

# Land, Labour & the Colonial Economy

ZIMSEC Heritage Studies (Forms 1–4) / Cambridge O/A-Level extension · Economic & Social History

## SBP PROBLEM STATEMENT

How did land ownership, mining, agriculture, domestic work and skilled labour shape wealth, power and everyday life in colonial Rhodesia?

### 1. Curriculum overview & learning objectives

**Syllabus / level:** ZIMSEC Heritage Studies (Forms 1–4), with O/A-Level source-evaluation extension.

— Trace links between land and labour; compare worker-centred and promotional economic sources; distinguish household, agricultural and industrial labour; identify continuities after independence.

### 2. Differentiated resource tracks

| Track                 | Core materials                                       | Execution                                                                       |
|-----------------------|------------------------------------------------------|---------------------------------------------------------------------------------|
| Local / low-bandwidth | Printed pack, notebook, wall-chart paper.            | Teacher-led comparison, practical work and local observation where appropriate. |
| Diaspora / digital    | Digital catalogue, scans and mapping/timeline tools. | Digital source analysis, annotation, mapping and portfolio work.                |

### 3. Curated sources · 1–4

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| <b>1. Mines of Rhodesia, Industries, Agriculture — 1937 Edition (1937)</b><br>AA-BK-0052<br><b>Commercial/industrial publication</b><br>Edited by C. Carlyle-Gall                                     | <b>Why it is here:</b> The 1937 Mines of Rhodesia volume presents mining, industry and agriculture through an economic-development lens.<br><b>Activity:</b> Identify two industries and how they are presented.<br><b>Critical question:</b> Who is the intended audience and what does that reveal about the publication's purpose?                 |
| <b>2. Mines of Rhodesia, Industries, Agriculture, Travel — 1939–1940 Edition (1939)</b><br>AA-BK-0053<br><b>Commercial/industrial publication</b><br>Edited by C. Carlyle-Gall and H. Naughton Knebel | <b>Why it is here:</b> The 1939–40 edition allows comparison with 1937 and shows how the colonial economy was promoted immediately before WWII.<br><b>Activity:</b> Find one change in emphasis from the earlier edition.<br><b>Critical question:</b> What does a promotional economic source leave out?                                             |
| <b>3. Chibaro - African Mine Labour In Southern Rhodesia 1900 1933 (1980)</b><br>AA-WEB-0036<br><b>Historical study</b><br>Charles van Onselen                                                        | <b>Why it is here:</b> Van Onselen's study of African mine labour reconstructs the labour system from 1900–33 and centres African workers rather than mine owners.<br><b>Activity:</b> Identify one feature of the labour system.<br><b>Critical question:</b> How does the story change when workers rather than companies are the unit of analysis? |
| <b>4. Agricultural and Plantation Workers in Rhodesia: A Report on Conditions of Labour and Subsistence (1977)</b><br>AA-BK-0216<br><b>Socio-economic study</b><br>Clarke, D. G.                      | <b>Why it is here:</b> A focused report on agricultural and plantation workers exposes labour conditions and subsistence in another major sector of the colonial economy.<br><b>Activity:</b> Identify one condition of labour or subsistence.<br><b>Critical question:</b> How did agricultural labour differ from mine labour?                      |

### 3. Curated sources · 5–8

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| <b>5. Domestic Workers in Rhodesia: The Economics of Masters and Servants (1974)</b><br>AA-BK-0218<br><b>Socio-economic study</b><br>Clarke, Duncan G.     | <b>Why it is here:</b> The domestic-work study examines the economic relationship between employers and domestic workers and makes household labour visible as part of the economy.<br><b>Activity:</b> Identify one economic relationship described.<br><b>Critical question:</b> <i>Why is domestic labour often less visible in economic histories?</i> |
| <b>6. From Rhodesia To Zimbabwe Book 4 Skilled Labour And Future Needs (1978)</b><br>AA-WEB-0042<br><b>Economic analysis</b><br>Stoneman, Colin            | <b>Why it is here:</b> The skilled-labour study shows the colonial economy's dependence on training, skills and future manpower after the major expansion of industry.<br><b>Activity:</b> Identify one skilled-labour need.<br><b>Critical question:</b> <i>Why could labour shortages become a political and economic problem?</i>                       |
| <b>7. Development in Rhodesian Tribal Areas an Overview (1974)</b><br>AA-BK-0014<br><b>Development report</b><br>J. B. Hughes B.Sc. (London) Ph.D. (Natal) | <b>Why it is here:</b> The study of development in “tribal areas” connects land, infrastructure and rural administration to the unequal geography of development.<br><b>Activity:</b> Identify one intervention or development priority.<br><b>Critical question:</b> <i>Who defines what counts as development in a rural area?</i>                       |
| <b>8. From Rhodesia to Zimbabwe 2: The Land Question (1971)</b><br>AA-BK-0027<br><b>Socio-economic analysis</b><br>Riddell, Roger                          | <b>Why it is here:</b> The land-question study directly addresses land distribution and the political economy of Rhodesia.<br><b>Activity:</b> Extract one claim about the land question.<br><b>Critical question:</b> <i>How did land ownership structure labour and wealth?</i>                                                                          |

### 3. Curated sources · 9–12

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| <p><b>9. In Search of Hope for Zimbabwe Farm Workers - Dede Esi Amanor Wilks And Contributors (1995)</b><br/> AA-WEB-0065<br/> <b>Social/labour study</b><br/> Amanor-Wilks, Dede-Esi, and contributors</p>                                              | <p><b>Why it is here:</b> The farm-worker study extends the story into the post-independence period and helps students distinguish colonial legacies from later policy problems.<br/> <b>Activity:</b> Identify one continuing issue facing farm workers.<br/> <b>Critical question:</b> Which labour inequalities survived the end of colonial rule?</p>   |
| <p><b>10. Dance Civet Cat Child - Labour In The Zambezi Valley (1991)</b><br/> AA-WEB-0172<br/> <b>Ethnographic study</b><br/> Reynolds, Pamela</p>                                                                                                      | <p><b>Why it is here:</b> A study of labour in the Zambezi Valley connects work with family, culture and environment rather than treating labour as wages alone.<br/> <b>Activity:</b> Identify one way labour is embedded in community life.<br/> <b>Critical question:</b> What does an ethnographic approach reveal that an economic table may miss?</p> |
| <p><b>11. New from Africa (1956)</b><br/> AA-BK-0193<br/> <b>Political commentary</b><br/> Hatch, John</p>                                                                                                                                               | <p><b>Why it is here:</b> Hatch's 1956 work provides wider African nationalist context for debates about colonial political economy.<br/> <b>Activity:</b> Identify one issue linking nationalism and economic change.<br/> <b>Critical question:</b> Why were economic questions inseparable from demands for political freedom?</p>                       |
| <p><b>12. Survey of Developments Since 1953 (1960)</b><br/> AA-REP-0144<br/> <b>Official constitutional/economic review</b><br/> Committee of Officials (Federation of Rhodesia and Nyasaland Advisory Commission on the Review of the Constitution)</p> | <p><b>Why it is here:</b> The 1960 Federal review provides a state view of economic development and government functions against which labour and land studies can be tested.<br/> <b>Activity:</b> Find one official claim about development.<br/> <b>Critical question:</b> How does the official economic story compare with worker-centred studies?</p> |

## 4. Project design & source handling

- The pack avoids treating “the economy” as an abstract set of statistics: students connect economic structures to workers, households, land and institutions.
- The post-1980 sources are included only to test continuity and legacy; they should not be used as evidence for conditions before independence without corroboration.

## 5. Source criticism protocol

Students should identify the author/institution, date, intended audience, purpose, and what the source leaves out. Do not treat later histories, reprints, cataloguing profiles or retrospective studies as eyewitness evidence merely because they discuss an earlier event.

## 6. Catalogue accessions used

| Accession register |             |             |
|--------------------|-------------|-------------|
| AA-BK-0052         | AA-BK-0218  | AA-WEB-0065 |
| AA-BK-0053         | AA-WEB-0042 | AA-WEB-0172 |
| AA-WEB-0036        | AA-BK-0014  | AA-BK-0193  |
| AA-BK-0216         | AA-BK-0027  | AA-REP-0144 |

**Editorial note:** Catalogue descriptions are finding-aid information. Teachers and researchers should consult the actual item where possible and distinguish the catalogue record from the historical source itself.