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Bechuanaland Protectorate



ANNUAL REPORT

of the

EDUCATION DEPARTMENT

For the

Year ended 31st December, 1949



With the Compliments
of the
Director of Education

Bechuanaland Protectorate



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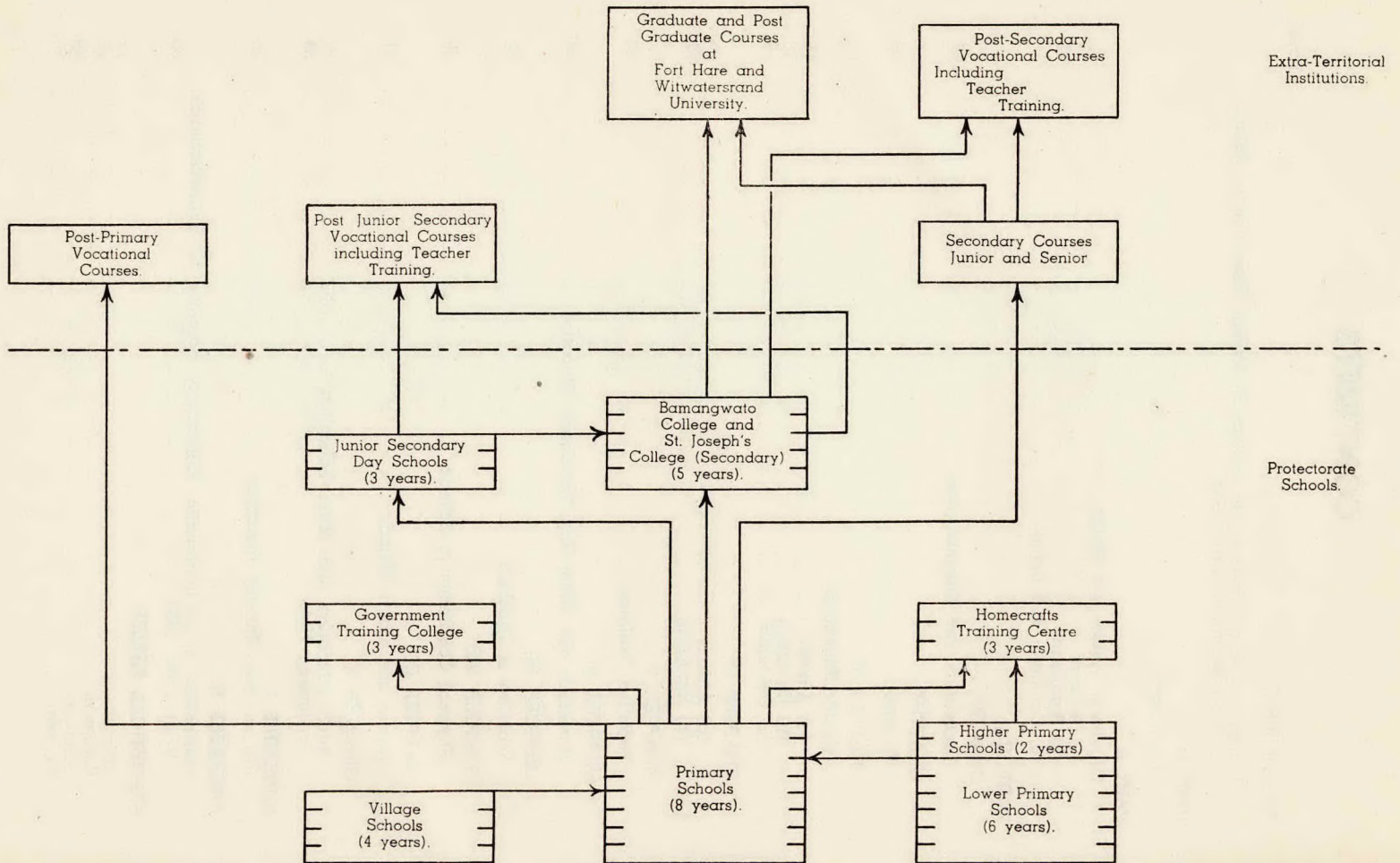
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Bechuanaland Protectorate

EDUCATION DEPARTMENT ANNUAL REPORT

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PART I.

INTRODUCTORY.

To assess the educational system in the Bechuanaland Protectorate it is necessary to restate 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 belongs 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 upon 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 other groups such as the Damara, Makalaka, 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 and among them special mention must be made of the Masarwa—a type of Bushman nomad.

In the reserves there is a number of very large villages at considerable distances apart, one of which, Kanye, has an estimated maximum population of 22,922 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 290,103 (Masarwa approximately 9,500) and the Europeans as 2,325.

Apart from the Government officials, missionaries and traders living at the larger villages, the European population is composed mainly of farmers, railway employees and people engaged in working at the gold mines situated near the Southern Rhodesia border. 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 half-caste population, which for the most part is absorbed into the African tribal systems.

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 are branches leading to a few of the biggest villages, such communications as exist are poor.

From this picture it will be seen that the difficulties of administering education in a country of such vast distances, primitive communications and a fluctuating school population, are considerable.

The position is further complicated by the fact that the administrative headquarters are outside the country and that the neighbouring territories, on which at present we have to depend for higher and technical education, differ educationally and in political control.

Two other important factors have influenced the development of our 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.

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, with growing insecurity, for the more advanced facilities which neither its population nor economy can support. The insecurity derives from the recent realisation in the Union of South Africa, that for its own indigenous peoples it cannot afford to continue to meet the steeply rising cost of education to cater for all who are educable, still less to afford to subsidise from the State exchequer alien Africans who for so long have enjoyed the hospitality of their post-primary schools, their vocational training and their colleges and universities. For past benefits we remain grateful, and for their continuation in spite of difficulties we still hope.

2. The dotted line in the diagram divides Protectorate schools from extra-territorial institutions. Below the line 17,693 African pupils were enrolled in 1949, and above the line possibly 300, the latter number being no reflection of the importance to the Territory of the service it represents.

3. With the exception of four central tribal schools, previously known as middle schools, but under revised nomenclature now termed higher primary schools, for they consist of but standards V and VI, the two highest classes of the primary course, all other schools within the primary range are confined to those offering a four year course, a six year course and the full eight year course. These are termed respectively village schools, lower primary schools and 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 but 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 were the Bamangwato College and St. Joseph's College, to both of which later reference will be made. The latter offered the full three year junior secondary course and the former, during its inaugural year, two years of that course. Both plan to begin upon the senior secondary course leading to matriculation in 1951.

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 Homecrafts Centre at Mochudi, which as a temporary measure will accept adolescents also who have completed but 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 parallel schools in the Union, a junior secondary day school was opened at Kanye, this to be the precursor of others at strategic centres which obtain the approval of the Department. 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 Protectorate students, and hence that many who complete the course at the junior secondary day schools will not wish to proceed to a boarding school for the senior two-year course.

6. One of the arrows in the diagram shows progression from our primary schools to Union secondary schools. Ideally this should be unnecessary, but it will remain desirable for many years to come. Thus, apart from the fact that the Protectorate should not be a concentration camp for the rising generation, and that parental preferences should be respected, is the fact that we are not yet able to cater for the numbers concerned in our institutions, nor to provide them with the choice of subject desirable when focusing upon later professional requirements.

7. Extra-territorial vocational training at three different levels is shown, all being followed by students from the Protectorate, who, in general, 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 and the holding of the matriculation certificate or its equivalent.

One of the most encouraging features in the Protectorate system is this facility, the advantage that is taken of it and the type of educated African thus enabled to qualify.

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

9. Finally the Territory is indebted to Fort Hare, to which the Education Department pays a small annual grant, for the preparation of a few students for degrees and post-graduate diplomas in education and agriculture, as also to the Witwatersrand University for the full medical training given with a praiseworthy disregard of racial differences, as well as for the residential and academic facilities offered to students who wish to specialise in African languages.

10. For obvious reasons there remain many gaps in the educational system of the Protectorate. The filling of these must await the economic development of hidden resources, but some of them could be bridged if inter-territorial institutions within the High Commission Territories were developed.

It is therefore hoped that in Basutoland Leretholi might open its doors to the training of our students in different trades; that the Maseru High School might similarly admit others for full secondary courses; that in aided schools there the training of teachers for higher primary schools and domestic science work might be facilitated, as well as the acceptance of others for secondary work and that, as courses develop, there might be reciprocity between the Bamangwato College and the Matapa National School of Swaziland.

11. Among the plans for the development of African education within the Protectorate are the following:—

- (a) Under a suitably qualified staff the establishment of differentiated secondary courses at the Bamangwato College and at St. Joseph's;
- (b) The introduction, when opportune, of post-junior-certificate training for African clerks;
- (c) The development at the Government Training College at a later date of training for the higher primary schools, of courses for infant method specialists, and of others for teachers of art and craft-work, of needlework and handicrafts, of school gardening, and of physical training;
- (d) The inauguration at Gaborone in association with the Public Works Department Depot, of different courses for artisans;

- (e) The development, possibly at Mahalapye, of training in dry land farming, and there or elsewhere of training in animal husbandry;
- (f) The establishment there also, or at Pharing, of courses in forestry;
- (g) In co-operation with the Medical Department the introduction of simple training in occupational therapy;
- (h) The further development of vernacular work in association with the Orthography and Literature Committee and other appropriate agencies;
- (i) The appointment of a text-book committee to advise on English and vernacular books related to our curricula;
- (j) The consolidation and extension of effort by the further development of regional planning on the part of officers of the Department in collaboration with native authorities, schools committees, missions and Government officers;
- (k) The improvement of diet, in association with the Medical Department, through the introduction of compensatory school meals;
- (l) In similar association the development of Junior Red Cross Links at strategic schools;
- (m) The promotion of youth organisations, wholesome recreation and general physical well-being;
- (n) The inauguration of a library system for young and old;
- (o) The development, when funds permit, of audio-visual aids to assist instruction;
- (p) The bringing of primary education within the reach of all children of school age; the extension of secondary facilities to all desirous and capable of benefitting therefrom, and the introduction of courses for the physically handicapped;
- (q) The concurrent development of adult education that it may help to promote that of children of school age, and synchronously enlighten public opinion regarding post-war development plans, apart from extending literacy and simple skills and knowledge, among those of the older generation who are still educable;
- (r) The furtherance of welfare work among all communities by the employment under the Welfare Officer of trained African officers, and concurrently the development of guided community work linking school and community;
- (s) The improvement of the buildings and equipment; the raising of standards, and the amelioration of the teachers' conditions of service; and
- (t) The promulgation of amending legislation and regulations thereunder.

12. *Pari passu* the Department contemplates 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 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.

13. Four European lady clerks comprised the clerical staff at headquarters, an African clerk being attached to the Government Teacher Training College. Of the former one has completed 25 years of service and directs office administration with competence and the facility born of experience.

It will not be possible to add African clerks to the head office until those of requisite qualifications are available, until suitable accommodation is built, and until the office superintendent has sufficient time to supervise their training.

14. Assisting the Director in professional and technical itinerant work were two education officers, one for the Southern and one for the Northern Protectorate, an agricultural and a homecrafts education officer, a welfare officer who was also secretary for youth organisations, and five African supervisors of schools.

Two other Africans appointed to the inspectorate, of whom one was a woman, a science graduate with a post-graduate diploma, were temporarily on secondment to the staff of the training college, and so were not available for field work. The status of the former, whose qualifications equip her for appointment as a full education officer, is still under consideration.

15. The incidence of directive supervision suffered owing to the secondments referred to, and to the resignation of Mr. T. Erskine, education officer for the Northern Protectorate, and to that of Mr. J. Gugushe of the same circuit.

The former, who joined the service at the beginning of May, 1947, had contributed of his best during the short period of his professional service here, and relinquished duty on February 18th. During that brief period he had travelled widely in an area of no little difficulty, and had led many schools to adopt higher standards in organisation and teaching methods as well as in educational values. He will be remembered for the part he played in the Khale vacation course, for his share in the inspection of middle schools by a panel of education officers, for his furtherance of European education, and for his sympathetic contacts with African colleagues on the itinerant staff, and with teachers, European and African, however rudimentary their schools or modest their qualifications.

Mr. Gugushe also had made a valuable contribution with vigour and ability.

16. The Director supplemented the field work of the inspectorate by a month's tour of schools in the Chobe and Ngamiland; paid many other visits to African and European schools; in co-operation with the Education Officer, Southern Protectorate, conducted the practical examination of the teachers-in-training, and was chairman of a panel of professional and technical officers who made an intensive survey of the Bamangwato College to which later reference will be made.

17. It was decided upon the return from overseas leave of the agricultural education officer, that Mr. Turnbull should be stationed at Francistown to carry out the functions of an education officer for the Northern Protectorate in addition to those of his substantive appointment.

During his leave, under the kind direction of the Educational Adviser to the Secretary of State, he was given facilities to visit rural schools in Lancashire, to attend a Territorial Sub-Committee Meeting of the Advisory Committee on Education in the Colonies, when the last education report from the Protectorate was discussed, and to take part in the Colonial Office Conference on Agricultural Development in Africa held at Queen's College, Cambridge, whose findings were subsequently published in the white paper, African No. 1177.

18. Apart from the seconded African officers referred to in paragraph 14, none of the other supervisors was a matriculant or held professional qualifications which could be equated with those of the better qualified teachers whose work they were called upon to inspect. They represented, rather, the older vintage of experienced and loyal teachers capable of doing good work among those of comparable qualifications.

The later appointment of a graduate and of a matriculant with higher professional qualifications bears evidence to the Department's policy, by addition and replacement, of building up a cadre of itinerant Africans with better equipment for this responsible professional work. This policy will be extended as funds permit. That further European education officers also could be added with benefit has been recommended by the administrative officers in conference, and is not open to question, for much time is absorbed in educational administration, attendance at European and African meetings, and correspondence, which could with advantage be devoted to further itinerant work and to the more intensive guidance of their African colleagues.

19. Detailed plans have been formulated, which, if approved, would lead to the sub-division of the Protectorate into four circuits. In charge of one of these would be the Homecrafts Education Officer—who is professionally as well as technically qualified—and in charge of another the African woman graduate, each to be immediately responsible to her senior colleague.

20. During the latter part of the year the Homecrafts Education Officer, through the kind co-operation of the Department of Native Education, Southern Rhodesia, was enabled to spend approximately a month in visiting institutions in Matabeleland and Mashonaland, where domestic science instruction is firmly established. Of particular interest was the development under the aegis of the Beit Trust of homecraft villages, but the whole tour was of the utmost value and should assist the furtherance of this important work in the Protectorate.

21. A later chapter will deal with the work of the Welfare Officer, who is concerned with the rehabilitation of ex-servicemen, the mobile cinema service, youth movements and public relations activities.

22. In conformity with the principles of Indirect Rule, the Education Proclamation of 1938, in Clause (6) (h), empowered the Resident Commissioner to frame rules dealing with "the appointment, constitution, powers and duties of school committees", such rules occupying about two-thirds of the consequential High Commissioner's Notice of the same year.

Eight central committees are established in tribal areas and two in non-tribal polyglot areas, 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 most of the other members are his nominees.

The amending legislation, if approved, will democratise the committees; ensure the inclusion of some with better educational claims, and provide for the education officer concerned to be a member and deputy chairman.

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 concurrently given by those missionaries who have devoted so much time to their affairs.

Professional direction and advice have recently been made available when business was discussed by the attendance at meetings of the Education Officer, Southern Protectorate, and of the Agricultural Education Officer, now Secretary of the Tati Committee.

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.

23. Provision is made in the Draft Education Proclamation for the evolution of some of these central committees into local education authorities with enlarged powers and responsibilities, when considered ripe for such growth in stature, although concurrently the directive and co-ordinative function of the Director of Education will need to be strengthened. Prior to such development it is realised that there must be growth in initiative, efficiency, perspective, professional competence, a sense of financial and other responsibility, and a community willingness to make heavier sacrifices on behalf of their children.

Nevertheless the provision is there and encouragement will be given to make possible its application.

24. Co-operating agencies 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, and the Tswana Orthography Committee, recently established.

To these we will now turn.

25. Under the presidency of His Honour the Resident Commissioner, the chiefs and their elected councillors meet annually 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.

26. The 30th Session of the Council was held in Mafeking during the period 21st to 29th April, 1949.

The chief topic of discussion concerning education was the projected imposition by the Union of South Africa of extra-territorial fees, and the prospect that even if these could be found, which was doubtful, the limitation of accommodation might preclude the admission of students from the Protectorate.

It was therefore urged that Government should make representations in the matter; that building grants should be provided in the territory for mission schools and for the Bamangwato College to enable more boarders to be enrolled; that more bursaries should be provided for such schools, and that more financial assistance should be given to the smaller tribal schools to make possible the appointment of better qualified teachers, with the result that higher classes might be formed, thus easing the pressure at central schools.

The question was raised of Government assuming financial responsibility for all primary education since the burden on the tribes militated against efficiency. His Honour pointed out that this could not be done unless Government were synchronously relieved of other obligations.

27. The newly reconstituted Advisory Board for African Education to which reference was made in the 1948 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.

28. The annual conference of the Directors of Education of the High Commission Territories, met at Pretoria under the chairmanship of the Director of Education, Basutoland, during the first week in May.

Among the subjects discussed were the following:—

- (i) Implications of the Union's new extra-territorial fee policy.
- (ii) Education for citizenship in Africa.
- (iii) African teachers' salary grants in aided schools.
- (iv) Teacher-training.
- (v) Desirable developments in European education.
- (vi) Library policy and needs.
- (vii) Educational administration under Indirect Rule.
- (viii) African itinerant staff.
- (ix) Leave conditions for teachers.
- (x) Vernacular instruction, and
- (xi) Educational implications of the Fitzgerald Report.

It was also urged that the proceedings of these regional conferences, which have proved invaluable in considering matters of common concern and in furthering educational interest over a wider but closely related field, should regularly be forwarded to the Educational Adviser to the Secretary of State, so that, as in the case of other dependencies the High Commission Territories may have the benefit of contact with and advice, from him.

29. At Gaborones, in June, the Protectorate African Teachers' Association met in conference, the local District Commissioner and the Director of Education being invited to address the members.

It is a matter for regret that this Association has not yet received the support of the majority of the African teachers for whom it was founded, and whom it represents, for it conducts its business with dignity, displays earnestness of purpose, drafts its resolutions with commendable restraint, and is clearly growing in professional competence.

Subsequent to the conference a deputation visited Mafeking to discuss its findings with the Director, all of which were reasonably and constructively conceived.

Inter alia they were concerned with the attendance of the head teachers of the national schools at tribal committee meetings, the need for data to assist the teaching of civics, the right of teachers to examine scripture themselves, the granting of free medical treatment to children injured on school property, the medical inspection of remote schools, the introduction of uniform medical facilities for teachers, the desirability of insisting that the head teachers of all schools with a six year course or longer should be qualified, the need to give appropriate grants-in-aid to mission schools, and the reform of teachers' salaries so that they might at all events approximate to those enjoyed by teachers of similar qualifications in the Union.

It can hardly be doubted that the serious consideration of such topics by those responsible for the instruction of the rising African generation, is potentially full of good and hence deserving of sympathetic support. Because of this the Department has adopted the practice of circulating, with comments, a copy of the resolutions annually passed by the Association, to all African schools, to school secretaries, administrative officers and others. Consistent with this also is the fact that the Draft Education Proclamation provides for a representative of the Association to be a member of the Advisory Board for African Education, and of its Standing Committee. This will give statutory recognition to a procedure already established.

30. With Government approval a Bechuanaland Protectorate Tswana Orthography Committee was formed during the year, to fill a long-felt need.

The present position is admittedly chaotic, for the so-called "new orthography", now 13 years old, is not consistently followed; there is no consistency in current usage; there is none in printed material, and none between the various territories. Concurrently the Transvaal Education Department is vigorously promoting orthography revision, with which this Department should be associated, unless it is allowed to go by default, in which event it might be found that by force majeure the publishers will stereotype reading material in an orthography which we have neither approved nor disapproved, but one which might in some respects prove embarrassing.

31. Under the chairmanship of the Director of Education, the Committee, together with co-opted members, consists of the following:—

D. T. Cole, Esquire (of the Bantu Studies Department of the University of the Witwatersrand),

The Reverend A. Sandilands, of the London Missionary Society,

Reverend J. L. Reyneke, of the Dutch Reformed Church,

Mr. B. C. Thema, B.A., M.Ed.,

Dr. S. M. Molema,

Mr. L. C. Mومakwa, Translator, and

Mr. S. H. Modisi, Supervisor of Schools.

That the committee, though desirably small, is representative, may be judged from the following facts.

The chairman, appointed ex-officio and not ad personam, holds a watching brief for the teaching of Tswana, and for the readers and text books employed throughout the country, as well as for examinations conducted in the vernacular and for the training of teachers in mother-tongue instruction. It so happens that the present chairman was for ten years a member of the East African Language Committee for Swahili; appointed a Luganda Orthography Committee in Uganda; assisted Dr. Doke in promoting orthography unification in Southern Rhodesia, and at one time examined matriculation Zulu.

Mr. D. T. Cole, born in the Protectorate and a fluent Tswana linguist, is the specialist in this language in the University of the Witwatersrand; he is the official examiner for European Government officers, and the adviser to Government on Tswana problems, and is the liaison officer with the Transvaal Education Department in matters of orthography.

The Reverend A. Sandilands is largely seconded by the London Missionary Society for translation work and cognate studies, in which for many years he has specialised as an author and director of publications.

The Reverend J. L. Reyneke, also born in the country and fluent in the vernacular, added to his equipment by taking a liberal African studies course at the university, and is naturally interested in relating the work of the committee to that of the Dutch Reformed Church.

Mr. Thema, an African with a double degree, and headmaster of the Tshidi Barolong Secondary School, has for many years acted as examiner in Tswana for the Cape Department, and for Junior Certificate examinations.

Mr. Mومakwa, the Translator attached to the Department, has probably done more than any other African to promote vernacular studies in the Protectorate, and has contributed a series of articles to the press which have been much appreciated. He is the Assistant Examiner with Mr. Cole for the language examinations of the Public Service, and for years has been the departmental examiner for African schools and teachers-in-training.

Mr. Modisi, Supervisor of Schools, is a matriculant with a good knowledge of various dialects of the Sotho cluster, as well as of other vernaculars. He is to read for a degree in African languages at the Witwatersrand University, the hope being that at a later date, after graduation, he will return to replace Mr. Mounakwa as Translator.

Dr. S. M. Molema with his wide associations and deep sympathy with African culture and aspirations, helps to avoid a doctrinaire approach to the Committee's problems.

The reason for supplying the above particulars is that in some quarters it is held, with little justification, that a small body without credentials is presuming to reform or alter orthography in secret conclave. On the contrary it is taking its responsibilities very seriously, and is attempting much later in the day than similar bodies in other dependencies, to tender carefully considered advice to Government on issues of real importance and equally real difficulty.

32. An exploratory meeting was held in May and a later meeting in November.

After Mr. Cole had reviewed the history of attempts at orthography revision in Basutoland, the Protectorate and the Union, it was announced that the Union Education Department was planning for the near future an inter-territorial conference to which the Protectorate would be invited to send representatives, chiefly to discuss the proposals embodied in, or arising from the Transvaal Circular Memorandum No. 37,907 which dealt with the situation as it affected Northern Sotho, but clearly showed a growing approximation to the Tswana orthography in current use in this territory.

Among the more important resolutions passed were the following:—

- (i) (a) That a delegation should be sent to the conference,
- (b) That wide publicity should subsequently be given to its proceedings by the appropriate circulation of its report, such circulation to include schools, secretaries of school committees, district commissioners and members of the Advisory Board for African Education,
- (c) That similarly there should be circulated any relevant papers received before the conference, and
- (d) That the committee should be convened before the conference to discuss its agenda paper, procedure, etc.
- (ii) That if possible the Education Department should organise a vacation course next year for teachers, possibly in connection with the conference of the Bechuanaland Protectorate Teachers' Association, at which Mr. Cole might deal with the whole question of orthography revision.
- (iii) That the chairman should write to Mr. S. M. Guma, Secretary of the projected African Cultural Conference, which was to convene in Bloemfontein on December 19th, requesting that the committee be supplied with a copy of the conference report in due course.

33. The next report will deal with fuller action taken by the committee, but since this part of the 1949 Report deals with policy as well as with the record of the year under review, it may not be unfitting to refer to the fact that the Committee has proposed that, with much wider terms of reference, it should be known in future as The Bechuanaland Protectorate Tswana Orthography and Literature Committee.

Included within its aims and objects, for example, would be the following:—

- (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 the suitability or otherwise thereof 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 disseminate information regarding problems of Tswana orthography, literature and vernacular education by issuing occasional papers, memoranda, etc., in which such matters are discussed and incorrect usages and inconsistencies are pointed out; and, in consultation with the Department of Education, by arranging vacation courses and conferences at which further exchange of opinions on such problems may be effected.
 - (viii) To advise the Department of Education regarding school syllabuses, selection of reading material to be prescribed, and other matters affecting vernacular education.
34. During the year the Translator helped to consolidate the work previously done, in addition to the following:—

He published in *Naledi ya Batwana* a series of articles of educational interest addressed to pupils, parents, teachers, and others; he translated His Honour's address to the African Advisory Council, and article on foot and mouth disease for the Veterinary Department, examination papers for nurses and midwives, and letters and articles which appeared in the vernacular press. He drew up a suggested Tswana terminology list for the official examiner; recorded observations on the findings of the Basutoland Orthography Conference; conducted promotion examinations for the Police; acted as Assistant Examiner for the Public Service; served also as examiner for the African Interpreters' Promotion Examination, the Tswana tests in the Primary Lower Teachers' Examinations and in the Primary Schools' Leaving Examination; was a member of the panel of education officers who made a survey of the Bamangwato College, and co-operated helpfully in many other matters.

35. 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.

36. Before concluding this section of the report, it is but fitting to refer to the conspicuous services rendered to the Protectorate and to the Department by Mr. L. C. Moumakwa who went on leave, pending retirement, at the end of the year.

During an unbroken period of approximately 37 years this officer established a most creditable record for loyalty, devotion to duty, and efficiency. For twenty years he had been the headmaster of the Bamalete National School and during his vacations served the tribe in a voluntary capacity by travelling on the Reef to collect tax money from the Bamalete mine workers. He then was appointed Supervisor of Schools, doing valuable pioneer work in the Kgalagadi Desert. This was followed by his appointment as Translator, thus affording him an opportunity of devoting his time to his major interest, the furtherance of mother tongue instruction. During this period he wrote press articles, reproduced for school use, acted as interpreter and translated many articles for publication.

In addition he was responsible throughout the war for a weekly broadcast and for the translation of news bulletins; he had been the Chairman of the Teachers' Association, a member of the African Advisory Council, a member of the Advisory Board on African Education, the Assistant Examiner in Tswana for the Public Service, a member of the Tswana Orthography Committee, representative of the Department at inter-territorial language conferences, and an officer in the African Civil Service Association.

In his retirement he deserves the good wishes and respect of the Africans and Europeans he served with such distinction.

37. The holding of central and regional vacation courses for teachers has long been a feature of departmental activities, and more recently the organising of homecrafts courses for village women. As personnel and funds permit, this will be extended to cover teachers and communities not yet reached, and to cater for specialised work in subjects not yet provided for.

In association with the Medical Department a comprehensive course with school and community health as its central theme had to be temporarily abandoned through shortage of medical staff.

38. In the Draft Education Proclamation provision exists for the establishment of an Education Reserve Fund—a facility whose value has been demonstrated in other territories—to conserve moneys voted for, but unexpended on education.

Enabling powers have been embodied also for the introduction when considered opportune, of compulsory education for certain areas or communities, under appropriate regulations, such provision being necessary if the Protectorate is to raise its standard of living and take a fitting place in the advance of Africa, for the percentage of children of school age at present enrolled remains distressingly low.

(b) European:—

39. 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, 200 children being catered for in 1949 at Maun, Tsessebe, Francistown, Serowe, Palapye, Mahalapye, Gaborones, Molepolole and Lobatsi, and approximately another 30 at private schools at Ghanzi.

40. Of the first nine schools, the last was reconstituted as a Government School on April 1st, 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 although legal sanction derives from no Education Proclamation, a matter which will be regularised when the new Draft Proclamation is promulgated.

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, safeguard the educational interests of the children in a most creditable manner.

41. £ for £ grants have been given to enable new schools to be built at Palapye and Serowe, similar grants being under consideration for Maun and Mahalapye. Other grants to assist in extensions or minor works at Gaborones, Francistown and Tsessebe have been awarded, as well as small equipment grants to most schools.

Ghanzi has been described as the most remote European settlement in Southern Africa. It is not a matter for surprise therefore, that it has proved most difficult to obtain or retain the services of qualified teachers there, nor that there has been little stability in connection with local educational facilities. It is correspondingly gratifying that to assist in the erection of a new school at Ghanzi the Department should have obtained £4,000 from the Colonial Development and Welfare Fund. The Government Architect has drawn up plans for a scheme which will cost more than this amount, for it is necessary to include hostel facilities and to provide for adequate equipment. There are indications, nevertheless, that the local community will be willing to contribute on the £ for £ basis to make up the balance, and it is hoped that before the next report is written the long-standing needs of this isolated community may have been met by the provision of a modern school under a qualified and more stable staff.

42. Owing to the commendable local enterprise of the Lobatsi community, assisted by a gift from the British South Africa Company of the old property which was sold to advantage, to a £ for £ grant from Government, and to a further grant of £3,500 towards buildings and equipment from Colonial funds, a total sum of £6,650 was realised which was devoted to a new school, centralising education for the district and making it possible to close down the rudimentary schools at Hildavale and Pitsani.

An essential factor in this development is the daily transport system, efficiently organised by the Protectorate Garage at Lobatsi.

During 1949 extensions were added and modern equipment imported, the school now consisting of a block of classrooms, a Principal's office, a staff room, a store-room, generous verandahs, etc.

Government alienated an attractive 10 acre site which is being developed by the Agricultural and Forest Officers and the school. A Principal's quarter also is available.

43. To complete the project it is hoped that other staff quarters will be added in due course, a hostel erected, playing fields developed, gardens cultivated, a junior-secondary course be established, homecrafts and hobbies rooms be provided, an assembly hall be built, facilities for music and art be introduced, and a good library be organised. This would enable the school to carry out one of its most important functions, namely, to set a higher standard which other European schools in the Protectorate could emulate.

44. Pending final decisions regarding appropriate salary scales, the pupils were taught during the year under review by three well qualified and experienced teachers on temporary agreements, who rendered admirable service.

There was an unfortunate tendency, nevertheless, on the part of some members of the local community for whom Government had done so much and intended to do so much more, to be impatient during this inaugural year concerning the delay in making more permanent appointments.

Government has invested much more than money in this new venture, to the success of which it is pledged. To achieve this, however, it must depend upon the continuing co-operation of the community which has done so well in the past.

45. To assist in this, a local advisory committee was appointed, under the chairmanship of H. E. Going, Esq., M.B.E., who throughout his long residence in the Protectorate has proved so public-spirited, and who largely inspired the preliminary and successful efforts to raise the money which justified the re-constitution of the school by Government.

46. The conversion of the school at Lobatsi into a Government school has involved much additional recurrent expenditure, but the Department hopes, nevertheless, that when finance permits the same step may be taken in connection with other European schools, so that they may derive the same benefits and that in these the children may share, as they undoubtedly deserve.

47. To advise Government on these issues an Advisory Committee for European Education has been established with Government approval, and in this, as in other territories, it is confidently anticipated that its deliberations will prove of great value.

These will be referred to more specifically in the next report.

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

In 1949 it met in March and November, 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.

49. Apart from its helpful discussion on education in general, it passed the following resolutions:—

- (i) "That the European School at Maun be enlarged, or preferably that a more suitable school be erected to cater for the increased number of pupils."
- (ii) "That European teachers' salaries be put on the same scale as that laid down for Swaziland by the Fitzgerald Commission," and
- (iii) "That the children of non-officials be considered for bursaries on the same scale as those of Government officers."

50. In concluding this section of the report it may be well to state the truism that sound education for the Protectorate European child is a good investment for the African, and vice versa.

(c) **Coloured and Indian:—**

51. In 1949 there were but four Coloured schools in the Protectorate, at Francistown, Bokspits, Olifants Kloof and Mokgopeetsane, with an aggregate enrolment of 172 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 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.

52. 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.

53. 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 for the reason given in paragraph 27.

Now that the tension engendered by the Bamangwato Judicial Commission and its raison d'être have died down, it is hoped that 1950 will see decisions taken concerning this, for reform here is basic to the development all desire, and until this be an accomplished fact the rule-making powers vested in the Resident Commissioner, the Director of Education and the Director of Medical Services remain inoperative, and we continue to be handicapped by outmoded regulations, unsuitable for, and inadequate to, the growing needs of all racial groups.

CHAPTER II.

FINANCE.

54. For the past two years the financial statistics given in the reports of this Department were made to coincide with educational data for the school year concerned, procedure clearly of more value than that of adopting figures for the financial year which ends nine months before the calendar year whose activities are described. It is much regretted, therefore, that it has proved impracticable to maintain this practice, owing to the impossibility of obtaining valid financial returns from the Native Treasuries and the central Treasury, unless an undesirable delay in printing is to be accepted.

It follows that the figures given in this chapter all refer to the financial year 1948-1949, although the educational statistics and practice refer to the calendar year 1949. In comparing relative expenditures, between year and year, therefore, this fact should be borne in mind.

55. The following table compares the actual expenditure by the eight Native Treasuries:—

	Recurrent £	Capital £	Total £
Batlakwa	427		427
Bakgatla	3,114		3,114
Bangwaketse	4,795		4,795
Bamalete	861		861
Batawana	1,401		1,401
Bakwena	3,022	717	3,739
Barolong	367		367
Bamangwato—			
(a) Primary	8,900	134	9,034
(b) Secondary	3,008	35,438	38,446
Totals	£25,895	£36,289	£62,184

Note:—

- (i) Of the capital expenditure shown for the Bakwena £644 was spent on school furniture and £73 on a teacher's quarter;
- (ii) The sum of £134 shown for capital expenditure by the Bamangwato was spent on the Shoshong School, and the two large items of expenditure on secondary education on the Bamangwato College;
- (iii) The wide variation in the amounts correlates with the size of the tribe, the school population, and tribal revenue, and it will be noted that three treasuries spent less than £1,000 on African education and that two spent less than £500;
- (iv) By far the greatest liability is incurred in meeting teachers' salaries, and the incremental scales, although by no means generous when compared with those of contiguous territories, impose a constantly increasing burden which the treasuries, with concurrent commitments on other social services, find most difficult to meet;
- (v) Disregarding the abnormal expenditure on the Bamangwato College, the result of a cattle levy, it will be seen that the capital expenditure was negligible and unfortunately it was not found possible to supplement this from Protectorate funds.

It follows that building and equipment needs are steadily growing. Much could be done towards meeting these needs in a modest way, however, if only the communities gave their labour more readily as a valuable form of national service.

56. Excluding the sum of £38,446 spent on the Bamangwato College, the expenditure from public moneys on the education of all races was £61,009, made up as follows:—

	Recurrent £	Capital £	Total £
Education Department Vote	31,833	342	32,175
Public Works			
Recurrent—Buildings	100	—	100
Colonial Development and Welfare Fund	4,996	—	4,996
Native Treasuries	22,887	851	23,738
Totals	£59,816	£1,193	£61,009

Of this total the sum of £51,537 was devoted to African education, £8,577 to European education and £895 to Coloured education.

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

	Recurrent £	Capital £	Total £
European	8,327	250	8,577
Coloured	803	92	895
African	50,686	851	51,537
	£59,816	£1,193	£61,009

(excluding Bamangwato College)

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

	European	Coloured	African	Total
Education Department Vote:				
	£	£	£	£
Recurrent	8,227	803	22,803	31,833
Capital	250	92		342
Colonial Development and Welfare Fund:				
Recurrent			4,996	4,996
Capital				
Native Treasuries:				
Recurrent			22,887	22,887
Capital			851	851
Public Works:				
Recurrent	100			100
	<hr/>	<hr/>	<hr/>	<hr/>
	£8,577	£895	£51,537	£61,009

58. Apart from the sum of £3,386 paid to the contractor in respect of buildings erected at the new school at Lobatsi, which was built up from a £ for £ grant, in addition to money received from the sale of the old property, the European schools supplemented Government grants by an expenditure of approximately £1,000, as a result of local effort, commendable enterprise of no little value.

59. In a country of such small resources, one of the most encouraging features of the dual system is the generous allocation made in bursaries or educational grants to enable Protectorate children, African and European, to benefit from the better facilities naturally available elsewhere.

During the financial year under review no less than £5,359 was expended on this dividend-paying investment, of which sum £2,497 was devoted to African bursaries, and the sum of £1,128 divided approximately evenly between the children of officials and those of non-officials, to enable them to take advantage of secondary courses in extra-territorial institutions.

CHAPTER III.

PRIMARY EDUCATION.

(a) African:—

60. Enrolled in 153 schools, as against 152 the year before, were 17,614 pupils in primary classes, the corresponding number in 1948 being 16,346, showing an increase of 1,268 pupils. This is encouraging evidence of a reversal of the retrogression which had taken place during the previous two years, an indication of economic improvement although the primary enrolment of 1946, which was 21,174, has not yet been overtaken. Expressed as a percentage of potential school population, only 30%, or three children out of ten, were enrolled, the average attendance being smaller.

It is small consolation that the comparable figure in most African territories is small, for, remembering that the majority drop out of the school system after the first two years, no claim can yet be made to the advance of literacy, still less since only a third of the Protectorate children are enjoying the benefits of primary education.

Concurrently the figures reveal the extent of the need for larger resources, more staff, European and African, and more buildings and equipment.

61. Of the number of children quoted, 11,032, or nearly 63% were girls, a continuing disparity to which attention is annually directed.

62. Comparative enrolments in the various classes during the last three years are as follows:—

	Sub. A	Sub. B	Std. I	Std. II	Std. II	Std. IV	Std. V	Std. VI	Totals
1947	5,381	3,377	3,100	2,052	1,485	945	539	455	17,334
1948	5,096	3,063	2,766	2,068	1,550	890	524	389	16,346
1949	6,545	2,918	2,492	2,082	1,604	1,074	503	396	17,614

The most encouraging feature of the above comparison is the large intake in the first year, for over the period 1946-1948 there had been a 32% drop at this entrance point. The larger figures shown in Standards IV and III should materially affect the numbers completing the course in 1951 and 1952 respectively.

63. Disregarding the Government Teacher Training College and the small Homecrafts Training Centre, 487 African teachers were employed during the year as against 464 in 1948, the distribution being as follows:—

	Qualified	Unqualified	Total
1949	116	79	487
1948	104	71	464

From the above it appears that but 40% of our teachers were qualified, from which it may be assumed that considerably more than three-fifths of our pupils are taught by unqualified teachers since, in general, they are put in charge of the lowest and largest classes. Of the men nearly 46% were qualified and of the women nearly 34%.

64. 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 illustrates a further handicap when comparisons with other systems are made.

65. 399 candidates entered for the Primary Schools Leaving Certificate, as against 387 the previous year. Only 145 were successful, or 37% as against 44% in 1948.

Of 191 boys who sat, 89, or 46.5% passed, and of the 200 girls who sat, 56 were successful, or but 28%, continuing evidence of the weaknesses which derive from the unfortunately high percentage of unqualified women teachers, from the absence of the stimulus which the presence of a bigger proportion of educated African women in the community would provide, and from the greater importance attached by African parents to further education for their sons.

66. Among the candidates were no fewer than 139 who were repeating the examination in which they had failed the previous year, and of these only 52, or 38%, passed at their second attempt.

67. That the mission schools retained their supremacy may be judged from the fact that of their candidates 92% passed, as against 43% in the village schools, 30% in the Desert schools and 28.5% in the higher primary schools. St. Joseph's with but a single failure out of 31 candidates, with four first class passes and thirteen second class passes, deservedly maintained its high reputation.

68. In the more developed Southern Protectorate 47% of the entrants were successful as against 27% in the Northern Protectorate.

Creditable results were obtained at the Bamalete, Batlokwa and Batawana National Schools, as also at Thamaga and at the Mochudi Higher Primary School.

69. In view of the analysis made by the Department of the results in general, as well as because of the further evidence accumulated in the field, it was decided in the interests of parents and pupils to withdraw approval in 1950 for the continuance of Standards V and VI at certain schools, the challenge being one for consolidation, related to which must be the further development of regional planning by the Department in consultation with committees, and the early introduction of amending legislation so greatly needed, because so long overdue.

70. The following excerpts from the progress report of the Education Officer, Southern Protectorate, which refer to primary education in representative districts of his circuit, are of interest:—

AFRICAN VILLAGE SCHOOLS.

Bakgatla. All Mochudi schools were visited at least once, and also the "river" schools in the Sequani area. The regional planning survey submitted to the Bakgatla Committee has been held over temporarily owing to lack of funds. End-of-year promotion of pupils from Standard IV level is still supervised by the Education Department and is bearing results in the much improved performance of Mochudi candidates in the Departmental Standard VI examination.

Bakwena. All the Molepolole and several of the country schools were inspected. The National School has shown a marked improvement as a result of reorganisation of staff recommended in reports of 1948. Equipment of country schools in this Reserve is still unsatisfactory, but the position is gradually being improved as funds allow. In general the position in this Reserve is becoming brighter under the more active direction of the School Committee.

Bangwaketse. A preliminary survey of the more central Bangwaketse schools was carried out with a view to reorganisation, especially of the Kanye schools. As these visits were exploratory, reports were not submitted. However, the Bangwaketse School Committee has undertaken a reclassification of the Kanye schools on the lines suggested in the writer's 1948 report, so that each school will now provide for four or six years of work, and not two as formerly. It is confidently expected that this realignment will reduce the prevalence of backwardness resultant at least in some measure, on over-frequent transfer from school to school.

Lobatsi Block and Barolong Farms and Crown Lands. Most of the schools in this area were inspected, the Supervisor for the South visiting all these schools. With one or possibly two exceptions they are disappointing. The School Committee is poor financially. Buildings are small and mostly in a bad state of repair. Equipment is at a minimum, and very few of the teachers qualified. The Crown Lands schools are financed by Government and administered by the Committee. The Lobatsi Block is predominantly European, with Africans living in a location. Add to all this the fact that the Chief is resident in the Union and is seldom well, and the reasons for the unsatisfactory nature of schooling are evident. As stated in last year's report, an extension of Mission educational effort and mission spirit would be a boon here.

Kgalagadi area. A projected tour of the Southern Kgalagadi, had to be abandoned as a result of an outbreak of plague. The Northern Kgalagadi schools were inspected, and with one exception, a marked improvement was noted. Staffing is adequate and better qualified, but there is still a shortage of essential equipment which cannot be remedied immediately owing to lack of funds. At Hukuntsi, the Standard VI centre of the district, the Headman had reroofed and thatched the school which would be a credit to a much wealthier area. He has also built a hut for the accommodation of children from neighbouring villages, and another for the visits of a School Supervisor. The teaching of the indigenous art of curing skins, and of the manufacture of skin articles of clothing and rugs, is a feature of the timetable of this school. Unfortunately the headmaster had gone slack and had to be replaced. In consideration of their improvement, and at the request of parents, the schools at Tshane and Lokgwabe were reclassified to continue to Standard IV.

71. Of the higher primary schools, previously known as middle schools, the same officer reports a distinct improvement at Mochudi, but little if any at Kanye and Molepolole. To this he adds that in following up the report made by a panel of education officers in 1947, when comprehensive recommendations were made, the school committees in the Southern Protectorate appear to have made a genuine attempt to co-operate along the lines advocated, but that there is not yet much evidence of the advance desired.

72. The Agricultural Education Officer did not assume duty in the Northern Protectorate until his return from leave towards the end of the year, so that it was not possible for him to inspect more than 13 African schools in that circuit. With a full school year ahead of him in 1950, it is confidently anticipated that he will make a vigorous contribution towards the raising of standards there.

73. In the meantime the Supervisor of Schools stationed at Maun, who is constantly handicapped by acute transport difficulties in that remote area, made regular inspections and wrote most helpful and constructive reports. So far as the Batawana schools are concerned, the dominant tribe, but the one with the least encouraging educational record in the Protectorate, he points out that during the last four years the enrolment has dropped from 988, to 869, 845 and 820: that in 1949 of the last number no fewer than 122 were over the age of 18, and that in Standard VI there were but three pupils.

In spite of these discouraging conditions he continues to maintain most helpful contacts, and now that he has again an education officer resident in the Northern Protectorate to whom he can turn for counsel and support, it is expected that the response he deserves will not be much longer delayed.

(b) **European:—**

74. As in 1948 the number of primary schools maintained for the children of European residents was nine, with an aggregate enrolment of 200, of whom 107 were boys, as against 195 the previous year.

The staff position remained the same, namely, that 13 teachers were employed, of whom only one was unqualified, a temporary appointment made late in the year. Of these teachers but one was a male, the head teacher of the Molepolole School.

Owing to the small numbers enrolled in the average school, the pupil-teacher ratio was but 15.4 thus ensuring individual attention to compensate for local disabilities.

75. The distribution of the pupils was as follows:—

Sub. A	Sub. B	Std. I.	Std. II	Std. III	Std. IV	Std. V	Std. VI	Total
46	33	37	24	21	17	15	7	200

76. Of the above enrolment 123, or 61.5% came from Afrikaans-speaking homes and the remainder from English-speaking homes. In 1947 the percentage quoted was 67% and in 1948, 63%.

77. Returns received from nine schools in the Union in respect of 1949 show that 170 Protectorate pupils were in attendance, of whom 63 were bursars. In addition 57 Protectorate bursars attended other schools in the Union, South-West Africa and Southern Rhodesia.

These figures, combined with those given in paragraph 74 but disregarding enrolment at the Ghanzi private school show the educational facilities enjoyed by 427 European children, although, to complete the picture, it would be necessary to obtain data, not at present available, concerning the large number of others who are entered privately at schools in the Union and Southern Rhodesia.

78. 65 children received grants of £16 p.a. for primary education and 18 were awarded grants of £24 p.a. for secondary education to enable them to attend approved schools outside the Territory.

In addition five grants of £16 p.a., three of £12 p.a. and one of £32 p.a. were made to enable children living far from the nearest school to receive primary education within the Protectorate.

79. 37 educational allowances of £40 p.a. were paid to officials in respect of their children over the age of 10, educated at approved extra-territorial schools.

As foreshadowed in 1948, in consequence of the Public Service Commission's Report, the individual allowance was raised to £40 with retrospective effect from January, 1947, the date of salary readjustments.

80. 8 children attending schools outside the Territory entered for the External Bursary Examination, on the results of which three bursaries were awarded.

81. The most significant developments in European education during the year were the reconstruction of the new central school at Lobatsi as a Government institution, with a local advisory committee under the chairmanship of H. E. Going, Esq., M.B.E., and the establishment of an Advisory Committee for European Education for the Protectorate, previously referred to.

82. The strategic place held in our small system by the Lobatsi School was described in Part II of this Report, together with hopes for its fuller development. Here it is merely fitting to add, that bearing in mind the difficulties inevitable to the inaugural period of its changed status, difficulties not rendered any easier by the necessity to await decisions concerning terms of service, the staff worked happily together, demonstrated their efficiency, and rendered devoted service to the community. Now that the State is doing much more than ever before for their children, it is trusted that the appreciation of the parents will find expression in the continuation of the loyal support and self-effort for which they had previously earned a well deserved reputation.

83. The 42 pupils enrolled at Francistown were most competently and assiduously cared for by both staff and committee.

Owing to improvements in recent years the buildings, surroundings and equipment are most attractive. The school well maintained its tradition for pictorial illustrations, models and other didactic material, as also its excellent record for the raising of funds for such purposes as a projector, percussion band and library.

Also encouraging was the admirable beginning made in connection with the formation of a school museum.

From its active Junior Red Cross Link the contributions sent to the Chilean Red Cross Exhibition were described by the Branch Secretary at Kimberley as excellent.

Liberal methods were used throughout the school, and in general it was felt that the interests of the children in both their classroom work and in their extra-mural activities, were in very good hands.

84. In remote Ngamiland, the little school at Maun, temporarily transferred to one of the hospital buildings pending extensions or the erection of a new school, continued to do most creditable work, the relations between teacher and pupils being most happy, the activities of the latter being characterised by purposeful enjoyment and steady progress. In so isolated a station this must be a source of real consolation to the parents.

85. At Tsessebe the admirable art work done by the young children was extended and deservedly appreciated, the school being in the capable hands of an experienced teacher of liberal views.

86. At Molepolole, amid difficult circumstances and a somewhat depressed community, the teacher-in-charge again gave of his best; taught useful arts and crafts, and among other projects built up with the aid of his pupils a travel bureau and a sand-tray village.

87. The staff difficulties which handicapped the work at Mahalapye, are symptomatic of those which threaten most committees from time to time, the basic reason being that it has not yet been considered possible to ensure for the teachers in Protectorate aided schools terms of service comparable with those which obtain in other territories. So long as this disability continues the schools of Bechuanaland must suffer in a keenly competitive market, with a consequential lack of stability. There is, consequently a real sense of obligation, to the wives of Government officers and to other teachers, who, by accepting lower remuneration than that to which their qualifications elsewhere would entitle them, have continued to serve.

To the committees and office bearers also who meet these staffing problems, and in spite of such limited resources uphold the whole fabric, the Department is indebted, for without their unremitting efforts the system could not be maintained.

(c) Coloured:—

88. Schools for this community were conducted at Francistown, Bokspits, Olifants Kloof and Mkgopeetsane as in 1948, the total enrolment dropping from 198 to 172, of whom 91 were boys.

Of the total enrolment nearly 53% were in the sub-grades, and in Standard V, the top class, but six.

English and Afrikaans were taught to all.

89. As in the previous year five 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 1948, better terms of service, including the provision of reasonably good quarters might attract, but even then the isolation and character of these lonely enclaves would militate against recruitment.

CHAPTER IV.

SECONDARY EDUCATION.

(a) **African:—**

90. In the post-primary classes in the Protectorate, disregarding those engaged in teacher-training, the number rose from 34 in 1948 to 79, with the following distribution:—

	Boys	Girls	Total
Standard VII	34	22	56
Standard VIII	10	3	13
Standard IX	7	3	10
Totals	51	28	79

91. In connection with the above it will be noted that although in the primary system the girls form 63% of the enrolment, in the post-primary they comprise but 35%, 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.

92. Two schools offered facilities for junior secondary work, namely, St. Joseph's and the Bamangwato College. Since the latter was opened in 1949 only, it was not possible to provide the full course which will be established in 1950.

For the Junior Certificate Examination of the University of South Africa, St. Joseph's entered 10 students, all of whom were successful, and six of whom obtained a second class pass. Without attaching undue importance to the qualification so earned, an unnecessary proviso to any who know the school intimately, it is a source of real encouragement that this pioneer secondary school has received such convincing confirmation from an independent source of the high standard attributed to it for so long by the Department.

93. Among the encouraging features of the work at this school, the Education Officer reported as follows:—

"The school is well equipped both in heavy equipment and teaching aids. The display of charts, pictures, etc., is most stimulating . . . The pupils are bright and responsive; the school discipline is firm without being harsh and the tone of the school is generally excellent . . . Sister Isabella's work is exemplary. Every detail of every lesson is prepared, yet her presentation of matter is bright and interesting . . . Sister Elizabeth teaches biology to all groups, devoting 9½ hours per week to this subject. Here again every lesson was scrupulously prepared and the teaching of a high standard . . . Sister Joachim's work is of the same level as that of other members of the sisterhood. Every lesson is prepared, with illustrations, and full use is made of the blackboard. An additional valuable attribute is that Sister Joachim's sympathy for the younger children evokes a response which lends itself to successful teaching . . . Mr. Motsumi has been employed by the Mission for a considerable time, so that his schemes and records, as one would expect, are excellent . . . Generally the position at St. Joseph's is satisfactory, the impression formed being one of quiet progress in a peaceful atmosphere."

94. Similarly encouraging would be parallel excerpts from the report of the Homecrafts Education Officer.

It should be unnecessary to add that the secret of St. Joseph's success is the inspiration derived from consecrated efficiency.

95. In terms of Clause II of the Constitution of the Bamangwato College, promulgated under Government Notice No. 25 of 1948, the Director of Education arranged for the following panel to co-operate in the inspection of the College, and thereafter to prepare a report for submission to the Protectorate Government and the Board of Governors:—

Mr. H. Jowitt, Director of Education (Chairman),
Mr. J. Gardiner, Education Officer, Southern Protectorate,
Mr. I. S. Hutcheson, Agricultural Officer,
Miss C. F. Posthumus, Homecrafts Education Officer,
Mr. L. C. Mounakwa, Translator.

In addition, Mr. D. E. Clark, Assistant Director of Public Works, who was examining the progress of capital works, kindly agreed to be co-opted, thus extending the range of the survey to cover trades-training also.

96. The gross enrolment for the year showed an aggregate of 122, of whom 67 were boys and 55 girls.

Of this number, 72 were in the preliminary classes of Standards V and VI which should soon disappear; 14 were in the trades section, and the remainder were in Form I, the first year of the junior secondary course, the over-all average age being 18.4 years.

97. The comprehensive professional and technical report which resulted, covered 40 pages. Its main features are not reproduced here since this might be misleading owing to the fact that the inspecting officers were fully aware of the major difficulties with which the Principal had to contend during this inaugural year. The document was constructively intended, and, given the understanding and support of the governing body, it is hoped that it may contribute to the firmer establishment of this important school, which owes so much to the enterprise and initiative of Chief Tshakedi, the previous Native Authority of the Bamangwato Tribe.

98. Nevertheless it may be pertinent to quote the following excerpt from the concluding note to the report:—

"The character of the school and of its student body should not be built upon the basis of narrow tribal pride, nor upon the magnitude of the capital undertaking, although reasonable tribal pride is natural and can be most helpful. It should rather be built upon the school's potential contribution towards raising the standard of living—so urgently needed—not only among the Bamangwato but among all the Protectorate tribes.

"In brief this should help towards the creation of harmony in place of dissension, of unification in the place of disintegration, of enlightenment in the place of ignorance and superstition, of health in the place of disease, of productivity in the place of poverty and famine, and of spiritual ideals in the place of materialism.

"It should promote an interest in, and understanding concerning, Government endeavour, and in the building up of a wholesome rather than of an undesirable national sentiment. It should train its students as members of a society, with a part to play in the community.

"There is therefore the need on the one hand to build up resolutely and effectively educational standards of unquestionable merit, and on the other, moral integrity and discipline, allied to a deep sense of service, right values, loyalty and habits of industry."

99. 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 160 African students were enrolled in post-primary courses in such schools, of whom 86 were in receipt of bursaries.

It will also be seen that of the 86 bursaries awarded, no fewer than 50 were in respect of secondary education; that 26 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 or at the University of the Witwatersrand.

100. 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:—**

101. 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 1949 being £1,128, divided approximately equally between the children of officials and those of non-officials.

As affirmed in Part II, it is hoped that before long it may be possible to establish a junior secondary course at the Lobatsi Government School.

CHAPTER V.

TECHNICAL TRAINING.

102. 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 this weakness will be appropriately remedied.

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

103. 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."

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

105. 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.

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

106. If only commensurate financial provision were found possible for the training at, or in association with the Depot of builders and carpenters, one could look forward to the time when under competent supervision mobile squads might be available for the erection and maintenance of school buildings, teachers' quarters, offices, etc., in different parts of the territory, an urgent need with which to-day one is constantly confronted.

107. A trades section was opened at the Bamangwato College at the beginning of the year, for which purpose a good building subsidised by the Bantu Welfare Trust was erected. Those enrolled, however, had not had the requisite educational background, being mostly labourers previously employed on the school buildings, and the staff were 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.

108. It may not be unfitting to include in this chapter some particulars concerning agricultural and homecrafts education, even though vocational courses proper have not developed. Since, however, on the strength of the Department there are two specialists for these subjects, the system derives corresponding benefits from the emphasis they rightly bring to bear.

109. Owing to the absence on overseas leave of the Agricultural Education Officer, he was available for but part of the year, during which time he assumed professional responsibilities as well. A book entitled "How to grow Better Crops," written by him primarily for the use of teachers, was published during the year by Longmans Green & Co., and was issued to all schools. It is a companion volume to the one on vegetable gardening published the previous year, and a third book on cattle management will, it is hoped, be published early in 1950. The favourable reactions from teachers, the vernacular press, and others, supplies evidence that these publications begin to fill a real need.

110. The shortage of gardening tools is gradually being overcome and most of the schools maintained by Colonial revenue are now reasonably well supplied, although many of those under tribal management, because of their inadequate resources, are still very badly off in this respect.

During the year 340 gardening tools and approximately 400 packets of seeds were issued by the Department to 24 schools.

111. Reference was made in the previous report to the inadequate fencing of most school gardens against the ravages of wild and domestic animals. In 1949 barbed wire fencing standards and gates were supplied to a small number of schools, a service which it is hoped to expand in 1950.

112. Thanks are again due to the Arboricultural Society of South Africa for awarding prizes for an Arbor Day essay, the subject chosen being, "How will the planting of trees benefit Bechuanaland?"

It is interesting to note how interest in this annual competition is growing. In 1947 only 18 entries were submitted, the number rising to 60 in 1948, and 113 in 1949.

The prizes in the year under review went to St. Theresa's (first prize), St. Joseph's (second), and Serowe Middle (third).

Related to this enterprise is the encouraging fact that a number of schools planted trees in their grounds, most of which badly require them.

113. Reference will be made to the agricultural work of the students at the Government Teacher Training College in Chapter VII.

114. The following excerpts from the progress report of the Homecrafts Education Officer help to give an impression of the dynamic work in which she is engaged:—

"The position regarding the teaching of homecrafts has not altered very greatly since last year, as it has been difficult to recruit suitably qualified staff owing to the demand for teachers with domestic science training. In certain areas, however, encouraging work continues to be done by women who have an understanding of the work and believe in its usefulness . . . it became necessary to dispense with the services of a few part-time teachers . . . The cost of material had increased and it was felt that the money could be put to better use in areas where the teachers had had more

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