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**BECHUANALAND PROTECTORATE**

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**ANNUAL REPORT**

of the

**EDUCATION DEPARTMENT**

for the

**YEAR ENDED 31st DECEMBER, 1952.**





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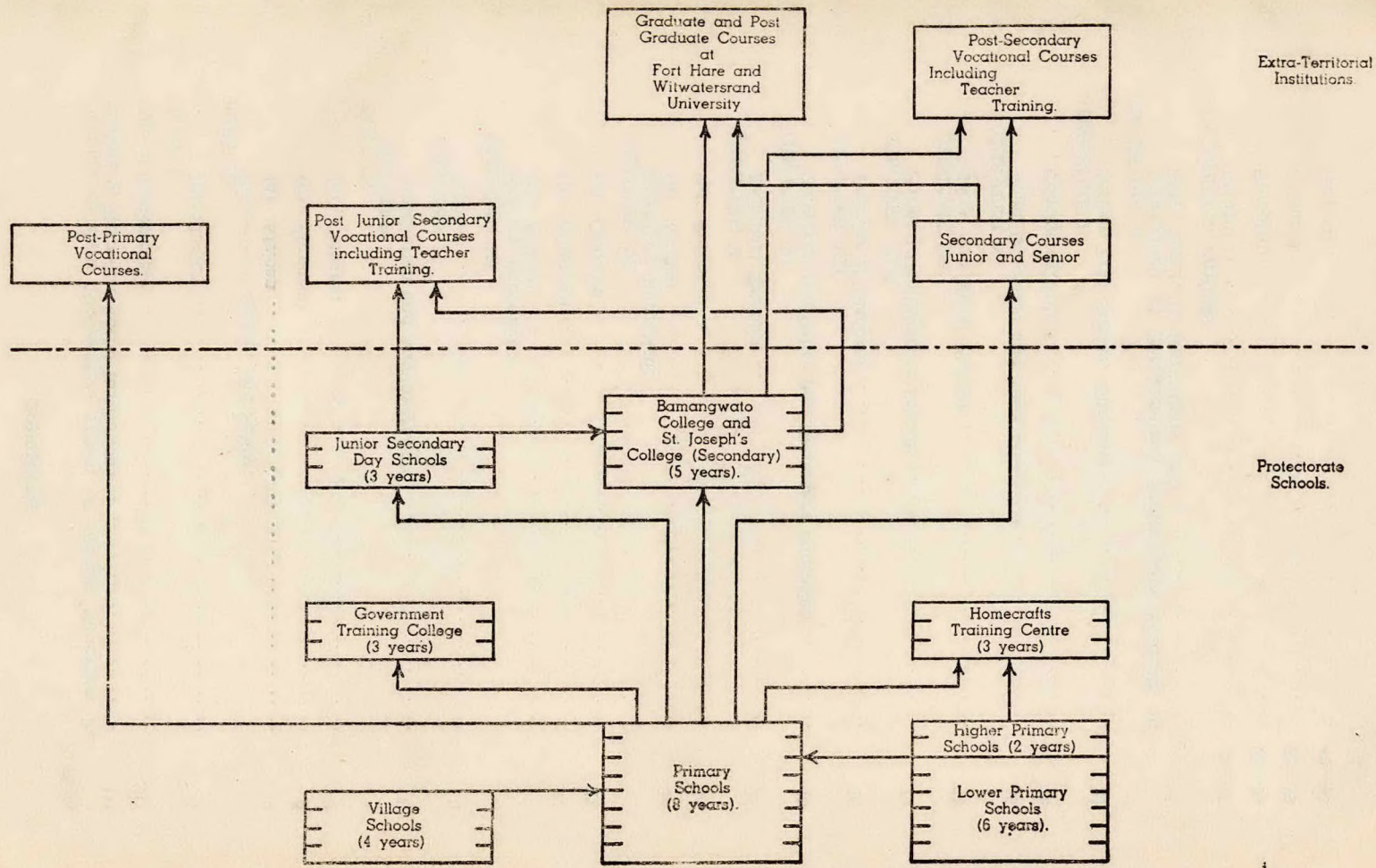
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**BECHUANALAND PROTECTORATE**

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**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 the northern border touches the colony of Northern Rhodesia.

The country is large, approximately 275,000 square miles, and about two-thirds of its area lies within 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 these "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 Crown Lands.



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 outside the Protectorate 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 17,702 African pupils were enrolled in 1952 and above the line 124, the latter number being no reflection on the importance to the Territory of the service it represents.

3. With the exception of four junior secondary institutions the schools of the Protectorate generally offer a four, a six or a full eight years primary course, being named respectively village, lower primary and primary schools. In 1952 full primary schools numbered 24, this figure representing an increase of 6 over the previous year's tally.

In 1945 four "Middle Schools" had been established. Originally these provided for Standards V, VI and VII. Subsequently Standard VII was dropped and in the case of three of these schools a Standard IV was added. These became known as "Higher Primary Schools". The fourth developed into a Junior Secondary School.

The segregation of Standards V and VI in a separate school has proved unsatisfactory. The present intention is to convert the "Primary Higher Schools" into full Primary Schools carrying the full eight primary classes.

4. The secondary schools concerned are the Bamangwato College, St. Joseph's College and Kanye and Mochudi junior secondary day schools. The first three offered the full three year junior secondary course.

5. From the primary schools pupils who have obtained a satisfactory pass may proceed not only to one 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 also adolescents 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 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 satisfactory 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 in due course of another full secondary school in the Southern Protectorate.

12. European staff on the professional establishment of the Education Department comprised a Director, two Education Officers, 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 Officers: inspections of schools in Southern and Northern Protectorates.
- (c) Homecrafts Education Officer: encouragement and supervision of homecrafts instruction throughout the Protectorate, and general inspection of schools in the Bakgatla, Batlokwa and Bamalete Reserves.
- (d) Welfare Officer: youth movements; audio-visual education; bursaries; school equipment and buildings; welfare work.
- (e) Assistant Education Officer: supervision and inspection work in the Bamangwato Reserve.
- (f) Supervisors of Schools: inspections of schools; demonstrations, etc., in their own areas.

14. The Agricultural Education Officer retired in September, 1951, and was not replaced until October, 1952, when an Education Officer was appointed. From that date an Education Officer for the North has been stationed at Francistown and the other at Kanye for the South. The latter's duties include supervision of the Teacer Training College which falls directly under the charge of an African graduate acting Headmaster.

15. The Homecrafts Education Officer was married early in the year and, after taking leave, resigned from the Service in August. Miss Posthumus worked enthusiastically under difficult conditions, but there is some doubt as to whether travelling and living conditions in the Protectorate are suitable for a female Education Officer. A successor in the post has not yet been found.

16. With the continued absence of the Translator on study leave and failure to fill two positions of Supervisor it will be appreciated that the remaining staff was fully occupied with day-to-day routine work and the possibility of any new development was out of the question.

17. 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 Officer, Northern Protectorate.

18. 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 Education Officer North. 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 broaden the basis of committee membership; 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.

Officers of the Department attend committee meetings whenever possible in order that professional advice may be available.

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.

19. 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.

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

21. The 32nd Session of Council was held in Mafeking in October, 1952. Among topics included in the agenda were teachers' salaries, the medical examination of school children, bursaries and the future of the Bamangwato College. It is interesting to record that Council unanimously decided that the Bamangwato College, erected at a cost of over £110,000 by the Tribe, should be developed as a Territorial rather than as a Tribal Institution. Unfortunately, owing to tribal troubles, Bamangwato representatives were not present at this meeting.

22. The Advisory Board for African Education, which includes senior government and tribal representatives in its membership, met in Mafeking in October. The most important item discussed was a proposed new constitution for the Bamangwato College. Other matters included teachers' conditions of service and various details of education administration. As a means of keeping in touch with responsible African opinion these meetings are very valuable.

23. The annual conference of the Directors of Education of the High Commission Territories was held at Maseru in Basutoland at the end of September. Among the subjects discussed were the following:—

Vocational training;

The teaching of Homecrafts;

The problem of over-age pupils in the sub-standards;

Inter-territorial co-operation in Higher and Vocational Education;

Teacher Training at post-Junior Certificate level.

These conferences are now held in each Territory in rotation to enable



visiting members to see something of the work being done in other territories. During this year's conference visits were paid to Morija, Roma, Masonod, the Basutoland High School and Lerotholi Technical School.

24. The Bechuanaland African Teachers' Association met at Molepolole in June and representations concerning such matters as the School Calendar, the Standard VI examinations and proposed educational legislation were made to the Department. These meetings afford valuable opportunities for expressions of opinion and for profitable discussion between representatives of the teaching body and members of the Department.

25. The Bechuanaland Protectorate Orthography Committee did not meet 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.

## 26. 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. Its function is to advise on the form and content of the language examinations for the officials and the level of vernacular attainment desirable.

27. 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.

28. An annual 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:—

29. 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, 216 children being catered for in 1952 at Maun, Francistown, Serowe, Palapye, Mahalapye, Gaborones, Molepolole and Lobatsi, and another 29 at a private school at Ghanzi in the far west of the Protectorate.

30. The Lobatsi school was reconstituted as a Government School in 1949, 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.

31. A pound-for-pound grant of £500 was made to the Francistown School and £750 to Mahalapye in order to assist in building, while 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.

The Lobatsi European school is a credit to the Protectorate in buildings, equipment and surroundings. It will be further improved when the services of a suitably qualified male principal can be obtained.

32. 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 further funds, to which the public have promised contributions, are being sought. 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 29 pupils attend a very poor private school at Ghanzi, boarding under conditions which can only be described as unsatisfactory. During the year a grant-in-aid was made to this school which will later be rebuilt and conducted as a Government boarding school.

33. The European Advisory Council has maintained a close interest in education during its existence. At the 50th and 51st Sessions held in March and November respectively the following topics appeared on the agenda:—

- (i) That the Government school at Ghanzi be completed as soon as possible;
- (ii) That education of children up to the age of 14 be made compulsory;
- (iii) That the extra-territorial education of European children be further considered;
- (iv) That a hostel be built in connection with the Lobatsi School.







in 1953 so that a better type of teacher may be attracted to the service.

40. A few of the more wealthy tribes, notably the Bamangwato, the Bangwaketsi and the Bakwena, continue to effect improvements to their school buildings. Nevertheless the general level, particularly of those distant from Tribal headquarters, is primitive, while teachers' housing needs improvement.

41. The expenditure from public moneys on the education of all races for the calendar year 1952 was as follows:—

	Recurrent £	Capital £	Total £
Protectorate Revenues . . . . .	39050	2124	41174
Native Treasuries . . . . .	35082	4389	39471
Colonial Development & Welfare	4448	6872	11320
	<u>£78580</u>	<u>£13385</u>	<u>£91965</u>

Of this total the sum of £69,738 was devoted to African education, £21,224 to European education and £1,003 to Coloured education.

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

	Recurrent £	Capital £	Total £
European . . . . .	13852*	7372	21224
Coloured . . . . .	1003		1003
African . . . . .	63725	6013	69738
	<u>£78580</u>	<u>£13385</u>	<u>£91965</u>

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

	European £	Coloured £	African £	Total £
<b>Education Department Vote:</b>				
Recurrent . . . . .	11895	1003	24715	37613
Capital . . . . .	500		1624	2124
<b>Colonial Development and Welfare Fund:</b>				
Recurrent . . . . .	520		3928	4448
Capital . . . . .	6872			6872
<b>Native Treasuries:</b>				
Recurrent . . . . .			35082	35082
Capital . . . . .			4389	4389
<b>Public Works:</b>				
Recurrent . . . . .	57			57
<b>Other Departmental Votes:</b>				
Recurrent . . . . .	1380			1380
	<u>£21224</u>	<u>£1003</u>	<u>£69738</u>	<u>£91965</u>

\* Includes a sum of £600 paid to Post-Secondary Bursaries Committee.

43. During the year under review £1,821 was expended on bursaries for African pupils to attend secondary or vocational courses outside the Protectorate; £2,331 was spent on European secondary grants, £600 was provided for post-secondary bursaries while £1,750 appeared in various votes as education allowances to the children of officials.



CHAPTER III.  
PRIMARY EDUCATION.

(a) African:—

44. The number of primary schools varied during the year around 140. Enrolment, however, increased to 17,742 of whom approximately 64% were girls. Recent years have shown an increase proportionately in the number of males enrolled.

45. The Department and local School Committees have continued in the policy of excluding children whose attendance is so irregular as to interfere with general class progress. Because of shortage of staff, children are normally admitted only in the first two weeks of the academic year, while under-age children have been excluded. Schools have been closed where communities have failed to support them adequately. Thus the increased enrolment is of more significance than the small rise indicates.

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

	Sub. A	Sub. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1949	6545	2918	2492	2082	1604	1074	503	396
1950	5812	3092	2305	1729	1565	1021	386	383
1951	6429	3391	2679	1703	1440	1049	430	342
1952	6620	3446	2639	1805	1305	1142	442	343

47. It is evident from these figures that far too few pupils get through the bottleneck at the end of their first year in school. As physical conditions in schools improve and as the number of trained teachers increases there should be an improvement but this problem is likely to remain for some time.

48. Disregarding the Government Teacher Training College and the small Homecrafts Training Centre, 504 African teachers were employed during the year as against 492 in 1951, the distribution being as follows:—

	Qualified		Unqualified		Total
	M	F	M	F	
1951 . . . . .	166	73	109	144	492
1952 . . . . .	187	79	97	141	504

From the above it appears that almost 53% 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.

49. In addition to the above only six European teachers, all 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.

50. 352 Candidates entered for the Primary Schools' Leaving Certificate as against 339 the previous year. Only 146 were successful, or 41%, as against 44% in 1951.

51. The results showed that success or failure depended very largely on the personal qualities of the headteacher, particularly upon his conscientiousness. This accounts for the continued lead held by mission schools and for the fact that some tribal schools did very well in spite of poor accommodation and equipment. The standard of English is still not high enough and this leads to weakness in other subjects, particularly history and geography.

52. The following excerpts from the progress reports of members of the inspectorate staff are worthy of mention:—

EDUCATION OFFICER, NORTHERN PROTECTORATE:

Reliable information about the state and sometimes the existence of



the various roads was not always obtainable and very often the only method of finding one's way was by trial and error. Journeys were sometimes completed by foot over miles of sand, sometimes by bicycle and on occasion even by ox-wagon. With long distances between school and school a very large proportion of time was spent in travelling.

**Staff:** The number of qualified teachers is increasing but there is still a shortage of qualified female teachers. Many posts are held by unqualified teachers paid at the rate of £2. 10. 0. per month. The achievements of these teachers are usually proportionate to their pay.

In the 49 schools visited, 43 of the buildings were either inadequate or unsatisfactory. Many churches are used as schools, especially in the smaller villages. This practice is most undesirable and is detrimental to both church and school. The provision of suitable quarters for teachers is regarded as the responsibility of the community. The community, unfortunately, very often shirks this and continual letters of complaint go from the teachers to the authorities concerned. It is suggested that teachers' quarters should in future be regarded as adjuncts to the school building and should be completed at the same time.

**Equipment:** Few schools are adequately equipped and sometimes money has been wasted on unsuitable equipment. There is a shortage of charts, maps, pictures and periodicals in all schools. An adequate supply of these items would help to overcome the handicap of isolation.

Many of the Std. VI schools lack even the beginnings of a library and this is a serious defect. Headteachers of such schools could perhaps be encouraged to build a small room to serve as a library and reading room, treating this as a project during homework periods.

In the Tati (Francistown) area an analysis of enrolment figures shows that approximately 80% of all pupils leave school before Std. II. In terms of money this means that £2,400 of the £3,000 allotted to education in the Tati District is to all intents wasted. Reasons for the high wastage here may be:

- (a) dull and inefficient teaching;
- (b) poor buildings and an almost complete lack of equipment;
- (c) lack of interest on the part of the parents;
- (d) overcrowding; the teacher/pupil ratio in the Tati District is the least favourable in the Protectorate and is roughly 1 : 60, but unqualified teachers of the sub-standards are sometimes confronted with classes of up to 100;
- (e) child labour (e.g. herding) and consequent irregular attendance.

By far the most important of these items is the influence of the teacher, and it is hoped that an increase in the number of qualified teachers will improve matters.

Expulsion of irregular attenders will reduce numbers and ease the strain on teachers; although the enrolment may drop at first, this should be more than compensated for by an improvement in quality.

There is no easy solution to overcrowding, and it is probable that the problem will remain until fresh sources of revenue are found. Three-quarters of tribal revenue is at present spent on education and it would be unreasonable to expect more.

**School Feeding:** All African pupils in Francistown receive a pint of soup three times a week during morning break. The headteacher reports that pupils benefit greatly from the scheme. Funds for purchase of food and the organisation for the meals are provided entirely by Europeans. Schemes of this nature are of great value in fostering goodwill among the various racial groups, and the organisers of the scheme are to be congratulated on the initiative and public spirit they have shown.

**Education Officer, South:** This post was vacant until October, 1952, and the following excerpts are from reports by the Director of Education who had to carry on the work of both officers until the vacancy was filled.

**Bakwena Reserve:** In Molepolole, the capital of this Reserve, marked



progress is being made in the erection and equipment of school buildings. The Bakwena Tribal Treasury possesses substantial reserve balances, and it is hoped that funds may be utilised to improve school buildings and provide more adequate educational facilities in villages distant from headquarters.

**Ngwaketsi Reserve:** The interest in education of Chief Bathoen II, O.B.E., and his active committee, is shown in the steady improvement in school buildings and equipment in this area which is going on from year to year according to an approved plan. As new buildings are erected they are supplied with adequate equipment.

As a result Bangwaketsi school enrolment is increasing so rapidly that fresh problems of accommodation are created. Consequently a double shift system of teaching will have to be faced in the near future so that school buildings and equipment may be used for ten hours daily instead of five.

**Barolong Farms and Lobatsi Block:** The building position generally is unsatisfactory in both the Crown Lands and the Barolong Tribal District. The Barolong School Committee has not functioned for some time, largely because of the protracted illness of the Chief. Under these circumstances the simple erection of a school building becomes a major problem. Plans exist for the rebuilding of the schools in the Crown Lands while a Tribal Levy is being raised among the Barolong to provide funds to erect or improve Tribal Schools.

**Bakgatla Reserve:** Education in this Reserve continues to disappoint. This is surprising because the Bakgatla once had the reputation of being the most progressive Tribe in the Protectorate. Teachers and tribesmen are discontented and critical but little is being done.

**Kgalagadi District:** This covers the Northern and Southern desert areas which are so inaccessible that the Education Department has to rely largely on the assistance of District Commissioners and Police to keep the dozen small schools going. Their progress compares not unfavourably with that of the country schools in Tribal Reserves. Year by year more teachers from the Kalahari are trained and return to assist their own people; and year by year more of the young people become sufficiently progressive to escape from that arid area to seek employment elsewhere.

**Ghanzi:** Three new African schools have been erected near Ghanzi and the South-West African border to cater for the numerous children of the Bakgalagadi, the somewhat primitive natives of that remote district.

#### HEMOCRAFTS EDUCATION OFFICER AND AGRICULTURAL EDUCATION OFFICER:

The work which was carried on by these officers has now devolved on headquarters staff, and is continuing in so far as other duties permit.

#### (b) **European:**

53. The number of primary schools maintained or aided for the children of European residents was nine, with an aggregate enrolment of 245 (of whom 134 were boys). Almost two-thirds of the children are Afrikaans speaking.

Sixteen teachers were employed, of whom two were unqualified; of these teachers four were males.

Owing to the small numbers enrolled in the average school, the pupil/teacher ratio was but 15.3 to 1, thus ensuring individual attention to compensate for local disadvantages.

54. Generally the quality of European education in Bechuanaland continues gradually to improve. As has been previously stated the Government owned school at Lobatsi is a model day-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.

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. 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.

Tsessebe school remained closed from August to the end of the year, repeated advertisements for a teacher bringing no response. As a result some 20 children were without schooling for five months, a most disturbing state of affairs.

(c) **Coloured:**

57. Schools for this community were conducted at Francistown, Bokspits, Olifantskloof, Mkgoppeetsane and Werda. The total enrolment rose to 230 of whom 120 were boys.

Of the total enrolment about 50% were in the sub-standards and in Standard VI, the top class, only eight.

English and Afrikaans were taught to all pupils.

58. At the end of the school year nine teachers were employed, of whom three 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 1951, 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:**

59. In the post-primary classes in the Protectorate, disregarding those engaged in teacher-training and at the Homecrafts Centre, Mochudi, the number rose to 141, with the following distribution:—

	Boys	Girls	Total
Standard VII . . . . .	36	27	63
Standard VIII . . . . .	33	13	46
Standard IX . . . . .	18	15	33
Totals . . . . .	87	55	142

60. 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 38%, 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.

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

Junior Certificate Examination results were as follows:—

	Candidates	Passes
St. Joseph's . . . . .	16	11
Bamangwato College . . . . .	15	10
Kanye . . . . .	2	1

These results are most encouraging and augur well for future expansion.

Enrolment at the Bamangwato College dropped to 48 in 1952 and many of the difficulties referred to in last year's report continued to hamper progress. Several boreholes were drilled during the year and an adequate supply of water has now been found.

Kanye day secondary school offered the full three year junior secondary course and Mochudi two years of this course. These day secondary schools



are much more economical than boarding schools and their importance is likely to grow because of the possible banning of "foreign" Africans from Union schools.

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

Reference to the latter will show that 124 African students were enrolled in post-primary courses in such schools, of whom 72 were in receipt of bursaries.

It will also be seen that of the 72 bursaries awarded, no fewer than 47 were in respect of secondary education, that 14 were for teacher-training, that 8 were for other vocational training and that the remaining 3 were to enable students to take university courses at Fort Hare or at the University of the Witwatersrand.

63. 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:**

64. 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.

## CHAPTER V.

### TECHNICAL TRAINING.

65. 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.

66. 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."

67. 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.

68. 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.

69. 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.

## CHAPTER VI.

### UNIVERSITY AND OTHER POST-SECONDARY EDUCATION.

70. 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.

71. 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 and social, for this invaluable service, a new and continuing award from the same or some other source will be needed in due course.

72. 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.

73. The relevant appendix to this Report shows the number and distribution of the students in receipt of bursaries who followed post-secondary courses in 1952.

74. 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 Her 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 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 better equipped to promote vernacular studies.

75. For Europeans Government makes annual provision of £300 which is paid into a "post-secondary bursaries fund". This fund may be augmented by public donations. A small committee administers the fund and makes awards to meritorious and deserving applicants for assistance towards payment of University education.

76. 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.

77. In a previous chapter it was stated that only 266 African teachers in Bechuanaland are qualified as against 238 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.

78. Colonial Development and Welfare Scheme D.1045 originally provided the sum of £18,384 for the building and equipment of a Teacher Training Centre. Building was delayed initially as a result of uncertainty as to siting and subsequent failure to find water at selected sites. Meantime



buildings costs have risen and application for a further sum of £14,250 has become necessary.

79. 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.

80. 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 1952 was 59, the maximum number which the present accommodation can take, distributed as follows:-

	Males	Females	Total
1st year . . . . .	10	12	22
2nd year . . . . .	8	13	21
3rd year . . . . .	9	7	16
Total . . . . .	27	32	59

Unfortunately, owing to limited space, many prospective students had to be refused admission at the beginning of the year.

81. Sixteen candidates entered for the final examination of the course in 1952. The tests were conducted by the Director of Education, Education Officers and the staff of the College. All candidates passed and again showed particular ability in practical teaching. Their performance in English and in Arithmetic was below the standard which the Department hopes to require and to attain in future years. The training in agriculture and in "practical" subjects is also limited by the inadequate facilities available in the existing makeshift College.

82. In the course of time it is proposed that the new Government Teacher Training College should 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.

83. 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 and thus to inspect all schools a larger staff would be required than would be justified for the resources of the Territory.

84. Individual health record cards for pupils have been printed, however, and medical inspections of school children have begun in some of the larger centres of population. The Bamangwato College is medically inspected regularly.

85. In view of the low population density it is not surprising that school buildings are frequently poor in quality. In many cases they are erected by the local community to local standards and are consequently deficient in lighting and ventilation. Frequently, too, the buildings are inadequate to accommodate the enrolment and classes are held under trees. Lack of finance will make improvement difficult amongst the poorer communities and the smaller tribes, but in the larger tribes a distinct improvement in the class of buildings being erected from Native Treasury funds can be seen.

86. Schools are occasionally closed because of epidemics, but such



closings are exceptional. In some areas malaria is endemic and school attendance suffers in consequence.

87. Where services are available school-going children receive medical attention as 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.

88. All teachers on first appointment are medically examined where facilities are available. Students at the Teacher Training College are examined before admission.

89. The vast majority of Protectorate school-going 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.

90. 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.

91. 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.

92. 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.

93. 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.

#### 94. Rehabilitation of African Ex-Soldiers:

A marked reduction in the number of applications for assistance indicates that the process of rehabilitation is nearing completion. Only Bamangwato applications, delayed because of political reasons, remain to be considered.

### YOUTH MOVEMENTS.

95. **African Boy Scouts:** The 1952 census showed a total membership of 1,402 divided amongst 27 groups and including 68 Scouters. These figures are practically the same as for 1951.

The main item on the Scout calendar was the Central African Jamboree at Nkana in Northern Rhodesia, which was attended by a contingent of



28 Bechuana. The group was carefully selected and trained with the result that their behaviour, bearing and practical scouting ability were a credit to the Territory.

**Girl Guides:** Guide membership figures showed a very substantial increase during the year to 2,405, of whom 81 were officers.

A highly successful training camp was held at Molepolole and attended by 60 trainee Guide Officers from all parts of the Territory.

Visits to the Bechuanaland Protectorate of prominent personalities in the Youth Movements of neighbouring countries lent much encouragement to hard-working officers in the local associations and showed that their efforts were not passing unnoticed.

96. The Mobile Cinema has continued its programme of carrying out one tour of approximately 25 shows every two months, but the desirable regularity of the work has been interrupted by the carrying out of necessary repair work, resultant on the increasing age of the unit and the difficult country over which it has to travel.

97. The Welfare Officer, in addition to his duties connected with rehabilitation, youth movements and the mobile cinema, wrote a number of articles for *Naledi ya Batswana*, the official newspaper of the Protectorate, and performed the duties of liaison officer between Government and the Bantu Press. He also made preliminary arrangements for the High Commission Territories stand at the forthcoming Rhodes Centenary Exhibition to be held in Bulawayo.

98. The part played by the Missions in the moral development and welfare of the Bechuana is very difficult to assess. So far as direct education is concerned the Roman Catholic Mission conducts four very efficient schools, a secondary boarding school and three day primary schools. The Dutch Reformed Church conducts a small Homecrafts school and a Teacher Training Centre at Mochudi. Other Missions are represented on Tribal School Committees, while many Bechuana pupils proceed to secondary and vocational education at Tiger Kloof, the London Missionary Society School in the Cape Province.

The few active voluntary agencies operating in the Protectorate, handicapped as they are by limited staff and finance, are nevertheless an example to all in their courage, their industry and their spirit of service. An extension of Mission activities in the educational system of the Protectorate would be welcomed.

## CHAPTER X.

### ADULT EDUCATION AND MASS EDUCATION.

99. In this aspect of the activities of the Department no progress can be reported and the statement made in the 1951 Report may be repeated.

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.

#### 100. Concluding Note:

This Report has emphasized the difficulties of carrying on a system of education with a small professional staff in a large territory of very limited resources. Under these circumstances the inevitable tendency is to



devote to economic development the largest possible proportion of available resources, with the result that little is left for social services.

Nevertheless it is felt that some slight educational progress may have been made during the year, progress resulting from the hard work of colleagues, the constant co-operation of the District Administration and officers of other Departments, and the praiseworthy efforts of the few Missionaries serving in the Protectorate.

J. GARDINER,

Director of Education.

2nd December, 1953.



1952

## A F R I C A N

## POST PRIMARY BURSARIES

## TEACHER TRAINING

Native Primary Higher	..	..	..	..	..	..	..	..	..	..	13
Native Primary Lower	..	..	..	..	..	..	..	..	..	..	1

## SECONDARY SCHOOL COURSES

Academic	..	..	..	..	..	..	..	..	..	..	46
Commercial	..	..	..	..	..	..	..	..	..	..	1

## VOCATIONAL TRAINING

Carpentry	..	..	..	..	..	..	..	..	..	..	2
Masonry	..	..	..	..	..	..	..	..	..	..	3
Domestic Science	..	..	..	..	..	..	..	..	..	..	3

## UNIVERSITY COURSES

Medical (5th year Medicine)	..	..	..	..	..	..	..	..	..	..	1
B.A.	..	..	..	..	..	..	..	..	..	..	1
B. Sc.	..	..	..	..	..	..	..	..	..	..	1
Total	..	..	..	..	..	..	..	..	..	..	<u>72</u>

In addition the Feitelberg Bursar took a Tannery Course.



## Annexure II.

DISTRIBUTION OF BECHUANALAND PROTECTORATE STUDENTS  
IN EXTRA-TERRITORIAL INSTITUTIONS, 1952.

<b>SECONDARY COURSES</b> ..		Tshidi Barolong .. . . . .	9		
		Adams College .. . . . .	1		
		St. Peters .. . . . .	1		
		St. Francis .. . . . .	2		
		<b>Our Lady's College,</b>			
		Doornspruit .. . . . .	2		
		Tegwani .. . . . .	1		
		St. Mary's Inst. Roma .. . .	1		
		Roma College .. . . . .	2		
		Tiger Kloof .. . . . .	35		
		Ohlange .. . . . .	4		
		Kilnerton .. . . . .	7		
		Pax .. . . . .	1	66	66
			—	—	
<b>VOCATIONAL COURSES</b>					
(a) Building .. . . . .		Moroka .. . . . .	2		
		Lerotholi .. . . . .	1	3	
			—		
(b) Carpentry .. . . . .		St. Mathews .. . . . .	1		
		Tiger Kloof .. . . . .	5	6	
			—		
(c) Commerce .. . . . .		Lerotholi .. . . . .	1		
		Indaleni .. . . . .	1	2	
			—		
(d) Domestic Science .. . .		Our Lady's College .. . . .	1		
		Indaleni .. . . . .	1	2	
			—		
(e) Motor Mechanics .. . . .		Barkly Road .. . . . .	1		
		Lerotholi .. . . . .	1	2	
			—		
(f) Tailoring .. . . . .		Pax .. . . . .	1	1	
			—		
(g) Tannery .. . . . .		Tiger Kloof .. . . . .	3	3	
			—		
(h) Teaching .. . . . .		Barkly Road .. . . . .	2		
		Roma College .. . . . .	4		
		St. Francis .. . . . .	1		
		St. Mary's Inst. .. . . . .	13		
		Mariazell .. . . . .	2		
		Tiger Kloof .. . . . .	14	36	55
			—	—	
B. Sc. (AGRICULTURE) ..		Fort Hare .. . . . .	1	1	
			—		
<b>BACHELOR OF ARTS</b> ..		Wits. University .. . . . .	1	1	
			—		
<b>MEDICAL COURSE</b> .. . .		Wits. University .. . . . .	1	1	3
			—	—	—
					124

**TABLE I.**  
**AFRICAN**  
**NUMBER OF INSTITUTIONS**  
as at 21st November, 1952.

Classification of Institutions	Post Secondary	Secondary and Post Primary	Primary	Total
Maintained from Colonial or Local Government Funds		2	137	139
Aided from Colonial or Local Government Funds		2	3	5
Maintained by Public Corporations, if any				
All other Institutions				
		4	140	144

**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 21st November, 1952.

	Post Secondary		Secondary		Primary		Total		Total
	M	F	M	F	M	F	M	F	
Maintained from Colonial or Local Government Funds			21	17	6097	10979	6118	10996	17114
Aided from Colonial or Local Government Funds . . . .			66	38	232	434	298	472	770
Maintained by Public Corporations, if any . . . . .									
All other Institutions									
<b>Total . . . .</b>			<b>87</b>	<b>55</b>	<b>6392</b>	<b>11413</b>	<b>6416</b>	<b>11468</b>	<b>17884</b>



TABLE IV

AFRICAN

NUMBER OF PUPILS ANALYSED ACCORDING TO THE TYPE OF COURSE TAKEN

as at 21st November, 1952.

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 . . . . .				87	27		6329		
Female . . . . .				55	32	13	11413		
Total . . . . .				142	59	13	17742		

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

TABLE V(a) — AFRICAN  
NUMBER OF PUPILS BY SCHOOL YEARS AND AGES

as at 21st November, 1952.

Ages	Year of School Course																								Total			
	1		2		3		4		5		6		7		8		9		10		11		12		13		M	F
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Below 6 .. ..	3	5		2																						3	7	
6 — 7 .. ..	78	102	3	3	3			2																		84	107	
7 — 8 .. ..	138	209	15	21		3																				153	233	
8 — 9 .. ..	210	344	25	55	2	15		1		1																237	416	
9 — 10 .. ..	215	458	58	104	18	36		6		1																291	605	
10 — 11 .. ..	319	625	95	196	65	113	12	30	4	10		1														495	975	
11 — 12 .. ..	213	562	118	294	62	177	39	77	9	24	3	12		1												444	1147	
12 — 13 .. ..	309	804	192	490	130	328	53	201	26	105	5	28														715	1956	
13 — 14 .. ..	239	515	151	399	115	333	82	240	47	176	23	106	5	18	1	3										663	1790	
14 — 15 .. ..	228	397	169	309	155	301	100	260	83	165	58	141	13	32	5	12		1								811	1618	
15 — 16 .. ..	174	182	133	233	131	198	113	206	76	158	92	139	37	50	18	25	2	2		1						776	1194	
16 — 17 .. ..	102	73	109	106	119	124	98	97	60	116	97	150	31	68	25	30	4	5		2						645	772	
17 — 18 .. ..	40	29	58	28	77	38	60	51	70	67	69	73	47	44	30	28	2	4	7	1		1				460	364	
18 — 19 .. ..	22	14	36	18	41	19	31	10	47	25	49	22	39	20	34	39	9	8	1	4	2	1				311	180	
19 — 20 .. ..	7	3	15	2	14	7	21	3	19	2	42	6	22	5	23	21	7	4	7	3	3	3				180	59	
Above 20 .. ..	1		8	1	14	1	10	2	12	2	25	1	10		40	9	12	3	18	2	13	9				163	30	
Total .. ..	2298	4322	1185	2261	946	1693	619	1186	453	852	463	679	204	238	176	167	36	27	33	13	18	15				6431	11453	



TABLE VI  
AFRICAN SCHOOLS  
TEACHERS CLASSIFIED BY QUALIFICATIONS

as at 21st November, 1952.

	Primary Schools						Secondary Schools						Post Secondary		Total
	Maintained from Colonial or Local Government Funds		Aided from Colonial or Local Government Funds		All Other Institutions		Maintained from Colonial or Local Government Funds		Aided from Colonial or Local Government Funds		All Other Institutions		M	F	
	M	F	M	F	M	F	M	F	M	F	M	F			
With University Degree . . . . .															
Trained . . . . .			1				1		1	2					5
Untrained . . . . .															
Completed Secondary School Course . . . . .															
Trained . . . . .	5	1		1			2		4	2					15
Untrained . . . . .	1														1
Not Completed Secondary School Course . . . . .															
Trained . . . . .	162	74	3	3			3	1	2						248
Untrained . . . . .	98	134	1	8											241

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