. Yoweri Kaguta Museveni, President of the Republic of Uganda on the occasion of the First Graduation Ceremony of the Institute of Teacher Education, Kyambogo 13th March 1992 - p.14-15. In Speech File ITEK Archives.
39. Address by H.E. Yoweri Kaguta Museveni, President of the Republic of Uganda on the occasion of the Fourth Graduation Ceremony of the Institute of Teacher Education Kyambogo, 17th February 1995. *Ibid.*
40. See *Information about UNISE*, Unise publication. 15th Council Meeting file 5.2.97 in ITEK Archives.

41. The author has had very fruitful discussions with Ms. Filda Ojok, Dean Faculty of Arts, ITEK and Mr. I.M. Byuma, Registrar of ITEK on the current situation at ITEK.

## CHAPTER VI

1. Interview held with Sr. Clare Obrien, Kamoga and Sr. Bankamans on 7th October, 1998.
2. See De La Warr Commission of 1937 in *Higher Education in East Africa*, p.68.
3. A report on the *Development of African Teacher Training, Secondary Schools and Educating Girls*, (Entebbe Government Printer 1954), p.33.
4. A letter to the Educational Secretary General for the Catholic Mission Ref. TTC 49 dated 7th January, 1956 Ministry of Education Archives.
5. A letter from the Director of Education to the Principal Kyambogo Domestic Science College Ref. TTC 49 dated 14th May, 1956, Ministry of Education Archives.
6. Domestic Science Syllabus in Ministry of Education Archives.
7. A Memo from the Education Department to a Tutor at Domestic Science College Kyambogo Ref. TTC 49 dated 7th March, 1956 in Ministry of Education Archives.
8. A letter from the Director of Education to the Education Secretary General for the N.AC and Catholic Missions Ref. TTC 49 dated 14th September 1959 in Ministry of Education Archives.
9. A letter from the Director of Education to the Secretary General for NAC Ref. TTC 49 dated 15th October 1959 in

- Ministry of Education Archives.
10. A letter from the Director of Education to the Principal of Kyambogo DSTC Ref. TTC 49 dated 31st December, 1959 in Ministry of Education Archives.
  11. Extract from Minutes of the 4th and 5th meeting of the National Assembly held on 7th June, 1963 in Ministry of Education Archives.
  12. A confidential letter from the Director of Education to the Principal of Kyambogo DSTC dated 12th June 1961 concerning Final Teaching Practice comments in Ministry of Education Archives.
  13. A letter signed by Principals of Nsube TTC and Kyambogo TTC to the Director of Education Ref. DS/31/42 dated 26th May, 1960 in Ministry of Education Archives.
  14. A letter from the Director of Education to the Principal of Kyambogo DSTC Ref. TTC 49 dated 16th April, 1960 in Ministry of Education Archives.
  15. Communication arising from Folio 235 from the Director of Education to a member of the Domestic Science College Board of Governors in Ministry of Education Archives.
  16. Minutes of the first meeting of the Board of Governors of the Domestic Science College Kyambogo held on 27th February, 1962 in Ministry of Education Archives.
  17. Notes for supplementaries No.900 of 1961 dated 23rd November, 1961, file 940 in Ministry of Education Archives.

18. Communication between the Assistant Chief Education Officer and the Chief Education Officer dated 8th June, 1962, file 384 in Ministry of Education Archives.
19. A letter from the Principal of Nsube to the Chief Education Officer dated 26th June, 1962 in Ministry of Education Archives.
20. Government circular 1166 to Education Officers in the country in Ministry of Education Archives.
21. Estimates made by Huges and Polkinghorne of the Chartered Architects and Surveyor, dated 28th March, 1963 in Ministry of Education Archives.
22. Notes of a meeting between the Minister of Education and Mrs. Saben held on Friday 5th April, 1963 in Ministry of Education Archives.
23. Communication between the Assistant Chief Education Officer and the Chief Education Officer, file 384, in Ministry of Education Archives. *op.cit.*
24. Comments by the Assistant Chief Education Officer on the general memorandum about Domestic Science dated 18th June, 1962, file 384 in Ministry of Education Archives. *op.cit.*
25. A letter from the Ministry of Education to parents Ref. 49A dated 28th May, 1963 in Ministry of Education Archives.
26. A letter from the Chief Education Officer to the Permanent Secretary, Buganda Ministry of Education dated 22nd August 1963 in Ministry of Education Archives.

*FOOTNOTES*

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27. A letter signed by R.K. Gava, Education Secretary General Ref. UM/135/2/1684 dated 31st October 1963 to Ministry of Education, in Ministry of Education Archives.
28. A letter from the Chief Inspector of Schools to the Chief Education Officer, dated 20th December, 1963 in Ministry of Education Archives.
29. A letter from the Chief Inspector of Schools to the Permanent Secretary Ministry of Education dated 9th January 1964 in Ministry of Education Archives.

**APPENDICES**

## Appendix I

## LIST OF INFORMANTS

Rt. Rev. Bishop Bamunoba	Mbarara	15th July, 1998
Rev. Canon Ganafa	Ruharo	14th July, 1998
Haji Musa Balimutajjo	Kakoba	14th July, 1998
Mr. P. Nyenda	Ruharo	15th July, 1998
Mr. L. Nkurunziza	Kakoba	14th July, 1998
Mr. E.W. Kiggundu	Bulange	12th November, 1998
Mr. Luwaga	Nakabago	17th July, 1998
Mr. K. Makubuya	Shimoni	20th July, 1998
Mr. Kamoga	Stella Maris Nsube	7th October, 1998
Sr. Clare O'Briens	Nsambya	8th October, 1998
Mr. E. Muwaya	Kamuli	3rd July, 1998
Mr. T. Mugoya	Kampala	6th July, 1998
Mr. L. Kiondo	Mbale	2nd July, 1998
Mr. H.H. Mehange	Nyakasura	8th July, 1998
Mr. Winyi Rubale	Nyakasura	7th July, 1998
Mr. E. Rubombora	Nyakasura	6th July, 1998

## APPENDIX 2

## ESTIMATE OF RELATIONSHIP BETWEEN POPULATION GROWTH AND GROWTH OF SCHOOL ENROLMENT

Year	A. African Population	B. No. of Children aged 6-14	C. No. Of Children aged 8-14	D. School Enrolment	E. D as % of B.	F. D as % of C.
1994	3,961,186	792,237	594,173	90,366	11%	15%
1945	4,000,797	800,159	600,120	100,752	13%	17%
1946	4,040,876	808,175	606,132	113,750	14%	19%
1947	4,081,284	816,257	612,192	128,111	16%	21%
1948	4,122,096	824,419	618,315	143,109	17%	23%
1949	4,163,316	832,663	624,498	158,874	19%	25%
1950	4,204,949	840,990	630,742	175,366	21%	28%
1951	4,246,998	849,400	637,050	192,471	23%	30%
1952	4,289,467	857,893	643,420	210,179	24%	33%
1953	4,332,361	866,472	649,854	228,422	26%	35%
1954	4,375,684	875,137	656,352	247,171	28%	38%
1964	4,883,472	966,694	725,020	425,000	44%	59%
1969	5,080,026	1,016,005	762,004	514,000	51%	67%
1974	5,339,156	1,067,831	800,874	603,000	56%	75%
1979	5,611,504	1,122,301	841,725	692,000	62%	82%
1984	5,897,745	1,170,540	884,662	781,000	66%	88%
1989	6,198,587	1,239,717	929,788	870,000	70%	94%
1994	6,514,774	1,302,955	977,215	959,000	74%	98%

**Explanatory Notes:**

- (I) According to the vital statistics in the Report of the Director of medical Services, the population of the Protectorate, excluding Karamoja, was estimated to be 3,803,136 in 1942. For the same year, I have assumed the Karamoja population to be 80,000, making a total population of 3,883,136.
- (ii) In the absence of any dependable formula, it has been assumed that the rate of increase in the population may reasonably be conjectured as 1% per annum compounded.
- (iii) The school enrolment figures for the period 1954-1994 have been determined graphically from those calculated for the period 1944-1954. Although this cannot represent mathematical accuracy it appears to offer the best approximation available.
- (iv) The popular method of determining the number of children of school age is to assume this to be one-fifth of population, as has been done in Column B. This would not bear analysis if related to vital statistics, but such are not available, and the method is widely used.
- By implication it suggests an eight-year school life, say from 6 to 14. Column E supplies the percentage of African children of this range who would be enrolled in our schools - disregarding all unaided schools.
- (v) Column B. Supplies more reality be readjusting the figures to a six-year range, Column F similarly readjusting on a percentile basis.

- (vi) Of interest are the following findings, selected to assist judgment regarding the rate of the advance planned:-
- a) In spite of the apparently astronomic increase of expenditure required to implement this programme only three-quarters of the African children, between the ages of 6 and 14, would be enrolled in our school system in 50 years from now i.e. in 1994.
- b) By the same date, however, practically all children between the ages of 8 and 14 would be enrolled, and 25 years from now, i.e. in 1969, two-thirds of such would be in attendance.
- c) In each decade the number reaching secondary standard would, of course, assume larger and larger proportions.

It appears impossible, with our present knowledge, to recommend faster development, for the attendant social, administrative, and economic problems - quite apart from the educational - are too formidable. On the other hand it is equally impossible to advocate that primary education (at present six years) should not be within each of every child 50 years from now - a century after the founding of the Protectorate.

Source: *Outline Scheme of Development 1944-1954*.

## Appendix 3

## Kyambogo Teacher Output

Year	Makerere			To U.K.		
	Male	Female	Total	Male	Female	Total
1954	47	21	68	-	-	-
1955	66	22	88	-	-	-
1956	60	10	70	-	-	-
1957	68	11	79	-	-	-
1958	94	17	111	7	2	9
<b>Total</b>	<b>335</b>	<b>81</b>	<b>416</b>	<b>7</b>	<b>2</b>	<b>9</b>

## Appendix 4

## Establishment of Kyambogo GTTC

	Position	Number Required	Total
Teaching Staff	Principal	1	14
	Vice Principal	1	
	Education Officers	10 (Tutors)	
	U.T.S. Grade IV	2 (Tutors)	
Non-Teaching Staff	Bursar	1	9
	Warden	1	
	Assistant Warden	1	
	Matrons	2	
	Nurse	1	
	Clerks	1	
	Laboratory Assistants	1	
Demonstration School	U.T.S. Grade IV	1	4
	U.T.S. Grade III	3	
			27

## Appendix 5

## Teacher Grades and Salary Scales, 1964

	Type of entrant	Basic Educ.	Grade	Basic Training	Sup. Training	Minimal Experience	Total	UTS Salary
1.	2P(HSC)	14	V	2 yrs	-	-	16	£612-£1080
2.	1P(HSC)	14	V	2 yrs	-	-	16	£570-£1080
3.	HSC(failed subsidiaries)	14	IV	2 yrs	-	-	16	£426-£828
4.	Grade III with 2P(HSC)	12	V	2 yrs	1	1+	16+	£612-£1080
5.	Exceptional new G III	12	IV	2 yrs	1	-	15	£372-£828
6.	G III TTC tutor-upgraded (No HSC)	12	IV	2 yrs	1	2	18+	£426-£828
7.	Normal G III, upgraded (No HSC)	12	IV	2 yrs	1	2	18+	£426-£828

## Appendix 6

## CONFIDENTIAL REPORT ON CLASS OBSERVATION

Name of Teacher Observed

Date of Observation

Name of School

Location of School

Subject field of Lesson observed

Length of observation

I. Circle overall assessment of quality of teaching  
A A- B+ B- C+ C C- D+ D D- E

II Check the appropriate rating for each specific item  
Column 1, outstanding; 2, very good; 3, adequate; 4, poor;  
5, unsatisfactory

	1	2	3	4	5	COMMENTS
1. Teacher's knowledge of subject matter						
2. Evidence of preparation for class						
3. Relationship of lesson to scheme of work						
4. Intelligibility to class (general rating)						
(a) Quality of exposition						
(b) Quality as a speaker						
(c) Appropriateness of subject matter						

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(d) Effectiveness of subject matter							
5. Provision for student activities							
6. Questioning and handling of answers							
7. Setting and correcting of assignment							
8. Use of blackboard							
9. Use of visual aids							
10 Quality of pupil-teacher relationship							
III. OTHER COMMENTS							

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Name of Observer

**For Science Lessons**

11. Demonstration Experiments  
How many performed?

Yes No

(a) Was the purpose to develop a concept?		
(b) Was the purpose to pose a problem?		
(c) Was the purpose to prove a principle or law?		
(d) Was the inductive approach used?		
(e) Was the experiment successful?		
(f) If not, was the failure utilised properly?		

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(g) Would the experiment better have been done by students in a regular laboratory period?		
(h) Could students easily view the experiment and its results?		
(i) Were there quantitative as well as qualitative results?		
(j) Were additional problems developed from the experiment?		
(k) Were some of these problems assigned to the students for solution?		
Overall Rating of No.11 - 1,2,3,4 or 5		
12. Laboratory Sessions		
(a) Did students work individually?		
or did students work in pairs?		
or did students work in groups?		
(b) Were detailed directions unavailable?		
(c) Was equipment readily available in sufficient quantities?		
(d) In quantitative results were students expected to obtain a percent of error?		
(e) Was the experiment of a sufficient challenge to the student?		

(f)	Were students asked to hand in a copy of their data at the end of the period?		
(g)	Did students have a sense of self-propulsion or were they continuously asking the teacher for directions, materials, etc?		
(h)	Did the students show evidence of developing laboratory skills?		
(i)	Did the teacher's preparation before hand anticipate the special practical difficulties of the experiment which might render the whole exercise useless or even dangerous?		
(j)	In biology are any drawings, done during the laboratory period, initiated by the instructors?		
	Overall Rating of No.12 - 1,2,3,4, or 5		

## Appendix 7

**MEMORANDUM BY THE NATIONAL TEACHERS' COLLEGE KYAMBOGO, TO REQUEST APPROPRIATE AUTHORITIES TO ALLOW THE COLLEGE TO MOUNT A PROFESSIONAL DEGREE PROGRAMME<sup>19</sup>**

**I INTRODUCTION**

The Academic board of the National Teachers' College, Kyambogo, at its 25th meeting on Thursday 2nd August, 1979, passed the following two resolutions, recorded in Min.6.25:

1. That the College is ripe for mounting a degree programme, and that the Board's Chairman, the Acting Director, should now write a paper to the Ministry of Education and to Makerere University to make this idea clearly known.
2. That the Chairman should try as much as possible to convene a meeting comprising officials from the Ministry of Education, Makerere University and the National Teachers' College, to discuss the issue of mounting the degree programme.

**II REASONS FOR THE NEED TO MOUNT A PROFESSIONAL DEGREE PROGRAMME AT THE N.T.C.**

College Authorities, Ministry of Education Authorities, some individuals from Makerere University, Headteachers of Schools/Principals of Teachers' Colleges and parents, have all given various reasons why the National Teachers'

College should:

- (a) become a University College.
- (b) award a professional degree to its students.

Some of those reasons are cited below:

1. Many Heads of Secondary Schools, Principals of Teachers' Colleges, Education Officers and Inspectors of Schools, all have praised former students of the College for being devoted servants of the teaching profession and very competent teachers.
2. Although the original aim of the Diploma course at Kyambogo was to prepare teachers for Seniors One and Two, since the exodus of expatriate teachers in 1972, products of the N.T.C. have competently been employed in any class up to Senior four.
3. Some teachers qualified at the N.T.C. in subjects such as Technical Subjects, Science and Fine Art, have been asked to teach up to Senior Six and they have done the work to everyone's satisfaction.
4. A large number of former N.T.C. students have gained entry into Makerere University through the Mature Age Scheme to pursue a degree course for three years. This has a number of attending problems:
  - (i) Classrooms are deprived of good teachers for three years while these teachers are at the University. Some of them do not return to teaching upon

graduation.

- (ii) Since there is no credit system at Makerere University, those teachers find time there boring as they repeat a lot of subject matter already covered at the N.T.C. Some of the former students who followed degree courses in the U.S.A. and Canada where there is credit system, completed their degrees in one and a half years.
- (iii) Government, which has to sponsor these teachers at the University, spends a lot of funds for far too long on the same people.
- (iv) Government loses places at the University which should have been given to other qualified nationals if those teachers had completed their degree at Kyambogo.
5. The present standards of gaining admission to the National Teachers' College are in some cases equal to, sometimes higher than, those gaining entry into the University.
6. The College staff and facilities are ample, in quality and quantity, to mount a degree course. Government would only inject some amounts of money to improve standards but not to begin from an initial stage of training staff and providing facilities.
7. The College has a continuous assessment programme and the students mature progressively - there is a very low failing rate.

8. There is a complaint that Diplomate teachers do as much work as Graduate teachers, sometimes Diplomats do better or more work, but they are paid much less and do not stand any many chances of being promoted to administrative posts of Heads of Departments, Deputy Headteachers and Headteachers. The Diplomate teachers are demoralised, a thing we would not like to be prolonged in our schools and colleges.

In addition to these reasons, a degree qualification has always been coveted by Ugandans including the NTC graduates. Consequently, when Makerere abolished the special entrance scheme for Kyambogo non-graduate teachers, these teachers started going to Makerere through the Mature Age entry scheme or by resitting the East African Advanced Certificate of Education

## Appendix 8

### THE CONTRIBUTION OF SOME ITEK ALUMNI, ADMINISTRATORS AND TEACHING STAFF

The 1998 Constitution of the ITEK Convocation provides that the Roll of the Convocation should comprise any person who studied for at least one academic year at the former Government Teacher Training College (at Nyakasura, Mbarara and Kyambogo), the national Teachers' College Kyambogo; the Domestic Science College and the present Institute of Teacher Education, Kyambogo. In addition, the Roll shall include all persons who studied for at least one academic year in institutions affiliated to ITEK. These include all National Teachers' Colleges (NTCs), Primary Teachers' Colleges (PTCs) and UNISE. All academic staff members of ITEK, NTCs, PTCs and UNISE are also members of the Convocation.

Between 1965 and 1998, a total of 69,593 went through the ITEK system as follows:

Institution	Period	Nature of Programme	Total
NTC Kyambogo	1965-86	Diploma in Education (Secondary)	4,019
ITEK	1986-98	B.Ed	2,666
ITEK	1986-98	Diploma in Education (Secondary)	578
ITEK	1986-98	Diploma in Teacher Education	1,398
ITEK + UNISE	1989-98	Diploma in special Education	224
Affiliated NTCs	1986-98	Diploma in Education (Secondary)	13,688
Affiliated NTCs	1986-98	Diploma in Education (Primary)	6,820
Affiliated PTCs	1986-98	Grade III Teachers Certificate	40,000
		<b>Total</b>	<b>69,593</b>

(Source: Office of the Registrar, ITEK, 1998.)

Many educational institutions that have risen to fame all over the world have done so by producing men and women who have shown great talents. ITEK is no exception. The teachers it has

produced, together with others, have endured very trying times, especially from the 1970s when Uganda was plunged into socioeconomic and political turmoil by the Amin Regime. Since then, the majority of Ugandan teachers are finding it difficult to survive. It is for that kind of resilience against so many odds that they should all receive accolades. In addition, Kyambogo men and women have contributed a lot to Uganda in the advancement of educational scholarship through research and publications; establishment of educational institutions including private schools; initiation and implementation of new educational ideas in and outside Uganda; management of various educational services through the Ministry of Education and Sports as well as urban and local authorities; management, growth and development of ITEK as a whole, teacher training colleges and other educational institutions. They have also contributed tremendously to the improvement of quality of teaching in various ITEK faculties/departments as well as other teacher training colleges; the struggle for democratic governance and protection of human rights in Uganda and the management of governmental and non governmental organisations including religious organisations. In addition, the contributions of the ITEK alumni have featured significantly in socio-cultural programmes and other events which have benefitted the education sector such as the development of theatres, music, dance, drama, languages and sports; promotion of different types of educational programmes including literacy, adult and community education and the formation and development of the ITEK Convocation.

A few examples will suffice to illustrate the industrious Kyambogo men and women. Kyambogo produced the late Okot p'Bitek, one of Uganda's best known scholars and poets. In the early 1960s, p'Bitek lectured in the Faculties of Arts and Social Sciences at Makerere University before he became an Extra-Mural Tutor in Gulu in Makerere's Extra-Mural Department (now Institute of

Adult and Continuing Education). In 1966, p'Bitek became the first indigenous Director of Uganda National Theatre and set out to make it truly African by putting on an African entertainment menu. Hitherto, it had been dominated by British and Asian cultural activities.

Okot p'Bitek briefly lectured in the Universities of Zambia and Nairobi. He also published several books and articles to counteract the assault on African culture by Western scholars. His best known long poems include *Song of Lawino*, *Song of Ocol*, *Song of Malaya* and *Song of Prisoner* in which he refused to write his poetry along Western stanza and other poetic rules. Before his death in 1985, one Briton had already obtained a Ph.D in literature at the University of Cambridge after analysing p'Bitek's literary works.

Other known Kyambogo scholars include Professor Jakayo P. Ocitti, Associate Professor Mathew Odada, Paul N. Balyejusa and Mary Nabukenya lecturing in the School of Education at Makerere; the late Francis Kidubuka, Elishama Katebalirwe Amooti wa Irumba, a self employed consultant and Mathias Mulocho Magino of the National Curriculum Development Centre.

Katebalirwe was an active lecturer in the Department of Literature at Makerere during the 1980s. In addition, he assisted in the preparation of the Uganda Government White Paper on the Educational Policy Review Commission Report of 1986-1988 and is now a member of the ITEK Governing Council. Kidubuka was one of the people who pioneered the establishment of the Department of Mass Communications at Makerere and headed it. As for Magino, he has devoted most of his 31 years of teaching career to the improvement of mathematics teaching in secondary schools. He is the author of four mathematics textbooks for lower secondary school classes.

During the late 1950s, ITEK was blessed to have a very enthusiastic lecturer in the name of Michael B. Nsimbi who encouraged several Baganda students to take more interest in the development of Luganda language. He himself published several books including "*Siwa Muto Lugeru*" (containing hundreds of Luganda proverbs), "*Amanyama Amaganda n'Ennono Zaago*" (origins of Kiganda names) and "*Obukomazi*" (the art of making barkcloth).

In 1990, Nsimbi was awarded an honorary doctoral degree in literature of Makerere University. Some of the students who became Nsimbi's disciples at Kyambogo include Solomon Mpalanyi, author of a number of Luganda novels including "*Essanyu Libeerera*" (Joy lives long).

School and college governance has proved to be one of the most difficult jobs in Uganda in the last three decades. Besides political upheavals and socio-economic problems, the country has experienced a big decline in the moral life of its people; leading to indiscipline in schools and colleges. For these reasons the country owes a lot to all those who have made efforts to run their schools and colleges successfully.

Many ITEK alumni have been deeply involved in the management of school and colleges. They include Richard Isabirye, the Headmaster of Kiira College Butiki; Patrick Wilson Kulazikulabe, the current Director at NTC Kaliro; Faustino Higwira, Principal of Shimoni PTC; and Edward Kasolo Kimuli, Director, UNISE. Both Kulazikulabe and Higwira are the Chairmen of the NTC Directors' and PTC Principals' fora respectively which they also represent on the ITEK Governing Council.

Although ITEK was founded as a Government institution, Government has never interfered with the religious activities of its students, teaching and support staff. Instead Government has always encouraged all of them to practise their religious beliefs

freely. Consequently, ITEK has established worshipping facilities for both Muslims and Christian. In addition, schools all over the country have continued to work hand in hand with Church and Muslim leaders. ITEK alone has given to Uganda no less than three prominent Church of Uganda Bishops, and one Sheik Mufti of Uganda.

The late Bishop Misaeri Kauma was consecrated Assistant Bishop of Namirembe (the oldest diocese in Uganda) in 1975 and became its Bishop in 1985. Kauma is also remembered for his enlightened leadership as Chairman of the Uganda AIDS Commission (UAC) from 1993 until his death in 1997. He called for the active participation of all religious groups in the fight against the HIV/AIDS pandemic without passing any moral judgment on HIV/AIDS patients. He vigorously supported the UAC's approach of integrating HIV/AIDS prevention and control activities in other socioeconomic development programmes.

In 1978, Jerome Bamunoba, was consecrated the first Bishop of West Ankole covering Bushenyi District and parts of the present Ntungamo District, where he was involved in a lot of educational and other socioeconomic development programmes until his retirement in 1996. One of Bamunoba's classmates at Kyambogo was Wilson Mutebi who was consecrated Bishop of Mityana Diocese in 1988. With Bamunoba and Mutebi at Kyambogo was a soft spoken and devout Muslim student called Kassim Mulumba. During the early 1980s, he rose to the position of Sheik Mufti of the Islamic faith in Uganda and became a highly respected leader, beyond his own religion.

In the cultural field, Elver Waggumbulizi Kiggundu, the first African tutor in GTTC at Nyakasura in 1948, has played no mean role. He served as Private Secretary to the late Kabaka (King) Edward Mutesa II (1939-67) when the latter was President of

Uganda between 1963 and 1966. When the Museveni government reinstated Buganda kingship in 1993 (after its abolition in 1967), Kiggundu was reinstated to his post of Principal Private Secretary to Mutesa's heir, Kabaka Ronald Mutebi II.

Keith Diphath Bamulanzeki Mutengu is another prominent cultural leader in Uganda associated with Kyambogo. Appointed Katukiro (Prime Minister) in 1993 in the Kyabazingaship (the cultural government) of Busoga Region, he has played a pivotal role in the re-establishment of the Kyabazingaship and its on-going role in encouraging Basoga parents to send all their children to school.

Kingsley Wood and E.W. Kiggundu established a firm foundation on which ITEK stands today. Succeeding administrators have only added to that foundation.

Under J.B. Whitehead (1954-1965), the college started admitting only those with "O" level school certificates from 1954. In 1963, the Kyambogo Domestic Science College was merged with the GTTC which was in turn elevated to National Teachers' College status in 1965. During 1954-65 student enrollment increased tremendously and Whitehead contributed significantly to the academic life of the college. One of his best known books is "*Europe Learns About Africa*" a history textbook he wrote for use in Junior Secondary and Primary Teachers' Colleges.

Under F. R. Poskitt (1965-1971), Kyambogo expanded in student enrollment and other ways. The Grade V teachers' course which used to be conducted in borrowed buildings at Makerere plus the GTTC programme were phased out. The GTTC programme was distributed to other colleges in the country. Poskitt also laid new plans for an increase in female teacher trainees.

During Adonia K. Tiberondwa's time (1971-1972), a new women's

hostel was opened. At the same time, Tiberondwa initiated discussions on a legal status for NTC Kyambogo. Depending on his own discretion, the director would work in consultation with Makerere University, the Ministry of Education or consult no one! He further called for improved conditions of service for non expatriate staff and avenues for upgrading Grade V teachers to graduate level.

During his time as Director (1973-1979), the late Michael Yidria Galia Burua insisted on a more defined relationship between Kyambogo, Makerere University and the Ministry of Education. He also increased female student enrollment and the number of female tutors at the college.

Under Gordon K. Kahangi (1981-1985) the college's student enrollment climbed to 690 students including 350 in the first year. This, in itself, was a major landmark. Kahangi, like his predecessors, called for a more defined status of the college which would lead it to an autonomous university college.

Professor William Senteza Kajubi (1986-1989) successfully handled the transition of NTC Kyambogo to the present status and negotiated the 1989 ITEK Statute. Furthermore, with the support of H.R.W. Hawes, a former lecturer at Kyambogo, Kajubi introduced the *Child to Child* programme to ITEK during the 1960s. This is an approach to health education based on the belief that children are able to take an active part in promoting their own health and that of their homes and communities. *Child to Child* has been integrated into the curriculum at ITEK and has spread across the country. Kahubi is now Vice-Chancellor of Nkumba University.

For Professor P.J.M. Sebuwufu (1990-1993), he saw his major task as being the rehabilitation of the physical infrastructures of the

Institute and the initiation of new programmes. Many ITEK buildings received a facelift and several new academic and professional courses were started in his three years at ITEK. Sebuwufu is now Vice Chancellor at Makerere where he was professor of biochemistry before he came to ITEK.

Sebuwufu's successor, Professor Albert James Lutalo-Bosa (1993 to present), has helped to establish a vigorous and active evening programme consisting of different customer-tailored courses; steer ITEK towards self sustenance by starting the private student sponsorship scheme which have increased the Institute's financial resources. In addition to portraying the library as a very viatl facility at ITEK needing its own budget, he has emphasized to the teaching and support staff as well as the students' guild the need for proper accountability in all their activities. At the samer time, ITEK is pursuing a vigorous staff development programme which Lutalo-Bosa has personally helped to establish, in addition to rehabilitating and building more physical infrastructures. Lastly, Lutalo-Bosa is the Chairman of the Vice-Chancellors' forum which consists of ITEK itself; Makerere University; Mbarara University of Science and Technology; the Islamic University in Uganda at Mbale; Uganda Martyrs' University at Nkozi; Ndejje University; Bugema University and the Uganda Christian University at Mukono. The forum's overall objective is to promote more co-ordination and qualitative academic programmes in Ugandan universities.

Several retired lecturers have served ITEK with distinction. They include Mrs. Elizabeth Sarah Zawedde Kamanyi Ngalombi who helped Home Economics to become a respectable academic subject taken by both males and females. Outside ITEK, the subject is examinable in all PTCs and some secondary schools.

Similarly, with the assistance of Norbert Kaggwa, a fine artist by

training, the Art Department has grown stronger and become part of the ITEK Faculty of Vocational Studies. In addition, Kaggwa helped to develop art curricula which have been adopted by NTCs and PTCs. He designed the Institute's seal, emblem and logo and helped to impelement the vocationalisation of curriculum project between Macewan University College in Edmonton, Canada, with ITEK, UPK, NCDC and the former National College of Business Studies at Nakawa.

The Music Department at Kyambogo has evolved through many hardships since its establishment in 1968. However, its former and current lecturers have helped indigenous music to gain academic respectability in the whole ITEK system and turned it into an examinable subject in NTCs, PTCs and secondary schools. They have also assisted in the development of Music curricula for the B.Ed programme at ITEK and the Music, Dance and Drama Department at Makerere. One of the lecturers is Christopher Makumbi Kizza Salongo who has been in the department since its inception. Kizza helped to establish Uganda's Heartbeat of Africa (consisting of Ugandan traditional dancers and music performers) in 1963. He has published a book entitled "*Teach Yourself How to Play the Sanza/Mbira-Lukembe/Akoso/Akadongo Instruments*". Kizza is also the Vice President of the Paris-based International Theatre Institute which has now accepted that indigenous African music is not for entertainment only but a major medium of communication of different messages.

Other lecturers in the ITEK system who deserve mention here are Ivan Matovu, Asa Wilson Musulube and Alfred Liri. Matovu has devoted 34 years of his teaching career to children with disabilities, esopecially the deaf. He joined the Uganda School for the Deaf at Namirembe in 1964 and headed it from 1966 to 1989, when it was transferred to ITEK as a Department of Special Education. In 1996, UNISE was established in a separate place on Kyambogo hill

and Matovu is one of the 31 lecturers there. He has taught over 20 specialists in educational audiology, who are now serving in UNISE and related schools. He is also the Field Director and Co-ordinator in Africa for the *Initiatives For Deaf Education In The World*, an organisation he helped to found in 1986.

Musulube is not only the founding Principal of Jinja PTC, but also the proud composer of Uganda's school anthem *Marching Along*; harmonised by Miss hobday, a former Music teacher at Gayaza High School. In addition, Musulube has composed Busoga Kingdom's anthem, a lot of indigenous songs and church music in Lusoga language.

Liri is among the longest serving lecturers at ITEK. He teaches literature. He first became a lecturer at Kyambogo in 1974. He has published a number of poems and translated several educational materials into Madi language, his mother tongue.

In the sports field, the name of Era Mugisa is well known. He is the Principal Games Tutor at Makerere University where he has been working since the 1970s. In the early 1960s Mugisa was a regular player in the Uganda national football team and during the 1970s, he became Chairman of the Federation of Uganda Football Association (FUFA) as well as Chairman of the Confederation of East and Central Africa Football Association (CECAFA). Similarly, Mugisa was among African university sportsmen who founded African universities sports competitions in the 1970s. In recent years, he has promoted Ugandan universities sports competitions. Other athletes from ITEK include John Latigo who captained the Uganda Cranes (national soccer team) during the early 1980s.

Who says teachers cannot be very successful entrepreneurs? Many ITEK alumni are doing thriving businesses in urban and rural

areas. They include Augustine Kasozi. He is the owner of the 3-star Colline Hotel in Mukono town; the 2-star Sports View Hotel in Kireka; Mukono Bookshops in Mukono and Kampala with a printing press and Colline House office complex. He is also the Managing Director of McMillan Publishers in Kampala. He employs over 200 persons in his operations and is counted among the best known indigenous entrepreneurs in Uganda.

Even the rough and competitive field of politics has attracted many Kyambogo alumni. Kyambogo's best known political leaders of the 1960s were Basil Bataringaya, A.A. Latim and J.M Okae. Bataringaya turned out to be an effective leader of the opposition in Parliament in 1962-1965, in addition to being the Secretary General of the Democratic Party. In 1966, however, he crossed to the government side and subsequently became Minister of Internal Affairs. After the departure of Bataringaya from DP, Latim became the new Leader of the Opposition and Secretary-General of DP. He was a serious debater in and outside Parliament from 1966 to 1971. Okae served in the same Cabinet with Bataringaya. He was Minister of Planning and Economic Development between 1967 and 1971. Other parliamentarians in the 1960s who are alumni of ITEK include Zakaria Babukika, Francis Mugeni and Alex Lobidra.

During the 1970s, Ahmed Jjumba Masagazi was appointed Permanent Secretary of Education in 1975. Two years later, he became Minister of Planning and Economic Development ending up as Minister of Finance in 1978-1979. His cabinet colleague was Mustapha Ramathan who served as Minister of Co-operatives and Marketing.

During the 1990s, more Kyambogo alumni joined politics. They are found in Parliament, District Councils and other posts down the ladder. Among them are three women parliamentarians: Winnie

Babihuga, Rosemary Kerwegi and Betty Akec Okullu . In addition, Irene Kalikwani and Beatrice Lagada represented Kamuli and Apac Districts respectively in the Constituent Assembly in 1994-1995 while Sarah Nkonge has been privileged to become the first Ugandan female Deputy Mayor of Kampala City.

As regards male parliamentarians, they include D. Oriokot, Sebastian Magimbi and Jackson Osire from Katakwi, Kamuli Kabale and Kumi Districts respectively. Their colleague Jovino Akaki Ayumo from Apac is Minister of State for Energy and Natural Resources while Alipayo Latigo Olal from Lira District served as Minister of State for Information in the early 1990s.

To this list we add Arthur Bagunywa from Mityana who, among other things, served as a Senior Inspector of Schools before he became Director of the National Curriculum Development Centre. During the 1980s, he worked at UNESCO headquarters in Paris as Uganda's Permanent Representative from where he went to Tanzania as UNESCO's Resident Representative. Today, he is a curriculum development consultant to the USAID-funded *Support for Uganda Primary Education Reform* (SUPER) project in the Ministry of Education and Sports.

Numerous ITEK alumni have served in various positions as civil servants and educational administrators in the post-independence years. They include Jonathan Engulu Ekochu who was Deputy Private Secretary to President Obote during the 1960s and the Principal Private Secretary to President Amin during the 1970s. He is now with the Public service Commission. Thomas Mugoya served as Chief Inspector of Schools from 1977 to 1989. He succeeded the late Y.Y. Okot. Stephen Besweri Akabwai served as Chairman of the Uganda Interim Electoral Commission from 1993 to 1997.

The second Permanent Secretary to the Ministry of Education whom Kyambogo produced is Francis Xavier Lubanga who is also recognised as a specialist in the theory and practice of devolution of power from the centre to the grassroots. He has published a number of essays on the same subject. Lubanga's colleagues in the Ministry of Education and Sports include Fagil Mandy, Commissioner for Education (Inspectorate); Muwonge Kewaza, Kampala City Education Officer and several leading education technocrats at the headquarters and in the districts.

Other ITEK men and women are steering the ITEK Convocation as a forum for articulating teachers' views on various educational matters in the country and for enhancing their professional development. These include Innocent Mukama Byuma who, as ITEK Registrar, initiated the idea. The Convocation was officially inaugurated on August 8, 1998. The leaders of the Convocation comprise Dr Frank Nabwiso (Chairperson); Emmanuel Otim (Vice Chairperson); ITEK Registrar (General Secretary); D. Kiggundu Mukasa (Treasurer); James Bulenzibuto (Publicity Secretary); Constantine Embatia (Secretary for Projects); Edith Mbedha Buyinza (Secretary for Education and Academic Affairs) and Mildred Tibananuka plus Stella Kiondo Sebunya (Committee Members).

Among other things, The 1998-2000 Convocation programme aims at:

- establishing 19 zones to organise Convocation activities for all NTCs, PTCs and other alumni in Uganda's 45 districts;
- assisting ITEK in resource mobilisation activities as well as appropriate academic/professional activities;
- establishing strong relations with Makerere University and other university convocations as and when they emerge;
- completing the Convocation's Roll;
- preparing papers on various educational matters requiring

- the Convocation's input;
- implementing income-generating projects for the benefit of the Convocation members;
- identifying, in the programme period, Convocation members deserving recognition by the Institute;
- participating in curricula/syllabi development and textbook preparation activities at various levels whenever such chances occur;
- encouraging all Convocation members to participate actively in continuing education and socio-economic development activities for personal as well as community benefits; and
- encouraging members to fight for good governance, protection of basic human rights, transparency, accountability unity, peace, progress and prosperity in all parts of Uganda.

The foregoing information proves that ITEK has been producing a number of men and women who have played important roles in the development of the country, particularly in the education sector in the last fifty years. The information also suggests that ITEK has indirectly been offering very useful skills in self discipline, self motivation, personal life management and mobilisation of other people into action. As one alumna succinctly summed it up:

*"ITEK trained me to be my own policeman and to care for others.*

*Those qualities fit on very well with the institute's motto of **Nothing***

***Without Labour.** Only people who are prepared to toil can live*

*meaningful lives and that is the message which should be inculcated into*

*the current and future teaching staff and students of the ITEK system"*

Will ITEK fail to fulfill such a mission in the future? The seeds have been sown.

\* Dr Frank Nabwiso trained as a teacher in Kyambogo from 1958 to 1959 before he took up further studies. He has taught in the Adult Education field at Makerere, Nairobi and Wisconsin-Madison Universities. He has also worked in several international and Ugandan organisations.

Emmanuel Otim studied in NTC Kyambogo from 1977 to 1979. Ten years later, he was among the pioneer students of the ITEK B.Ed programme from 1987 to 1989. He was a secondary school teacher and Assistant Secretary General of the Uganda National Commission for UNESCO before he returned to teach French at ITEK.

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