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BECHUANALAND PROTECTORATE



ANNUAL REPORT

of the

EDUCATION DEPARTMENT

for the

YEAR ENDED 31st DECEMBER, 1951.



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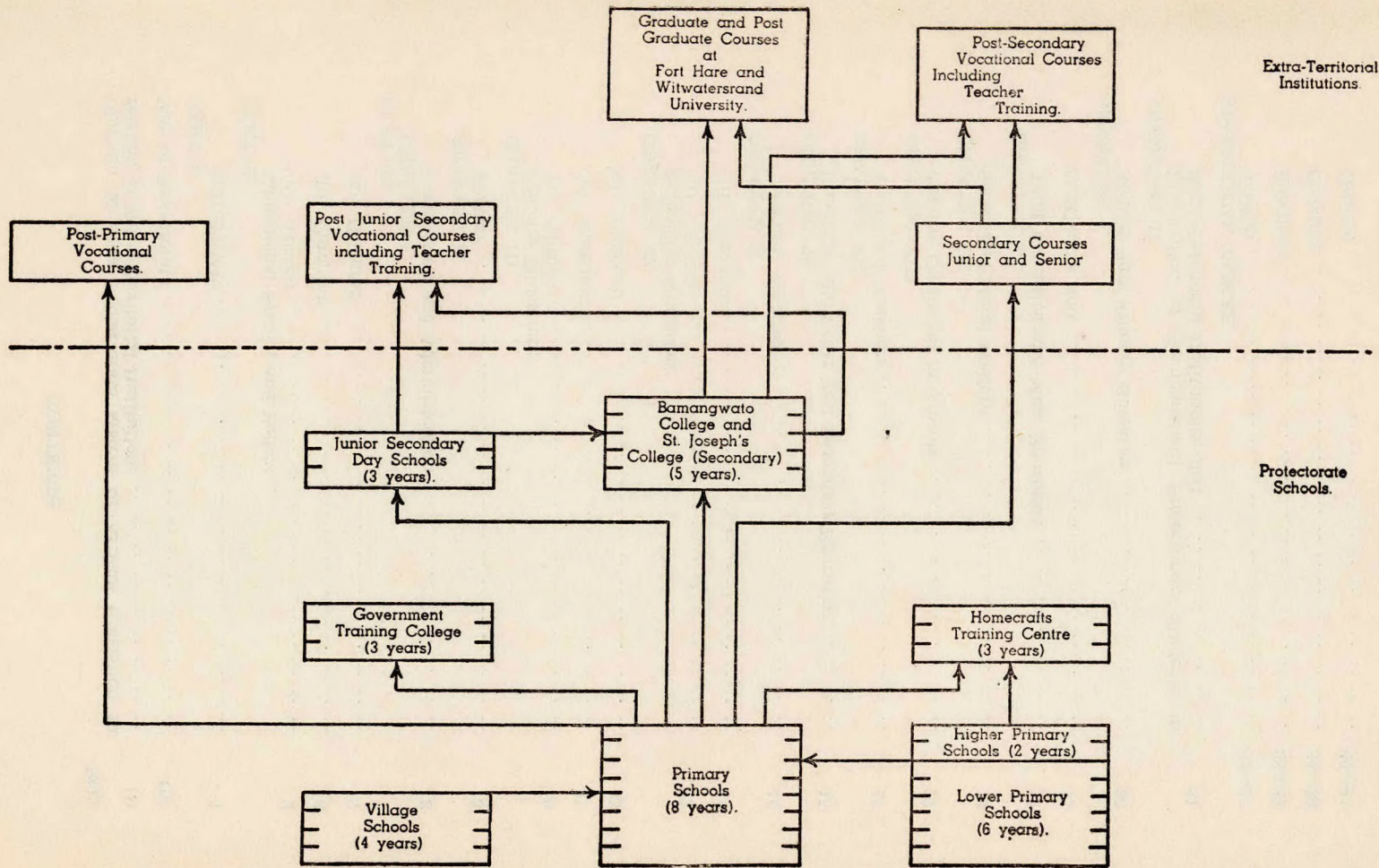
EDUCATION DEPARTMENT

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BECHUANALAND PROTECTORATE**EDUCATION DEPARTMENT
ANNUAL REPORT****FOR THE YEAR ENDED 31st DECEMBER, 1951****PART I.****INTRODUCTORY.**

To assess the educational system in the Bechuanaland Protectorate it is necessary to state certain controlling geographical factors.

The territory is bounded on the east, south and south-west by the Union of South Africa; on the west and north by South-West Africa and on the north-east by Southern Rhodesia. At one place our northern border touches the colony of Northern Rhodesia.

The country is large, approximately 275,000 square miles, and about two-thirds of its area belong to the Kalahari Desert.

Because of this the main centres of population are concentrated near the eastern border for there, on the whole, water supplies are better than in the rest of the country — with the exception of a large portion of Ngamiland, in the north, where are the swamps of the Okovango.

In the Desert, which occupies the bulk of the central and western parts of the territory, there are groups of little villages centred around isolated water-holes, but in Ngamiland the tendency is for the people to live in numerous small settlements situated on islets in the swamps and along the main waterways.

The Bechuana proper are divided into eight main tribes, each with its own Native Authority, treasury, and tribal boundaries. There are also groups such as the Damara, Makalaka, Hottentots, Mampukushu, etc., who are either included within the tribal boundaries and subject to tribal authority or live in areas specially allocated for their use. These groups differ from the Bechuana and from one another in languages and customs; among them special mention must be made of the Masarwa — a type of Kalahari nomad.

In the reserves there is a number of very large villages at considerable distances apart, two of which, Kanye and Serowe, have an estimated maximum population of over 20,000 people. Apart from the "towns" there are many other villages, sometimes of considerable size and often widely separated.

These settlements serve as bases from which there is a seasonal exodus to the agricultural lands, which may be anything from three to thirty miles away; out in the "Bush" there are "cattle posts", pasturages with water available, where many young people live and tend their parents' herds.

The results of the 1946 Census gave the African population as 292,755 (Masarwa approximately 9,500) and the Europeans as 2,379.

Apart from the Government officials, missionaries and traders living at the larger villages, the European population is composed mainly of farmers, railway employees and employees of the two companies which recruit labour for the Union gold mines. The farming and ranching areas of the European settlers are close to the eastern border of the Protectorate and in the Ghanzi district near the eastern border of South-West Africa.

There is a small population of mixed race which for the most part is absorbed into the African tribal systems or is resident in non-tribal areas.

With the exception of the Rhodesia Railway running near the eastern border of the territory and a main road adjacent to it, from which there branches leading to a few of the biggest villages, such communications as exist are poor.

From this picture will be seen the difficulties of administering education in a country of such great distances, primitive communications and with a fluctuating school population.

The position is further complicated by the situation of the administrative headquarters and the differing educational systems of neighbouring territories in which higher and technical education is at present obtained.

Two other important factors have influenced the development of the Protectorate educational system. Firstly, the major portion of the country is served by one mission only, the London Mission. Secondly, the policy of Indirect Rule, with the development of tribal responsibility, has led to a transfer of the immediate control of schools, in areas where there is an adequate social organisation, from mission or government agencies to the tribes.

In short, in tribal and certain other areas, district school committees, which do their work under statutory authority and which are representative of Tribal, Mission and Government interests, are directly responsible for the running of their schools, subject to the control of the Education Department in matters of a professional nature.

An understanding of these facts, to some of which later reference will be made, is essential to a proper appreciation of the administration of African education in the Bechuanaland Protectorate.

For the earlier history of education in the Protectorate, reference should be made to the Annual Report of the Director of Education for the period 1st January, 1938, to 31st March, 1939.

PART II.

EDUCATIONAL SYSTEM AND POLICY.

(a) AFRICAN:—

The accompanying diagram illustrates the Protectorate system of African education in relation to the extra-territorial institutions upon which it depends for the more advanced facilities which are not yet available in the Protectorate.

2. The dotted line in the diagram divides Protectorate schools from extra-territorial institutions. Below the line 17,662 African pupils were enrolled in 1951, and above the line 123, the latter number being no reflection of the importance to the Territory of the service it represents.

3. With the exception of four tribal schools, previously known as middle schools, but now termed higher primary schools (for they consist of only standards V and VI) all other schools within the primary range offer a four year course, a six year course and the full eight year course. These are termed respectively village schools, lower primary schools and appear at the base of the diagram. The order given is an indication of their respective numbers and enrolments, since the full primary schools numbered only 18 in the year under review, in addition to which the two higher standards were taught at the four higher primary schools and in preliminary classes at the two secondary schools.

4. The two secondary schools concerned are the Bamangwato College and St. Joseph's College, to both of which later reference will be made. Both offered the full three year junior secondary course. Both plan ultimately to begin upon the senior secondary course leading to matriculation.

5. From the primary schools pupils who have obtained a satisfactory pass may proceed not only to either of the above Protectorate secondary schools, but also to a three year course of residential professional training at the Government Teacher Training College, Kanye, or to the Home-crafts Centre at Mochudi. The latter institution as a temporary measure

accepts adolescents also who have completed six years of the primary course.

For parents who cannot afford the relatively high boarding fees charged at the secondary schools within the territory or the still higher ones imposed in similar schools in the Union, junior secondary day schools have been opened at Kanye and Mochudi, these to be the precursors of others at strategic centres. Since the Junior Certificate is still the qualification required for admission to various forms of vocational training, including that for the Primary Higher Teachers' Certificate of the Union, and that for nurses registrable in South Africa, it follows that this will be a leaving point for many of our students. Hence many who complete the course at the junior secondary day schools will not wish to proceed to a boarding school for the senior academic two-year course.

6. One of the arrows in the diagram shows progression from Protectorate primary schools to extra-territorial secondary schools. Ideally this should be unnecessary and efforts are being made to arrange a greater measure of co-operation among the three High Commission Territories in order that each may develop certain types of vocational education and offer such facilities to students from the other two Territories, thus reducing the need for pupils to enter Union schools.

7 Extra-territorial vocational training at three different levels is shown, all being followed by students from the Protectorate who generally obtain bursary assistance for the purpose. For admission the entrance qualifications are respectively a pass in the Primary Schools Leaving Examination, the possession of the Junior Certificate or the holding of the matriculation certificate or its equivalent.

8. Included among the vocational courses from which Protectorate students have benefited are those in agriculture, building, carpentry, commerce, domestic science, dressmaking, leatherwork, nursing, motor mechanics and teacher-training.

9. In addition Fort Hare, to which the Department pays a small annual grant, prepares a few Protectorate students for degrees and post-graduate diplomas in education and agriculture. The Witwatersrand University and the University of Natal give a full medical training and full residential and academic facilities for students who wish to specialise in African languages.

10. Plans for the development of African education within the Protectorate must be limited in scope by the financial and economic resources of the Territory and by the smallness of population. Among the more immediate aims are:—

- (a) Under a suitably qualified staff to establish full differentiated secondary courses at the Bamangwato College and at St. Joseph's;
- (b) In co-operation with Basutoland and Swaziland, to extend the scope of existing institutions and to open new institutions to provide higher and specialist teacher training and vocational courses in agriculture, animal husbandry, office work, nursing, dispensing and trades;
- (c) Introduction of school medical inspections and investigation into diet of pupils with a view to supplementary feeding;
- (d) The further development of vernacular work in association with the Orthography and Literature Committee;
- (e) The appointment of a text-book committee to advise on English and vernacular books related to our curricula;
- (f) The development of Junior Red Cross Links at strategic schools;
- (g) The promotion of youth organisations, wholesome recreation and general physical well-being;
- (h) The inauguration of a library system for young and old;
- (i) The bringing of primary education within the reach of a much larger proportion of children of school age and an extension of secondary facilities;

- (j) The concurrent development of adult education when financial assistance becomes available;
- (k) The furtherance of welfare work among all communities by the employment under the Welfare Officer of trained African officers, and the development of guided community work linking school and community;
- (l) The improvement of the buildings and equipment, the raising of standards and the amelioration of the teachers' conditions of service; and
- (m) The promulgation of amending legislation and regulations thereunder.

11. The Department anticipates that steadily a number of village schools will qualify to become lower primary; that of these an increasing number will become full primary, and that in appropriate centres more junior secondary day schools will be established. A logical outcome of this would be the building of another full secondary school in the Southern Protectorate in due course.

12. European staff on the professional establishment of the Education Department comprised an Acting Director, one Education Officer, one Agricultural Education Officer, a Homecrafts Education Officer and a Welfare Officer. African itinerant members of the staff on establishment were one graduate Assistant Education Officer and six Supervisors of Schools. Stationed at Headquarters was also an African Translator who is at present on study leave, having been awarded a Colonial Development and Welfare Scholarship to take a degree in Bantu Languages.

13. The duties of itinerant and professional members of the staff are briefly as follows:—

- (a) Director of Education: control of policy and administration; tours of inspection when possible.
- (b) Education Officer: inspections of schools in Southern Protectorate; assisting Director whenever possible.
- (c) Agricultural Education Officer: encouragement and inspection of school gardens and agriculture throughout the Protectorate; general inspection of schools in Northern Protectorate.
- (d) Homecrafts Education Officer: encouragement and supervision of homecrafts instruction throughout the Protectorate, and general inspection of schools in the Bakgatla, Batlokwa and Bamalete Reserves.
- (e) Welfare Officer: youth movements; audiovisual education; bursaries; school equipment and buildings; welfare work.
- (f) Assistant Education Officer: Supervision and inspection work in the Bamangwato Reserve.
- (g) Supervisors of Schools: Inspections of schools, demonstrations, etc., in their own areas.

14. Mr. W. H. Turnbull, Agricultural Education Officer, retired from the Service of the Protectorate at the end of 1951. His four books on vegetable growing, farm crops, cattle and small stock will help to keep alive the interest he created in the teaching of these subjects.

15. Three lady clerks and a senior lady clerk comprised the clerical staff at Headquarters.

An African clerk is attached to the Teacher Training College and another to the Education Office for the Northern Protectorate.

16. Chapter 59 of the Laws (the Education Proclamation of 1938) and the rules promulgated thereunder empower the Resident Commissioner to frame rules dealing with "the appointment, constitution, powers and duties of school committees".

Nine central committees are established in tribal areas and one in a non-tribal polyglot area, the District Commissioner being chairman in each case, a missionary acting as honorary secretary in six cases and in one the Agricultural Education Officer. In the majority of committees the

chief is a member, and half of the other members are his nominees.

Proposed amending legislation affecting membership of school committees, if approved, will democratise the committees; will ensure the inclusion of some with better educational claims and will provide for the education officer concerned becoming a member of each committee in his area.

In the meantime the committees have been fortunate in the initiative, guidance and encouragement given by sympathetic administrative officers, under whose tutelage progress has been made, and in the altruistic support given by those missionaries who have devoted so much time to education.

The minutes of all meetings pass through the Director of Education to the Government Secretary, so that action taken or proposed is noted and commented upon, similar procedure being adopted when tribal estimates in relation to education are framed.

17. Other co-operating bodies are the African Advisory Council, the Advisory Board for African Education, the Conference of Directors of Education of the High Commission Territories, the Bechuanaland Protectorate African Teachers' Association, the Tswana Orthography Committee and the recently established Languages Board.

18. Under the presidency of His Honour the Resident Commissioner, the chiefs and their elected councillors meet periodically in an African Advisory Council, a few representatives of the Francistown, Kgalagadi and Chobe non-tribal areas having recently been added.

Heads of departments and administrative officers also attend to answer questions or criticisms, and to assist discussion when required, although most of the business is conducted in committee.

The term of reference are widely interpreted, almost any issue concerning the African population being considered relevant.

The interest in education of the African Advisory Council is very real and much closer understanding of educational problems is achieved through these discussions.

19. The newly reconstituted Advisory Board for African Education to which reference was made in the 1949 Report, did not meet during the year since, owing to the tribal impasse among the Bamangwato, it was not possible to convene a fully representative meeting of its Standing Committee, in which certain responsibilities concerning the Draft Education Proclamation had been vested by the Board.

20. The annual conference of the Directors of Education of the High Commission Territories met at Johannesburg during June.

Among the subjects discussed were the following:—

University Education for Africans,

Medical Inspection of Schools,

Mission Schools,

Development of inter-territorial institutions in the High Commission Territories.

In addition each Director gave a resumé of the year's work in his own Territory. This opportunity for exchange of views is as valuable as it is stimulating.

21. The Bechuanaland Protectorate African Teachers' Association held a meeting in Serowe in June. A wide range of subjects was discussed and some useful suggestions were forwarded to the Department for consideration.

22. The Bechuanaland Protectorate Orthography Committee met once during the period under review. This body was appointed with Government approval and represents the views of educationists, of missionary bodies and of influential Africans on the subject of the orthography of the Tswana language. This orthography is in a chaotic state. Tswana is spoken throughout Bechuanaland (with certain variations), in parts of Western Transvaal and in the Northern Cape Province. It is allied to Sotho, which has Northern and Southern variations. Various orthographies have developed since the

early missionaries attempted to establish a written language, and different bodies are actively supporting different orthographies. The Bechuanaland Protectorate Orthography Committee, a most representative body, was therefore appointed with the following objects in view:—

- (i) To act as a board of advice on all matters affecting Tswana orthography, literature and vernacular education.
- (ii) To establish and maintain contact with all interested persons and organisations, including Missionary bodies, Teachers' Associations, the vernacular press, schools, teachers, etc.
- (iii) To become as representative as possible of enlightened opinion in the Bechuanaland Protectorate, so that all interested persons and organisations may come to regard this Committee as an authoritative body to which problems affecting Tswana orthography and literature may be referred for consideration and advice.
- (iv) To establish and maintain liaison with other similar Committees in the Transvaal, Basutoland, etc., and to represent the views of the Bechuanaland Protectorate by appointing delegates to orthography conferences and other such meetings as may be convened from time to time.
- (v) To promote the production and development of Tswana literature of a high standard by assisting in achieving as far as possible a standard or norm for written Tswana; by instituting essay and other literary competitions; by encouraging and advising Tswana authors and assisting them in making arrangements for publication of suitable works; and by reviewing literature published from time to time and commenting on its suitability or otherwise for educational purposes.
- (vi) To assist and advise in the preparation of grammatical and other text books for use in vernacular education and in the development of Tswana as a literary medium.
- (vii) To advise the Department of Education regarding school syllabuses, selection of reading material to be prescribed, and other matters affecting vernacular education.

23. BECHUANALAND PROTECTORATE LANGUAGES BOARD.

This Board comprises the First Assistant Secretary; the official examiner to the Bechuanaland Protectorate, Mr. D. Cole of the Bantu Studies Department of the University of the Witwatersrand; the African Assistant Examiner and the Director of Education as Chairman.

The Board met once in 1951 to reconsider the form and content of the language examinations for officials and the level of vernacular language attainment desirable for holders of various posts in the Service. Recommendations were submitted for the consideration of His Excellency the High Commissioner.

24. The Department continued to be responsible for the conduct of the Tswana examinations taken by Government Officers in terms of Public Service Regulations, this opportunity being taken of paying a warm tribute to Mr. D. T. Cole, the examiner, for his keen interest, assiduous care and growing contribution towards the raising of standards and the promotion of vernacular studies.

25. A conference of District Officers is held in Mafeking, usually at the same time as the African Advisory Council is in the Committee stage of its session. At this conference Heads of Departments discuss general and specific problems with the representatives of the District Administration. Such discussion assists materially in dispersing uncertainties and in promoting esprit-de-corps, besides solving or leading to a better understanding of the problems in question.

(b) EUROPEAN:—

26. Owing to the small and widely scattered European population and the corresponding impossibility of supplying differentiated secondary courses

or adequate cultural stimuli, the educational system is entirely primary, 225 children being catered for in 1951 at Maun, Tsessebe, Francistown, Serowe, Palapye, Mahalapye, Gaborone, Molepolole and Lobatsi and another 35 at a private school at Ghanzi in the far west of the Protectorate.

27. Of the first nine schools the last was reconstituted as a Government school in 1940, the others being grant-aided and therefore subject to inspection and direction by the Department. They are under committee management, procedure being controlled by Standing Instructions.

The committees appoint staff, erect and maintain buildings, control expenditure and submit minutes of meetings, estimates, financial statements and correspondence to the Department. In addition they supplement income from fees and grants by local effort, and in spite of considerable difficulties due chiefly to limited resources, promote the educational interests of the children in a most creditable manner.

28. All committee-run schools have been assisted by grants-in-aid to cover expenditure on teachers' salaries. Additional grants have also been made to assist in the purchase of essential equipment and on a pound for pound basis to assist in extensions to school buildings.

The Lobatsi European school is a credit to the Protectorate in buildings, equipment and surroundings. It lacks only a suitably qualified male principal to attract whom the prescribed salary scale is inadequate.

29. Colonial Development and Welfare Scheme D.1045 provides £4,000 to assist in the erection and equipment of a modest boarding school at Ghanzi which has been described as the "most isolated spot in Southern Africa". The area is one of scattered European owned farms, approximately 200 miles distant from the nearest Protectorate school at Maun, and much farther from the schools in the east.

The £4,000 allocated is inadequate for the purpose of erecting and equipping such an institution and it is hoped that Government and community will between them provide the balance required. As each successive estimate of the likely number of pupils increases, and as building costs rise, the probability of Government's having to contribute more heavily becomes apparent.

At present 35 pupils attend a very poor private school at Ghanzi, boarding under conditions which can only be described as unhygienic and unsatisfactory.

30. In the meantime the European Advisory Council has held a watching brief for European education, as its records of proceedings over many years testify.

In June 1951 it held its 48th session, the elected members from different constituencies coming together under the presidency of the Resident Commissioner, the procedure followed being very similar to that of the parallel African Advisory Council described earlier in this report.

Existing facilities were reviewed and discussed at some length. Two items of special interest emerged from this were:

- (a) the possibility of building boarding schools for children resident in districts where no school facilities are available, and
- (b) the admission of Protectorate pupils to Rhodesian schools.

As regards the latter, Council was informed of a recommendation by the Southern Rhodesian Board of Education that pupils from the Northern Protectorate should be given priority second to Rhodesian children living more than five miles from the boarding schools.

(c) COLOURED AND INDIAN.

31. At the end of 1951 there were four Coloured schools in the Protectorate, at Francistown, Bokspits, Olifantskloof and Mokgopeetsane, with an aggregate enrolment of 195 pupils.

Of these schools the last is regarded to all intents and purposes as an African school since it falls under the Bakwena Committee and the community concerned are tax-paying members of the tribe and attend its kgotla meetings.

Even among the other three no uniformity of service conditions for the teachers obtains since there are wide differences of qualifications and there is little ethnic cohesion. Nevertheless, they have not identified themselves with the Africans, and aspire to a higher cultural and educational level. It will be possible to respect this under the Draft Education Proclamation.

32. No schools exist for the small number of Indian children of school age, nor has the Department been approached concerning this, but for such a development the draft amending legislation would provide.

PART III.

CHAPTER I.

LEGISLATION AND ADMINISTRATION.

33. There is nothing to add to the full treatment of this subject which appeared in Chapter II of the 1948 Report and to the references made to it in Part II of the current Report, no amending legislation having been promulgated.

CHAPTER II.

FINANCE.

34. The following table compares the actual expenditure by the eight Native Treasuries in the calendar year 1951:—

	Recurrent £	Capital £	Total £
Batlokwa	703		703
Bakgatla	2305	17	2322
Bangwaketse	4776	880	5656
Bamalete	833		833
Batawana	1981	198	2179
Bakwena	4688	313	5001
Barolong	518		518
Bamangwato	10267	3669	13936
Tati	2726		2726
Totals ..	£28797	£5077	£33874

35. Practically the whole of the recurrent expenditure is spent on payment of teachers' salaries, and the tribal authorities find difficulty in meeting the annually increased burden resulting from the incremental salary scales. These scales, however, are by no means generous and will have to be improved if the Protectorate wishes to attract a better quality of teacher.

36. A number of new village schools were built during the year and a modern type building was completed in Kanye and named the "Maisantwa" school after the regiment which built it.

37. The expenditure from public moneys on the education of all races for the calendar year 1951 was as follows:—

	Recurrent	Capital	Total
	£	£	£
Vote 9 and Protectorate Revenues	35805	471	36276
Native Treasuries	28797	5077	33874
Colonial Development & Welfare	5059	2081	7140
	£69661	£7629	£77290

38. The allocation of the above analysed according to races was as follows:—

	Recurrent £	Capital £	Total £
European	11961	1739	13700
Coloured	983		983
African	56717	5890	62607
	<u>£69661</u>	<u>£7629</u>	<u>£77290</u>

The above resolved according to the source of expenditure followed this distribution:—

	European £	Coloured £	African £	Total £
Education Department Vote:				
Recurrent	11597	983	23111	35691
Capital			471	471
Colonial Development and Welfare Fund:				
Recurrent	250		4809	5059
Capital	1739		342	2081
Native Treasuries:				
Recurrent			28797	28797
Capital			5077	5077
Public Works:				
Recurrent	114			114
	<u>£13700</u>	<u>£983</u>	<u>£62607</u>	<u>£77290</u>

39. During the calendar year under review no less than £5831 was expended on bursaries or educational grants to enable Protectorate children, African and European, to benefit from outside institutions; of this sum £1946 was devoted to African bursaries and the sum of £3885 divided approximately evenly between the children of officials and those of non-officials for courses in secondary education.

CHAPTER III.

PRIMARY EDUCATION.

(a) African:—

40. Three schools were closed during the year but schools were opened at Kaartlwe (north of Lehututu), at Kolonkwaneng on the Molopo river, and at Kuli in Ghanzi District. A number of schools closed previously were opened. The total number of schools at the end of the year was 143.

School enrolments rose to 17,622, an increase of 1,183. The problem of irregular attendance still exists, particularly in the Tati area and in the Bakalanga schools of the Bamangwato Reserve. About six out of 17 Tati schools have nevertheless succeeded in enforcing a minimum attendance rule.

41. Of the number of children quoted, 11,201 or over 63% were girls, a continuing disparity to which attention is annually directed.

42. Comparative enrolment in the various classes up to Standard VI during the last four years are as follows:—

Sub.	Sub.	Std.	Std.	Std.	Std.	Std.	Std.	Totals
A	B	I	II	III	IV	V	VI	
5096	3063	2766	2068	1550	890	524	389	16346
6545	2918	2492	2082	1604	1074	503	396	17614
5812	3092	2305	1729	1565	1021	386	383	16293
6429	3391	2679	1703	1440	1049	430	342	17463

43. A most significant drop in enrolment is that for Standard V. The Education Department is exercising a much stricter control over promotion

at the Standard IV level so that pupils who pass that stage will be more likely to succeed in the public examination at the end of Standard VI.

44. Disregarding the Government Teacher Training College and the small Homecrafts Training Centre, 492 African teachers were employed during the year as against 477 in 1950, the distribution being as follows:—

	Qualified		Unqualified		Total
	M	F	M	F	
1950	142	72	111	152	477
1951	166	73	109	144	492

From the above it appears that almost 48% of teachers were qualified, from which it may be assumed that approximately half of Protectorate pupils are taught by unqualified teachers since, in general, they are put in charge of the lowest and largest classes. At the same time the increased number of qualified male teachers is most promising and, as the Teacher Training College grows, so will the percentage of unqualified teachers decrease.

45. In addition to the above only six European teachers, of whom five were qualified, were engaged in African schools, a number clearly incommensurate with the need for the interpretation of Western culture to the African and one which indicates a further handicap when comparisons with other systems are made.

46. 339 candidates entered for the Primary Schools' Leaving Certificate as against 353 the previous year. Only 152 were successful or 44% as against 41% in 1950.

47. An analysis of the results of this examination showed some improvement on the part of the candidates, especially in the basic subjects of languages and arithmetic. The Mission schools retained their examination supremacy, as might be expected, and most Southern Protectorate schools showed up better than did those in the north although the latter showed improvement. The chief inferences to be drawn from the results are that qualified European teaching staff is most efficient, and that the proficiency of pupils is largely determined by the incidence of qualified staff and of teaching aids, both of which depend ultimately on financial resources. In effect the low general educational average of the Batswana pupils derives largely from poverty of educational facilities.

48. The following excerpts from the progress reports of Education Officers are worthy of mention:—

EDUCATION OFFICER, SOUTHERN PROTECTORATE:

Bakwena Reserve: All schools in the Bakwena Reserve were inspected. The School Committee is doing its best to remedy deficiencies in equipment and accommodation. Fifty four-seater desks were manufactured locally and distributed during the course of the year.

£1500 has been set aside for a building at Thamaga.

An effort must now be made to raise academic standards. A disconcerting fact was that Thamaga school, where conditions are primitive, obtained vastly better results than the Molepolole Higher Primary School which has good equipment and accommodation and more highly qualified staff.

Ngwaketse Reserve: All the Kanye schools and the majority of the district schools were inspected. The School Committee is active and energetic and the keen interest of the Chief in school affairs is a great encouragement.

Bakgatla Reserve: All schools in this Reserve were inspected. Interest in education continues to grow.

The river schools in the Sikwane area are visited regularly by the Rev. Reyneke of the Derdepoort Mission (Dutch Reformed Church).

An attempt is being made to establish small citrus orchards near the river. The soil is suitable and water is available throughout the year.

Kgalagadi Area: All schools were inspected. A new wing has been

added to Hukuntsi school. This school is an indication of what can be achieved by local initiative and it is significant that building is now in progress in the neighbouring village of Lehututu.

Funds are now available to assist school building projects and preparatory work such as the cutting of grass for thatching has begun in a number of places.

Owing to their remoteness, Kgalagadi schools are difficult to staff and it is rarely that the services of a teacher with qualifications higher than Std. VI can be obtained.

LOBATSI BLOCK, BAROLONG FARMS AND CROWN LANDS:

All schools were inspected. Little progress has been made since last year and most schools are still in a poor state.

Ghanzi District: All schools were inspected. There was only one fully qualified African teacher in the district in 1951. Local allowances have been increased in certain places in an attempt to attract suitable staff, but there has been little response to this and the problem of staffing these extremely isolated schools remains.

ASSISTANT EDUCATION OFFICER, BAMANGWATO RESERVE:

Except for Serowe schools and one or two others accommodation is insufficient and in many places buildings are in a bad state of repair and are insufficiently equipped. In general this shortage of equipment is being remedied although the Committee is reluctant to send equipment to schools without proper buildings. In future the School Committee is not prepared to recommend the opening of new schools unless substantial weatherproof buildings are erected.

Of the 146 teachers employed by the Ngwato Committee 63 are women. In view of the preponderance of girls over boys in schools the reverse should be the case. This Reserve, perhaps more than any other, is faced with the problem of a floating staff. Lady teachers come and go at an alarming rate. Most of them give very short notice, if they give any at all.

Attendance is very irregular especially in the outside schools. Parents want their children to attend school and herd their stock or help at the lands at the same time.

Whilst the age at which pupils first go to school is steadily dropping, there are still pupils aged 18 in the sub-standards.

In spite of the above difficulties there is a slow but definite improvement and progress.

EDUCATION OFFICER, NORTHERN PROTECTORATE:

Tati Area: In the Tati Area there is at present little demand for primary education as such, but rather for the smattering of literacy that can be obtained in the sub-standards. Half of the children who enrol in sub-standard A do not proceed beyond that standard and only half of this half move on into Standard I.

Attendance in most schools is not good, the average for the District being 69% of enrolment.

The attendance difficulties are bound up with the attempt to blend a western educational system with a primitive existence which depends largely upon child labour to maintain its economic pattern. It is traditional for the children to herd the cattle, help in the lands, scare the birds and attend to certain of the domestic chores. It is hoped that the enforcement of a minimum attendance rule will improve matters.

In spite of drawbacks it is gratifying to be able to record some items of definite progress;

- (a) a new school building has been completed at Siviya;
- (b) a school feeding scheme has been started in Francistown by the local group of the British Red Cross Society;
- (c) there are now 28 qualified teachers in a total staff of 44.

Batawana Area: The apathy of parents and headmen referred to in

previous reports continues. According to the 1946 census the population of Ngamiland was 38,724, yet only 839 pupils were enrolled in 1951. Only 16% of the pupils continue after the first year at school.

Buildings are still not satisfactory, but there has been some response to the Committee's stricter control — a threat to close Seronga school, resulting in quick repairs to the building.

The Committee is gradually furnishing the schools with the little money at its disposal.

Chobe Area: Some difficulty has been found in attracting teachers with qualifications higher than E.T.C., and as a result only one out of the six schools offers a Std. IV class.

Serondellas and Matetsi lack good school buildings but elsewhere buildings are adequate and are being suitably equipped by the Department.

Regrading of Schools: All schools in the Northern Protectorate now conform to the Departmental policy of schools finishing at Standards II, IV or VI.

(b) **European:**

49. As in 1950 the number of primary schools maintained or aided for the children of European residents was ten, with an aggregate enrolment of 260 (of whom 139 were boys).

Sixteen teachers were employed of whom two were unqualified.

Owing to the small number enrolled in the average school, the pupil-teacher ratio was but 15:5, thus ensuring individual attention to compensate for local disabilities.

50. In 1949 the percentage of European pupils whose home language was English was 38%; in 1950 it was 35% and in 1951 39%. If we take into consideration the 35 pupils attending the private school at Ghanzi, all of whom were Afrikaans speaking, it is possible to make the general statement that more than 60% of European pupils attending Protectorate schools are Afrikaans speaking.

51. Returns received in 1951 show that of 149 Bechuanaland pupils attending schools outside the Protectorate, 130 were bursars or received official education grants. As the returns upon which these figures are based are not entirely complete, the total number of pupils attending extra-territorial institutions must be larger than that figure.

52. Totalling the above figures it will be seen that records are available of 409 European pupils attending school inside or outside the Protectorate.

53. Generally the quality of European education in Bechuanaland continues gradually to improve. The Government owned school at Lobatsi is a model day-school which later should develop into a central boarding school. It is also hoped that the other schools in the Protectorate may be taken over by Government as opportunity arises so that ultimately there may be a departmentally run system of European education.

54. Grants-in-aid to purchase equipment and books were made to most of the schools conducted by local committees.

55. A tribute should be paid to these local committees which devote a great deal of time and energy in organisation and fund-raising for their schools.

56. In the 1951 School Leaving Certificate Examination four candidates passed out of five entrants. This examination is set and marked by Union educationists on a standard of difficulty similar to that prevailing in Union schools.

57. The greatest difficulty experienced in European education is the recruiting of suitably qualified teachers and the retaining of their services in competition with the considerably higher salary scales prevailing in the neighbouring territories. Consequently the Protectorate depends largely on wives of officials, retired people and casual employees for teaching staff. This results in frequent changes of staff which militate against satisfactory schooling.

(c) Coloured:

58. Schools for this community were conducted at Francistown, Boksputs, Olifantskloof and Mokgopeetsane. The total enrolment rose from 169 to 195, of whom 109 were boys.

Of the total enrolment 98 were in the sub-standards and in Standard VI, the top class, only one.

English and Afrikaans were taught to all pupils.

59. At the end of the school year seven teachers were employed, of whom only two were qualified, the difficulty continuing of obtaining the services of suitably qualified Coloured teachers for these remote schools which serve small, poor and largely indifferent groups of culturally isolated people. As reported in 1950 better terms of service, including the provision of reasonably good quarters might attract, but even then the isolation and character of these lonely schools would militate against recruitment.

**CHAPTER IV.
SECONDARY EDUCATION.**

(a) African:

60. In the post-primary classes in the Protectorate, disregarding those engaged in teacher-training, the number rose from 132 in 1950 to 159, with the following distribution:—

	Boys	Girls	Total
Standard VII	44	31	75
Standard VIII	32	25	57
Standard IX	16	11	27
Totals	92	67	159

61. In connection with the above it will be noted that although in the primary system the girls form 64% of the enrolment, in the post-primary they comprise but 42%, an illustration of an experience common throughout most of Africa, that at adolescence the bread and butter value of education is more seriously considered for the boys and marriage for the girls.

62. Four schools offered facilities for junior secondary work, namely St. Joseph's and the Bamangwato College, and Kanye and Mochudi day secondary schools.

For the Junior Certificate Examination of the University of South Africa St. Joseph's entered 11 students, 8 of whom were successful. Four passed in the second class.

These results reflect the high standard which has been maintained at this school.

63. A panel of examiners inspected the Bamangwato College in May. It was clear from the report which followed that progress was far from satisfactory.

Enrolment dropped to 102 (Std. VI and Forms 1, 2 and 3), and only 7 new pupils enrolled in 1951.

The following difficulties under which the College is operating were listed in the panel of examiners' report:—

- (a) Tribal troubles and resultant lack of direction and guidance in College policy;
- (b) Lack of finance for capital works and limited finance for recurrent running costs;
- (c) Staff disharmony and staff changes;
- (d) Lack of adequate means of communication and isolation;
- (e) Inadequacy of water supply.

Sixteen students entered for the Junior Certificate Examination and four passed (three 3rd class passes and one 2nd class).

64. The small day secondary schools at Kanye and at Mochudi will in course of time proceed to the stage of the final Junior Certificate, after which pupils may enter higher institutions for vocational or academic training. They have the advantage over boarding schools of economy, and will serve a very useful purpose in these and other centres of large population if and when the Union bans from its schools "foreign" Africans.

65. In appendices to this Report the distribution of Protectorate students in extra-territorial institutions is shown, together with related bursary provision.

It will be seen that of the 86 bursaries awarded, no fewer than 55 were in respect of secondary education; that 21 were for teacher training; that 7 were for other vocational training and that the remaining 3 were to enable students to take University courses at Fort Hare, the University of the Witwatersrand and the University of London.

66. The vocational training within the Protectorate of nurses and orderlies, of artisans, of agricultural learners and of the police remains largely as described in the 1945 Report, the training of teachers being dealt with in Chapter VII. There is no other form of local technical training which could be regarded as secondary.

(b) European:

67. For the reasons briefly referred to earlier in this Report, the European system remains entirely primary although bursaries and educational grants assist a number of promising students to proceed to secondary courses elsewhere, the amount devoted to this service in 1951 being £1,568.

CHAPTER V.

TECHNICAL TRAINING.

68. There is no accredited technical or trades training in the Protectorate, and none in agriculture or in animal husbandry. The desirability of their establishment has long been recognised but, in view of competing claims in relation to inadequate resources, has not yet been considered possible. Reference to Part II of this Report will show that the hope is expressed that in due course inter-territorial institutions of this nature may be built for the three High Commission Territories.

In the meantime, from the bursary provision cited in the chapter dealing with finance, a number of African students have been enabled to proceed to the Union of South Africa or to Southern Rhodesia for training as artisans, agriculturalists, clerks, mechanics, etc.

69. In paragraph 107 of the 1945 Report, the following passage appeared:—

"At the Public Works Department Depot at Gaborones the Mechanical Superintendent has made a beginning upon the training of a few African Mechanics at the post-primary stage, and later hopes to extend this to the training of machinists, carpenters, builders and other artisans.

"Whether this will evolve into the trades school, the urgent need for which has been represented in post-war development programmes, or whether, as seems more probable, the instructional side will be given appropriate staff and other facilities in a separate self-contained but possibly allied institution, remains to be seen."

70. Although there has been much growth in plant, staff and activities since that was written, these have been chiefly concerned with maintenance and development programmes and it cannot be claimed that this has yet had any effect on related training.

71. A small number of apprentices was taken on, however, for training in the care and repair of pumps, those with most aptitude to be given facilities for fuller training as mechanics.

In the absence of a suitable entrance qualification, instruction was correspondingly handicapped and, in any event, the staff was too fully occupied with other responsibilities to devote adequate time to actual training.

72. A trades section was opened at the Bamangwato College at the beginning of 1949, for which purpose a good building was erected in 1950. Those enrolled, however, had not had the requisite educational background, being mostly labourers previously employed on the school buildings, and the staff was not competent to give instruction in the various branches it was desired to offer. In place of graded training, therefore, the tendency was for the would-be artisans to form a cheap labour maintenance gang.

The weakness of this is clearly realised by the Principal and the governing body, and satisfactory readjustments will be made as students of better calibre are admitted and a more competent staff appointed.

73. There is little doubt that the future of technical or vocational education in the High Commission Territories lies in the establishment of inter-territorial institutions. At this level there is no question of teaching in the vernacular so that vocational and technical schools of larger scope might well cater for all three Territories.

74. Although the Education Department employs specialists in Agricultural and Homecrafts Education, the Agricultural Education Officer was fully engaged with routine school inspections and general administration in the Northern Protectorate. This work was nevertheless coupled with the encouragement of school gardening, and seeds and tools were distributed to many schools.

75. The Homecrafts Education Officer's report included the following:-

"Equipment was again purchased and distributed on behalf of all the Tribal Committees. In certain areas the amount allocated has been slightly increased, but in some of the smaller areas it has been difficult to raise even the small amount previously allocated.

"The work at the Homecrafts Centre, Mochudi, continues to develop and the response to the training offered at the Centre has been encouraging. There have been more applicants than in previous years.

"In addition to various exhibitions of hand work a Pet Show was held in Mafeking for the local S.P.C.A. in September. Protectorate schools were well represented.

"A Teachers' Vacation Course was held at Mochudi Homecrafts Centre from the 18th to 22nd June. Entrants came from all parts of the Protectorate, and of significance was the fact that two women had come from the Batawana Reserve, one from as far afield as Sehitwa.

"The purpose of the course was to assist teachers to conduct lessons of a practical nature and to impress upon them the significance and importance of handwork and also to teach them fundamental processes in needlework and pattern-making. Lectures and demonstrations were given on different aspects of the work. In the afternoons teachers were assisted in collecting patterns and ideas for schemes.

"The teachers were appreciative of the assistance given, and it is hoped that they will be able to pass on some of their ideas to their pupils."

CHAPTER VI.

UNIVERSITY AND OTHER POST-SECONDARY EDUCATION.

76. From the diagram showing the educational system and its relationships to extra-territorial institutions, together with the explanatory commentary, it will be seen that for university and other post-secondary courses, Bechuanaland is dependent upon South Africa, and chiefly upon the University College of Fort Hare and the Witwatersrand University so far as African students are concerned.

77. A number of such students, as was described in Chapter II when dealing with finance, receive generous bursary assistance to enable them to receive the higher education for which the Protectorate is unequipped, the number who can profit by this arrangement naturally being limited by our resources. Such resources have been generously supplemented from Colonial funds over a defined period and, in view of the continuing need, educational, social and financial for this invaluable service, it is trusted

that in due course a new and continuing award may be made from the same source.

78. A few teachers in service most commendably follow correspondence courses and, through the External Division of the University of South Africa, are assisted to read for external degrees of that University.

79. The relevant appendix to this Report shows the number and distribution of the students in receipt of bursaries who followed post-secondary courses in 1951.

80. At present the number of openings for African graduates in the territory is small, being limited to the itinerant staff of this Department, the staff of the Government Teacher Training College, the two secondary schools, the Medical Department, the Post Office and the District Administration. As the country's potential grows, however, so correspondingly must arise an increasing number of openings for those who have graduated in different faculties in conformity with the declared policy of His Majesty's Government.

Consistent with this is the fact that the Education Department has granted leave on full pay to enable an African Supervisor who is a matriculant with a flair for languages, to graduate in African languages at the University of the Witwatersrand, in the hope that he may return after the completion of his degree course to an appointment as Translator, when he would be the better equipped to promote vernacular studies.

81. For neither race have overseas scholarships yet been awarded. In this connection, however, the sum of £6,500 has been placed at the disposal of the High Commissioner for appropriate awards in the three High Commission Territories.

CHAPTER VII.

TRAINING OF TEACHERS.

82. In a previous chapter it was stated that only 239 African teachers in Bechuanaland are qualified as against 253 who are unqualified. The vast majority of Batswana pupils are in the lower classes where tuition must be predominantly in the vernacular. In order to replace unqualified teachers and to meet normal wastage it is thus necessary to turn out approximately 40 Tswana-speaking teachers annually. This is best carried out in Bechuanaland where experience is gained in Bechuana schools under prevailing Bechuana conditions.

83. Colonial Development and Welfare Fund Scheme D.1045 provides the sum of £18,384 for the building and equipment of a Teacher Training College. The erection of the building was delayed initially as a result of uncertainty as to site and later by unsuccessful boring for water at sites selected. This delay has been most unfortunate as building costs have increased considerably since the grant was originally approved, and the money available is now inadequate for the purpose. Application has been made for an additional sum of £14,250 to finance the more costly scheme.

84. The training of teachers for the Primary Lower Certificate is being carried on under Departmental control at Kanye, the pupils being accommodated and taught in borrowed buildings. Duration of the course of training is three years after the primary school leaving certificate (Standard VI) stage.

85. The course of training is comprehensive, is suited to Protectorate conditions and emphasizes practice in teaching in the Kanye schools both with and without supervision. Enrolment in 1951 was 50, the maximum number which the present accommodation can take, distributed as follows:-

	Males	Females	Total
1st year	5	11	16
2nd year	8	8	16
3rd year	11	7	18
	—	—	—
Total	24	26	50
	—	—	—

Unfortunately, owing to limited space, many prospective students had to be refused admission at the beginning of the year. The homes of students lie in all parts of the Protectorate and a few come from outside the Territory.

86. The staff of the institution is all African at the moment, but plans for development include the stationing of a European Education Officer at Kanye, part of whose duties will include general supervision of the Training College.

87. Eighteen candidates entered for the final examination of the course in November 1951. The Director of Education and the Homecrafts Education Officer conducted the test and were impressed by the ability of the candidates, especially in practical teaching. Sixteen candidates were successful and all were appointed to Protectorate schools.

88. In course of time it is hoped that the new Government Teacher Training College may become the focal centre of the Protectorate education system.

The College might accommodate 120 students. Training in general primary teaching and in infant teaching, which require the medium of the vernacular, would be provided for Protectorate students, and Domestic Science for all three High Commission Territories. It is visualised that the training of specialist teachers and those for higher primary and secondary work would probably be carried out in Swaziland and Basutoland.

CHAPTER VIII.

PHYSICAL CONDITIONS IN SCHOOLS.

89. For many years it has been the intention of the Medical Department to institute, in co-operation with the Education Department, regular and systematic school medical inspections. That such routine inspections have not eventuated is explained by shortage of staff. The Protectorate stretches almost six hundred miles from north to south and a little less from east to west. Its communications away from the railway line in the east are bad. Thus a large staff of doctors would be required to inspect all schools, staff which is not available.

90. Individual health record cards for pupils have been printed and medical examinations of both the European and African school children in Maun were carried out. A start has also been made with routine school medical inspections at Lobatsi. Regular monthly examinations of the pupils and staff at the Bamangwato College were carried out.

91. School buildings are generally poor in quality. There are a few exceptions of schools recently built, but in most cases the school building is an ill-lit shack erected without plan by the local community. Ventilation varies from practically none in some buildings to the other extreme of classes held in all weathers under the trees. Very few Protectorate schools have any sanitary conveniences.

92. It is most remarkable that under these conditions serious epidemics of disease do not occur more frequently. Schools are occasionally closed because of epidemics, for example because of pneumonic plague in 1951, but such closings are exceptional. In some areas malaria is endemic and school attendance suffers in consequence.

93. Where services are available schoolgoing children receive medical attention qua members of the community. There is a free Government hospital service and out-patients' fees are very low. Medical services, however, are available only at a few large centres.

94. In 1950 an instruction was put into force to the effect that all teachers on first appointed should be medically examined.

95. The vast majority of Protectorate schoolgoing children are day pupils and receive no supplementary feeding at school. Consequently physical condition varies from home to home, from area to area, from season to season and from year to year. Just as it is impossible to give a brief and accurate statement of medical facilities, so it is impossible to generalise about the state of diet. In the Teacher Training College and

at the Bamangwato College the dietary state of students is good.

96. Under the agricultural and pastoral systems of the Protectorate the lands and pasturage are distant from the village. A large number of children of certain age groups is left at the "cattle posts" in charge of the cattle. The physical condition of these children is usually better than that of children left at school in the village as the former usually have unlimited milk and opportunity to supplement their diet from the veld, so that there may be some justification in the statement that schoolgoing children of certain ages are comparatively ill-nourished.

97. The sum of £7,923 was provided in 1944 by the Colonial Development Corporation to finance a school feeding scheme at Kanye. The experiment continued for two years and established definitely the fact that one supplementary school meal composed of vegetable stew, improved the nutritional status of the African school-going child, and that the incidence of school absenteeism declined with supplementary feeding.

The supplementary feeding of the Kanye children has been carried on by the Tribal Authority since the expiration of the experimental period.

98. There are adequate playing fields throughout the country and numerous natural inducements to healthful exercise, individual and community. There is, however, no provision for physically defective or other handicapped children of any race.

CHAPTER IX.

SOCIAL AND MORAL WELFARE.

99. Introduction:

The Bechuana mode of life is largely communal and the sense of communal obligation is very real. Many social problems are, therefore, dealt with effectively according to tribal law and custom. It is the object of official welfare schemes to supplement rather than supplant those which operate within the Tribal social structure.

There is little destitution, though an annual provision of £500 is available for the relief of indigents if required.

The aged and infirm are cared for by the Tribes, whilst Government hospitals are available for serious cases.

100. The Welfare Officer's report included the following:—

YOUTH MOVEMENTS.

(a) **Boy Scouts:** The September census showed a total membership of 1,428 divided amongst 30 groups and including 70 scouts.

There has been a considerable increase in the number of troop and district camps, and the enthusiasm displayed during the year has proved beyond doubt that camping is a universal attraction to boys irrespective of race.

A handbook for African scouters, compiled by the Welfare Officer, is being issued in monthly instalments to all Bechuanaland Protectorate Groups along with the monthly bulletin.

(b) **Girl Guides:** The Divisional Return shows a reduced total of 1,992 members of whom 76 are officers, and 39 groups. Actual numbers are almost certainly higher as considerable difficulty was experienced in collecting census returns.

A large Guiders' Training Course was held at Mochudi in June. The course lasted for a week and was an unqualified success.

(c) **Boys' Brigade and Girls' Life Brigade.**

The 1st Ngamiland Company of the Boys' Brigade and Girls' Life Brigade has been flourishing throughout the year with a membership of a hundred boys and about the same number of girls.

BRITISH RED CROSS SOCIETY:

At Francistown the group is doing splendid work of which the most interesting feature is a feeding scheme for the African school children.

By means of various social efforts a sum of nearly £100 was raised to meet the cost of supplying free soup to selected children who are under-nourished.

BECHUANA SOLDIERS' BENEFIT FUND:

Over a hundred cases were considered by the Executive Committee, and grants totalling £1,425 were awarded to ex-servicemen.

Mobile Cinema Unit:

The unit has continued its two monthly tours though regularity has to some extent been interfered with by repair work necessitated by wear and tear caused by bad roads. Tours are now confined to the main roads where vibration is not so excessive.

Community Centres:

At Serowe a Readers' Club has been formed and a library is being built up in a building near the old maternity block. This is gradually being furnished. The object of the club is to encourage social and cultural development by means of lectures, debates and discussions.

A Literary Club is being run by the Rev. J. L. Reyneke on Mission premises at Sikwani on the Marico River.

A Sports Club for young people has been inaugurated at Kanye to provide evening entertainment such as indoor games, lectures, film strip shows and debates.

101. The part played by the Missions in the moral welfare of the Territory is difficult to assess as there is no unit of measure of their achievements. Suffice it to say that these voluntary agencies, few in number and with limited finance, are an example and an inspiration to all in their courage and tenacity. We should be glad to see many more of them assisting both the adult and the juvenile communities in the Protectorate.

CHAPTER X.

ADULT EDUCATION AND MASS EDUCATION.

102. A little work in the form of adult education is carried out by the Welfare Officer with his cinema van, by the Homecrafts Education Officer with her exhibitions and courses for village women, by the Department of Agriculture with its experimental staff, by the Medical and Veterinary Departments and by the Missionaries. It will be clear, however, from what has already been said, that in a territory as sparsely populated as Bechuanaland, elementary education for children takes first priority and there can be no question of any organised scheme of adult education or mass attacks on illiteracy for many years.

103. Concluding Note:

This report will be incomplete without an expression of appreciation of the assistance and co-operation accorded by colleagues in various Departments and in the District Administration: by the School Secretaries who give so generously of their time and energies: and by the Mission Societies which struggle on so bravely with such limited means and personnel. With the help of all it is felt that progress, however limited, is being achieved.

J. GARDINER,
Acting Director of Education.

26th June, 1952.

1951

A F R I C A N

POST PRIMARY BURSARIES

TEACHER TRAINING

Native Primary Higher	..	..	..	..	..	..	..	..	..	18
Native Primary Lower	..	..	..	..	..	..	..	..	..	3

SECONDARY SCHOOL COURSES

Academic	..	..	..	..	..	..	..	..	..	53
Commercial	..	..	..	..	..	..	..	..	..	2

VOCATIONAL TRAINING

Carpentry	..	..	..	..	..	..	..	..	..	4
Masonry	..	..	..	..	..	..	..	..	..	2
Motor Mechanics	..	..	..	..	..	..	..	..	..	1

UNIVERSITY COURSES

Medical (5th year Medicine)	..	..	..	..	..	..	..	..	..	1
B.A.	..	..	..	..	..	..	..	..	..	1
B. Sc.	..	..	..	..	..	..	..	..	..	1
TOTAL	..	..	..	..	..	..	..	..	..	<u>86</u>

In addition the Feitelberg Bursar took a Tannery Course.

Annexure II.

DISTRIBUTION OF BECHUANALAND PROTECTORATE STUDENTS
IN EXTRA-TERRITORIAL INSTITUTIONS, 1951.

PRIMARY COURSES ..	Tiger Kloof	14	14	
SECONDARY COURSES ..	Tshidi Barolong	3		
	Adams College	4		
	Mariazell	3		
	St. Francis	2		
	Our Lady's College, Doornspruit	2		
	St. Mary's Inst. Roma	5		
	Roma College	3		
	Tiger Kloof	31		
	Kilnerton	3	56	70
		—	—	
VOCATIONAL COURSES				
(a) Building	Moroka	2		
	Tiger Kloof	5	7	
		—		
(b) Carpentry	Tiger Kloof	4	4	
		—		
(c) Domestic Science	Tiger Kloof	1	1	
		—		
(d) Tailoring	Pax	2	2	
		—		
(e) Tannery	Tiger Kloof	2	2	
		—		
(f) Bible Students	Tiger Kloof	3	3	
		—		
(g) Teaching	Roma	4		
	St. Mary's Inst., Roma	9		
	Tiger Kloof	15		
	St. Francis	1	29	48
		—	—	
B. Sc. (AGRICULTURE) ..	Fort Hare	1	1	
		—		
BACHELOR OF ARTS ..	University of Cape Town	1		
	Wits. University	1	2	
		—		
B.A. (LAW)	London	1	1	
MEDICAL COURSE	Wits. University	1	1	5
		—	—	—
				123
				—

TABLE I.
AFRICAN
NUMBER OF INSTITUTIONS
as at 23rd November, 1951.

Classification of Institutions	Post Secondary	Secondary and Post Primary	Primary	Total
Maintained from Colonial or Local Government Funds		2	140	142
Aided from Colonial or Local Government Funds		2	3	5
Maintained by Public Corporations, if any				
All other Institutions				
		4	143	147

Note.—Reference to Part II of the Report will make clear that in the Protectorate the nomenclature implied by “primary” the first eight years of the educational course, by “secondary” the following five years and by “post-secondary” any succeeding courses.

The diagram which appears as frontispiece will show the post-primary or post-secondary relationships of technical and vocational education in the territory or in extra-territorial institutions.

TABLE III
AFRICAN
NUMBER OF PUPILS ENROLLED
as at 23rd November, 1951.

	Post Secondary		Secondary		Primary		Total		Total
	M	F	M	F	M	F	M	F	
Maintained from Colonial or Local Government Funds			15	18	6123	10752	6138	10770	16908
Aided from Colonial or Local Government Funds			77	49	218	370	295	419	714
Maintained by Public Corporations, if any									
All other Institutions									
Total			92	67	6341	11122	6433	11189	17622

TABLE IV

AFRICAN

NUMBER OF PUPILS ANALYSED ACCORDING TO THE TYPE OF COURSE TAKEN

as at 23rd November, 1951.

Classification of Pupils by Sex	Post Secondary			Secondary			Primary		
	General	Teacher Training	Other Professional	General	Teacher Training Centres	Technical and Vocational	General	Teacher Training Centres	Other Vocational
Male				92	24		6341		
Female				67	26		11122		11
Total				159	50		17463		11

Note 4 at the foot of Table II also applies to this table.

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