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BASUTOLAND

ANNUAL REPORT

by the

DIRECTOR OF EDUCATION

for the year

1950

With the compliments of the

Director of Education,

Maseru, Basutoland.

BASUTOLAND
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PART I

Education as we understand it began in Basutoland under the leadership of the early missionaries. The members of the Paris Evangelical Mission who settled in the country in 1833 were the pioneers. The Roman Catholic Mission followed in 1862, and the English Church Mission in 1876.

2. The first schools were at central mission stations, but as African teachers and evangelists were trained, new ones were opened further afield. The missionaries were men of foresight and enterprise, the people responded with enthusiasm, and in consequence schools were established everywhere throughout the Territory even in remote valleys in the heart of the mountains.

3. To-day the bulk of the schools in Basutoland are still mission schools belonging to the missions mentioned above. In addition there are also ten other small missions which maintain a few schools.

4. Grants-in-aid for education were first given by the Government in 1871, and in 1885, after the Imperial Government had assumed the direction of affairs in the Territory, this grant system was perpetuated.

5. In 1905-6 a detailed study of the education of the Territory was made by the Educational Adviser to the High Commissioner and on his most comprehensive report many developments followed. An education officer was appointed to supervise and co-ordinate the educational work of the missions and a uniform system of

grants-in-aid was adopted. An important sequel to this development was the creation in 1909 of a central Board of Advice on Education, composed of representatives of the missions, the Paramount Chief and Government.

6. With the steady increase in the number of schools, it became necessary to set up a proper department in 1927, consisting of a director, 4 inspectors and 4 supervisors. The following year the present system of classification of schools was adopted, and a new syllabus introduced.

7. In 1927 also, financial changes were introduced with the establishment of the Basutoland Education Fund. This Fund was made up of one-quarter of the Native tax-payment, together with the revenue derived from a special education levy of three shillings per head of tax-payer, and from it all grants to aided schools were henceforth made. It was the policy of the Administration to build up a moderate reserve in the Fund, both against possible lean years and also for the capital expenditure which development must inevitably demand. After various fluctuations, the reserve in the Fund was finally swallowed up by the expenditure on cost of living allowances during the war years, and the Fund faced the beginning of 1946 with an anticipated deficit of over £40,000, to be met from general revenue. From April 1946 therefore, the Fund ceased to operate, the Education Levy being absorbed in the general tax, and all expenditure on Education being provided under the Education Vote.

8. In 1929 the Department began to establish a few schools of its own, designed to provide "intermediate" classes (i.e. Standards IV, V, and VI) in selected centres. There are now five such schools, managed by local committees. Later (1939) a High School, under Government control, was opened in Maseru.

9. The war years caused various financial difficulties, and in 1942 it became necessary to alter the system of grants to the missions, and to fix the annual grant at £58,300 for the duration of the war. As a consequence of friction between Government and the missions, and the increasing financial difficulties, an Education Commission, under Sir Fred Clarke as Chairman, toured the country in 1945, and submitted a Report which was published in 1946. The present educational policy of the Territory is based on the recommendations of that Commission in so far as the financial resources of the Territory permit.

10. In 1946 a Central Advisory Board on Education, with mission, district, teacher and Government representatives replaced the old Board of Advice, and District Advisory Committees were established in each district in 1947.

11. In 1946 a 10-year plan for education, including, a new system of grants-in-aid for teachers with salaries on an incremental basis, but limited by the funds available from recurrent and Colonial Development and Welfare funds, was drawn up and approved ; a Teachers' Association, embracing all African teachers in the Territory was also formed.

12. In December 1947 an Education Proclamation was promulgated and in January 1948, High Commissioner's Notice No. 1 of 1948 laid down Rules providing the procedure for the opening of registered and private schools, the conditions of service of African teachers, and the conditions for grants-in-aid. With the exception of two sections, viz. that concerning a minimum attendance of 75 per cent of school days in any one session, and that concerning the limitation of the number of pupils enrolled to sixty per teacher in elementary schools and forty per teacher in intermediate schools, these Rules, together with the Education Proclamation, are being enforced.

13. Plans for the organization and development of Home Industries were made in 1944 and 1945, and a scheme fully introduced in 1946.

PART II

Central Organization and Inspection

14. Education is largely in the hands of the three main missions, under the direction of the Education Department. Large grants-in-aid which cover teachers' salaries in all aided schools and the salary of one teacher in each partially aided school are made to the missions by Government. Of the 910 schools in the Territory, 9 are Government, the rest mission controlled ; of the mission schools 688 are fully aided, 98 partially aided and 115 unaided or purely private.

15. The departmental staff consists of a director, a senior education officer, two education officers, one assistant education

officer (African) and eight supervisors. Each of the three main missions has an educational secretary who deals directly with the department and whose salary is paid by Government. The educational secretaries in turn deal with their schools through managers; the number of schools under the control of one manager varies from one to over twenty, with an average of about nine. (See page 5.)

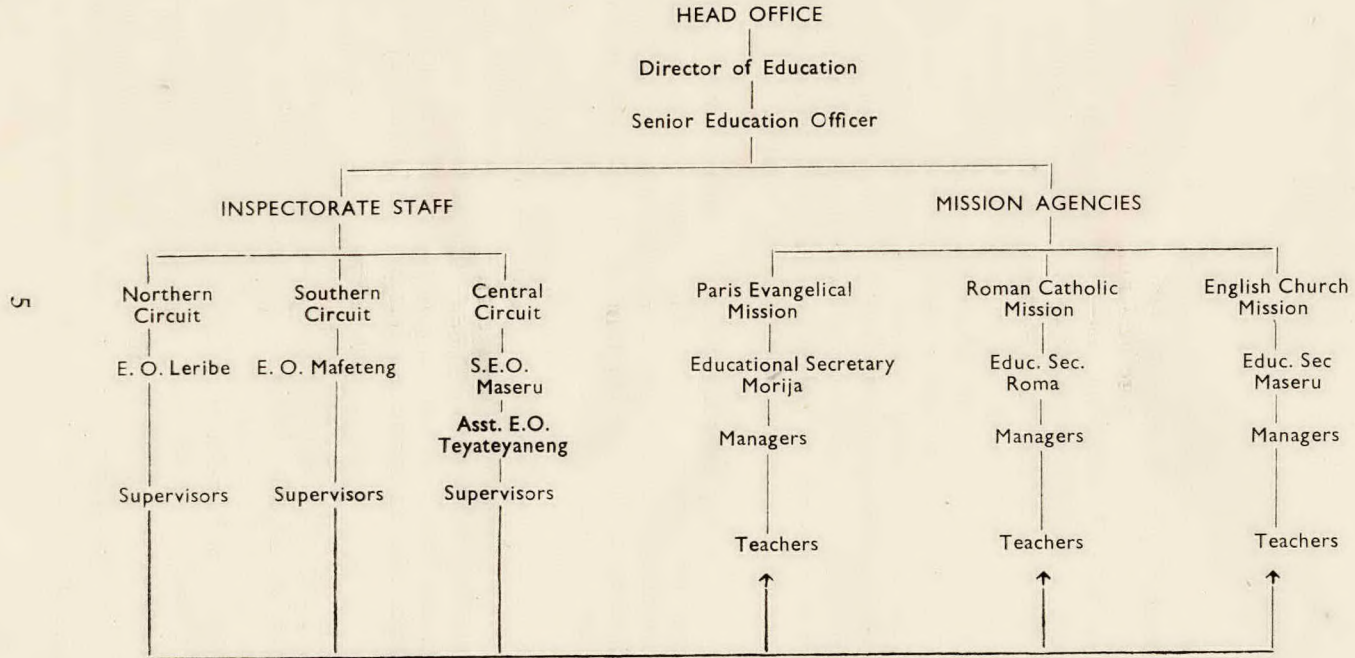
16. For purposes of administration and inspection the Territory is divided into three circuits: central, northern and southern, each of which is in charge of a European education officer. Each education officer has the assistance of African supervisors who spend the greater part of the year on trek, visiting primary schools and discussing educational problems with teachers, chiefs, school managers and school committees. The time spent on writing reports is reduced to a minimum, since it is felt that what is really required is active personal contact and co-operation between the inspectorate staff and the various individuals and bodies concerned with the educational process. Education officers base their itineraries on reports received from their supervisors together with reports received from educational secretaries and school managers who are playing an increasing part in the direct supervision of schools.

17. Work in the three circuits is correlated by means of an annual staff conference, at which policy and general problems are fully discussed, whilst a monthly news letter is circulated to all supervisors to keep them in touch with current developments.

4670 / 18. The most recent Census figures (1946) give the total African population of the Territory as 561,000 approximately, of whom about 186,000 were in the age groups 6-18. Of these 89,270, or 16 per cent of the total population, were attending school. A number of boys miss normal schooling because of herding duties and not because school facilities are absent since elementary schools are well scattered throughout the Territory including the mountain areas. The policy at present therefore is to improve the standard of teaching in existing schools rather than to increase the number of elementary schools; further facilities for education at the intermediate and secondary stages are, however, required.

19. This improvement in the quality of the teaching is being tackled by improving the staffs at the teacher training institutions, so that better trained teachers with the idea of service to their people can be turned out, and by replacing annually a limited

ORGANIZATION AND INSPECTION



number of the unqualified teachers, of whom there are far too many, by qualified teachers. At the same time there is a need for more teachers ; unfortunately the finances of the Territory do not permit of this, and, as the nation would not accept the limitation of the numbers of pupils per teacher, many schools are now badly understaffed. Although the schools are so placed that few, if any, children are not within reach of a school, the accommodation is not always adequate and a rebuilding programme, financed on a £ for £ basis with funds made available from a Colonial Development and Welfare Fund grant, is in progress.

20. Primary education covers the first eight years of school life and is divided between the Elementary Vernacular School and the Intermediate School. Elementary Vernacular Schools provide at least five but not more than six years of instruction, namely Grades A and B, Standards I, II, and III with, in some cases, Standard IV. (This type of school may be either Registered or Private). An intermediate school provides three years of post-elementary instruction, namely Standards IV, V and VI, though with the present pressure on institutions the tendency will be for Standard IV to become part of the elementary school whilst the intermediate school takes Standards V, VI and Form A.

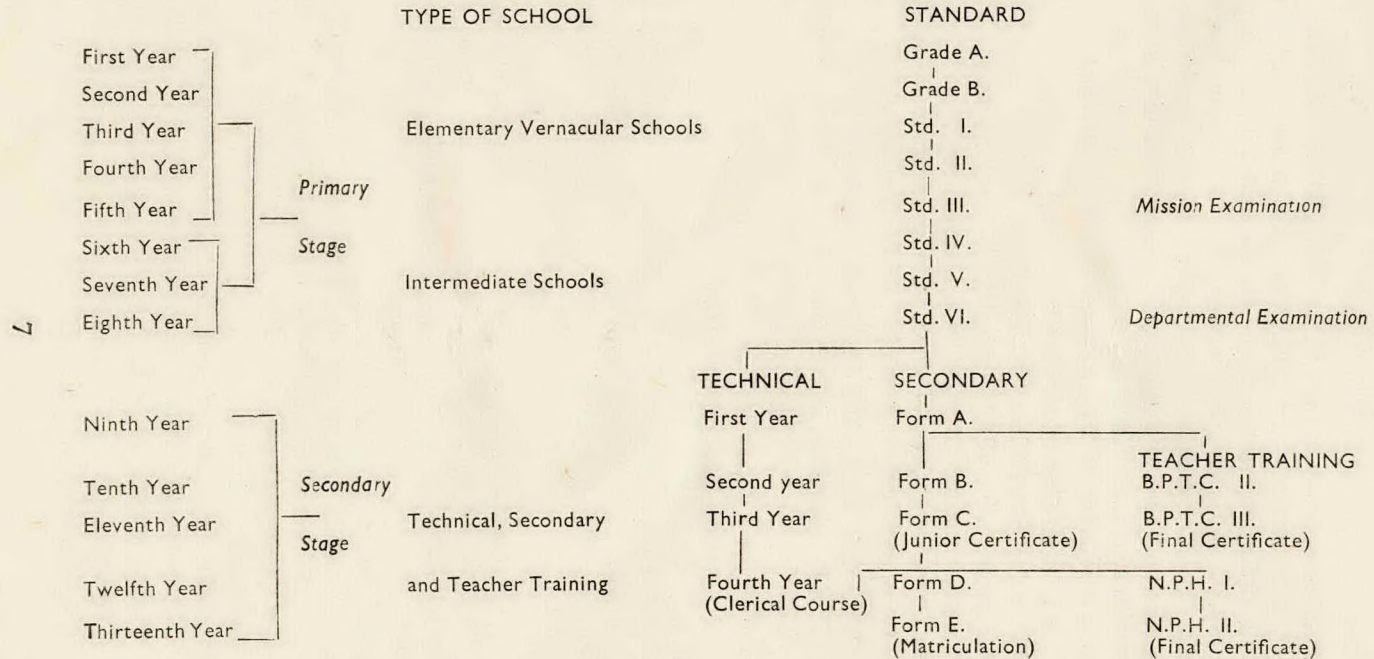
21. Secondary Schools provide at least two but not more than five years of post-primary instruction and, except in the case of the Basutoland High School, are combined with Teacher Training Institutions which provide training for teachers in accordance with an approved syllabus.

22. Vocational Schools are schools at which the pupils devote not less than half of the regular hours of instruction throughout a course of not less than two years to receiving instruction in some trade, handicraft, agricultural work or domestic science in accordance with an approved syllabus. (See Chapter V)

23. A Registered School is a school included by the Director in a Territorial Register of Schools after consultation with the appropriate District Advisory Committee as being educationally necessary for the needs of the district. Registered schools may be Aided, Partially-Aided or Unaided depending upon the amount of Public Funds available and the fulfilment of certain conditions regarding staff, accommodation, etc.

24. A Private School is a school opened with the approval of the Director but which does not claim any grant from Public

SCHOOLS AND INSTITUTIONS



Note: The brighter students proceed from Standard VI straight into Form B, making a 4-year secondary course.

Funds and in respect of which application for registration is not submitted.

Advisory Boards and Committees

25. Each administrative district has a District Advisory Committee on Education, whose functions are to advise the Director on the carrying out in the district of the educational policy of the Territory. It considers applications for the registration of new schools, the allocation of building grants, the establishment of intermediate schools, and the specific needs of the district regarding future educational development.

The constitution of these committees is as follows :

The District Commissioner (Chairman)

The Education Officer (Secretary)

A representative of the Agricultural Department

A representative of the Medical Department

Two representatives, of whom at least one shall be an African, from each of the following mission bodies :

The Paris Evangelical Missionary Society

The Roman Catholic Mission

The Church of England Mission

One representative of the Paramount Chief chosen from Africans resident in the district

The District Chief

Three Africans resident in the district, of whom one at least should be a woman, nominated by the District Council

One representative of the Basutoland African National Teachers' Association

26. The Central Advisory Board on African Education is constituted to advise the Resident Commissioner on all matters relating to African Education and is composed of the following members :

The Director of Education (Chairman)

An Education Officer nominated by the Director (Secretary)

The Educational Secretaries of the Paris Evangelical Missionary Society, the Roman Catholic Mission and the Church of England Mission

An African representative nominated by the Paramount Chief

One representative from each of the following Missions :

The Paris Evangelical Missionary Society

The Roman Catholic Mission

The Church of England Mission

An African representative from each District Advisory Committee

An African representative of the Basutoland African National Teachers' Association

An African woman nominated by the Director of Education

A European woman nominated by the Director of Education.

27. The Central Advisory Board appoints from amongst its members a Standing Committee to give advice, when the Central Advisory Board is not in session on such matters as may be referred to it by the Director. The membership of the Standing Committee is as follows :

The Director (Chairman)

The three Educational Secretaries

The Paramount Chief's Representative

The Basutoland African National Teachers' Association's Representative

One African elected by the Central Advisory Board.

28. Advisory Committees for Mission Schools are in process of formation, their constitution being based, with individual modifications to suit local conditions, on a model constitution drawn up by the Department. These committees normally consist of the manager of the schools as Chairman, with five other members, three nominated by the controlling mission and two elected by parents. Their function is to advise the manager on such school affairs as the maintenance and upkeep of the school buildings, the administration of school funds, the appointment, leave and discipline of teachers, and the carrying out of recommendations made by the departmental staff.

Development of Local Education Authorities

29. So far, no attempts have been made to establish local education authorities as such. It is felt that such development must of necessity go hand in hand with the development of local government and is bound up with the question of devolution of financial responsibility.

Co-operation with Voluntary Agencies

30. Relations between the departmental staff and the various voluntary agencies concerned with education in the Territory continue to be of the most cordial nature. It was with real regret

that we said good-bye at the end of the year to the Rt. Rev. Bishop T. W. Stainton who had been Educational Secretary of the English Church Mission for the past ten years. His sage advice and counsel will be sorely missed and the absence of his cheerful personality at meetings and conferences on educational matters will be regretted by all concerned.

Compulsory Education

31. Provision is made in the Education Proclamation for the making of rules to order the compulsory attendance of African children at any school, to fix the ages and limits of academic attainment during which such attendance shall be compulsory, to determine the appropriate grants-in-aid, and generally for the purpose of giving effect to any such order. The large percentage of children in school and the absence of any large centres of urban population, apart from considerations of the expense involved, have not yet made it necessary to enforce compulsory attendance in any area.

Co-Education

32. All elementary and all intermediate schools except four are co-educational. At the secondary level, the Basutoland High School and Eagle's Peak College are co-educational. The Basutoland Training College, Roma College, Lerotholi Technical School and the Leloaleng Technical School cater specifically for boys, whilst St. Mary's, Roma, St. Mary's, Leribe, St. Catherine's, Thabana Morena and Mazenod Institute are girls' institutions.

School Fees, Remission of Fees, Scholarships

33. All primary education, that is at the elementary and intermediate stages, is free. In secondary and teacher training institutions a fee is charged which is intended to cover the cost of boarding and incidental expenses such as sports subscriptions and the like. Since no tuition fee is charged, students are expected to provide their own exercise and text books. Fees in the institutions vary from £12 per annum to £18 per annum and concessions are allowed in special cases, for example sons of ministers attending mission schools, second members of a family, etc.

34. The following bursaries are awarded annually :

20 bursaries of £12 per annum, tenable for one year but renewable for a further 2 years, awarded on the results of the Standard VI Examination to enable pupils to proceed to one or other of the institutions in the Territory.

10 bursaries of £12 per annum, tenable for one year, for teacher training courses.

12 bursaries of £12 per annum, tenable for 2 years, for secondary and high school courses.

3 bursaries of £14 per annum, tenable for two years, Basutoland, for High School students.

4 bursaries of £50 per annum, tenable for 3 years, for University courses at the South African Native College, Fort Hare.

1 or 2 loan bursaries of £50 for one year for post-graduate courses at the South African Native College.

A few special bursaries, for courses such as domestic science or commerce, are also available.

35. In addition the Basutoland Government awards one or two scholarships to enable students to proceed to England for professional training or to take up post-graduate research. These scholarships are awarded for one year and cover travelling expenses together with subsistence allowances on the same scale as laid down for Colonial Development and Welfare Fund scholarships.

36. From Colonial Development and Welfare Fund grants, the Medical Department has in the past provided one scholarship annually for a medical student at Witwatersrand University. In 1950, three students held scholarships but no new appointments can now be made as further funds are not available.

Questions of Language

37. The medium of instruction in all elementary schools is Sesuto, whilst English is taught as a subject only. In the intermediate schools a gradual transition is made from Sesuto to English as the medium of instruction so that by Standard VI English has become the chief medium. Religious and moral instruction, however, is given throughout in Sesuto. At the post primary stage, the English medium is used throughout.

Supply of Literature

38. Two very efficient presses produce a steady stream of vernacular literature. One controlled by the Paris Evangelical Missionary Society is at Morija, whilst the second controlled by the Roman Catholic Mission is at Mazenod. Proposals to revise Sesuto Orthography were accepted by a conference composed of representatives of the Paramount Chief, the Missions, the Press, the Teachers' Association and Government in 1948 but were later turned down by the Basutoland National Council.

School Curricula

39. *Elementary Vernacular Schools.* The new syllabus which was introduced into all elementary vernacular schools at the beginning of the year is proving of real assistance to teachers in their work, although many of the older teachers are finding it difficult to re-adjust themselves to the new approach. As far as possible education officers and supervisors through the medium of refresher courses are endeavouring to give all teachers assistance and guidance towards achieving the aims laid down in the new syllabus. The subjects covered are : Sesuto, English, History, Geography, Arithmetic, Gardening and Nature Study, Hygienè, Music, Handwork and Drawing, Physical Training and Games, and Religious and Moral Instruction.

40. *Intermediate Schools.* During the course of the year the 1942 syllabus for intermediate schools was revised and it is hoped that the new syllabus will be ready for distribution early in 1951.

41. *Secondary Schools.* The curriculum in the secondary schools is to a large extent based on the requirements of the Cape Education Department's Junior and Senior Certificate Examinations.

42. *Teacher Training.* There are two courses for prospective teachers in Basutoland. The first admits candidates who have passed Form A and gives two years professional training leading to the Basutoland Primary Teachers' Certificate. The syllabus provides for instruction in School Method and Organisation, Blackboard and Apparatus Work and Practical Teaching together with further instruction in the subjects that will be taught after qualifying. Girls may specialise in infant teaching or in housecraft work. The majority of qualified teachers in elementary schools hold this certificate or its Union equivalent. The second course admits candidates who have passed the Junior Certificate Examination of the Cape Education Department and gives two years' professional training leading to the Native Primary Higher Certificate of the Cape Province. Teachers holding this qualification are employed mainly in the intermediate schools.

43. *Technical.* Courses are offered in Carpentry, Cabinet-making, Leatherwork, Motor Mechanics, Masonry, Wagon Building and Smithery, each of which covers four years of practical training. In addition there is now a two-year course of clerical training covering Shorthand, Typewriting, Commercial Arithmetic and Book-

keeping, English and routine office work. Entrants to this course must have passed the Junior Certificate Examination.

Vocational Training by other Departments

44. The Medical Department provides a course in nursing for girls who have passed the Junior Certificate Examination. Unfortunately none of the hospitals is at present recognized by the Nursing Council, with the result that many girls with the necessary academic qualifications prefer to go to the Union for training in order to obtain a recognized qualification in nursing.

Health Education and School Medical Services

45. There are no arrangements for the medical inspection of school children. In cases of serious illness children can be treated at the Government Dispensaries on payment of a fee of two shillings, or at certain central mission stations where there are sufficient qualified persons authorised to dispense simple remedies.

46. Hygiene is an important subject in the syllabus for both Elementary and Intermediate Schools and every effort is made to get it taught in as practical a manner as possible. A good text book is available in the vernacular, and the magazine of the South African Health Society, which is printed in English, Sesuto and Xhosa, is distributed free to head teachers of aided schools by the Department.

School Meals

47. Except in the few boarding institutions in the Territory, there is no organized system of school feeding. The normal diet of the school children varies a good deal according to the season of the year, and also whether they live in the mountains or the lowlands. Efforts are made in the teaching of hygiene in the schools to explain what is the best all-round diet and this teaching is usually related to the work in the gardens which are maintained at most schools. The importance of vegetables is stressed and schools are provided with supplies of vegetable seeds, by the Department, free of cost.

Youth Activities

48. The number of Pathfinder Scout troops remained about the same as for the previous year. The number of scouts was about 1,100.

49. During the year there were 83 guide companies and 44 sunbeam circles with a membership of 1,146 guides and 510 sunbeams.

50. The development of Young Farmers' Clubs is slow but it is felt to be better to establish the early clubs on a sure foundation rather than aid a mushroom growth without any solid foundation. There is a promising Youth club in Maseru and the Assistant Education Officer, Teyateyaneng, is very pleased with the progress of the Youth and Adult club which has been started at Teyateyaneng.

Teachers, Conditions of Service, etc.

51. With the promulgation of the Education Proclamation and Rules in 1948, it became obligatory for educational secretaries and managers to staff their schools with a minimum number of qualified teachers. The Proclamation lays down that where there are two or three teachers at a school at least one must be certificated; where there are four, five or six teachers at least two must be certificated, and so on. Transfers and readjustments to attain this end have continued during the past year and despite difficulties, particularly in the mountain areas, the proportion of qualified to unqualified teachers is increasing.

52. Before any teacher assumes work, he must complete a form of contract with the manager of the school concerned, setting out the scale of salary and terms of engagement. No teacher holding a qualification less than a Standard VI pass may be appointed without the approval of the Director.

53. Appointments are subject to three months' notice in writing on either side, provided that for any serious misconduct prejudicial to a teacher's professional standing or to his standing as a member of an employing church a teacher may be dismissed without notice. In such cases the teacher has the right of appeal to the Director, who sets up an Appeal Committee.

54. Teachers when on sick leave are entitled to receive full pay for the period of such leave, provided that in no case may any teacher receive more than three months' pay in any consecutive twelve months. For all periods of sick leave in excess of five days a medical certificate must be produced.

55. All teachers in aided schools are paid on salary scales laid down by the Director after consultation with the Central Advisory Board. Increments are only paid as a reward for satisfactory service and not as a right.

Adult Education

56. As a large proportion of the Basuto people is literate, the need for adult education, especially in literacy, is not as pressing as in most parts of Africa.

57. Since 1935 the Homemakers' Association has continued to spread and increase in membership until to-day there are 110 clubs and there is hardly any part of Basutoland where the movement is not known. The membership of these clubs according to returns is about 3,000. Membership is open to any Mosuto woman or girl of over the age of 16 no matter what her status in life. Clubs have proved to be a means of fostering friendship and breaking class barriers amongst the women.

58. The Basutoland Home Industries had 4 centres in the districts actively engaged in spinning and weaving ; each of these was fully equipped for the training of 12 students. The main centre at Maseru had accommodation for 36 students. The organisation now comes under the Basutoland Administration as a separate entity.

Audio-Visual Aids

59. The abolition of the Public Relations Office meant that the mobile cinema van was only available on request and its use during 1950 was limited. The film library was taken over by the Education Department, and considerable use was made of the films by schools possessing projectors.

PART III

CHAPTER I

LEGISLATION AND ADMINISTRATION

60. No new legislation concerning African education was promulgated during the year but rules concerning the infliction of corporal punishment were introduced with effect 1st January, 1950. These rules, which prohibit the corporal punishment of girls, have not been willingly accepted by the teachers who maintain they now find it difficult to keep discipline especially over the older girls, a sad commentary on the methods used in the past.

Rules governing sports and other extra-mural activities in schools were also considered by the Central Advisory Board and approved, and will be introduced in 1951.

61. At its annual meeting in July, the Central Advisory Board considered a number of recommendations which had been made by District Advisory Committees. These included the possibility of a school feeding scheme and of periodical medical inspection and preventive inoculation, the introduction of wool classing at the Standard VI stage at a selected intermediate school, and the control of sports in schools. Other matters considered were the extension of the shift system, which however is very strongly opposed by the Teachers' Association, the establishment of school committees, night schools, the question whether agriculture should be a failing subject at the Standard VI level, the revision of the Form A examination, and the school calendar.

62. District Advisory Committees continue to give useful advice not only in matters such as the allocation of building grants but also in matters affecting children generally. In the more isolated districts the Committee is a valuable link with the Department and the outside world and it is encouraging to find members considering a problem from the point of view of the district and not of a particular denomination.

63. Education has been further drawn into the general picture of administration by the inclusion of the education officer or supervisor in the district teams which have recently been established. For instance, one positive outcome is that the Department is now represented when the regrouping of villages is under discussion so that some consideration can be given to the over-all educational picture.

64. School committees continue to expand slowly. The Education Officer, Northern Circuit, comments as follows :

“This is often a matter of personal contact and explanation and is one of the most important aspects of a supervisor's field work . . . As committee work is largely new to the people, it offers valuable opportunities for the rural communities to learn something about community service. Committees and managers both need considerable guidance ; the committee must not only serve to make the community's view known to the manager and vice-versa, but must also serve to organize the community into helping the school which serves it.”

That this is very true is borne out by the Assistant Education Officer, Teyateyaneng District, who, after commenting on the number of committees in the district, goes on to state :

“A close investigation of the work of all these committees, save the last two mentioned, shows that they all exist but in name, and that if there is anything they do, it is to assist the teachers in keeping up the school attendance. Local difficulties (accommodation, relation between the school and the community, discipline and so on) which could be minimized by truly functioning committees remain as they were, if not worse.”

65. Undoubtedly many influential and educated people in the community are anxious to take a real interest in the schools and the managers will have to enlist their cooperation by establishing more committees, at least at all central mission stations.

66. Transfers of African staff were made in the early part of the year, and it has taken supervisors some time to settle down and get to know their new districts. One supervisor who had taken the Professional Teachers' Certificate at the Institute of Education, London University, was appointed an Assistant Education Officer in April, in charge of the Teyateyaneng district.

67. The completion of the district surveys towards the end of 1949 freed education officers and supervisors for more detailed supervision of schools and in preparation for this the major part of the annual staff conference was concerned with details concerning the relations between the administrative staff and teachers and managers, chiefs and people. The results are already apparent in a better spirit of understanding and the absence of the old “inspectorial” attitude adopted by some supervisors. The changed attitude has been helped to a great extent by supervisors no longer wearing uniform. The adoption of a consolidated report system and the introduction of a log book in every school has reduced the amount of office work so that supervisors can spend more time on trek.

68. In a Territory such as this where the enrolment of girls is twice that of boys in our schools, we have felt most sorely the lack of a Woman Education Officer on Head-quarters staff. The Senior Education Officer's versatility has been strained to the limit in being called upon to advise on matters concerning House-craft, Needlework, Cookery and the like, for although the Domestic Science mistress at the High School has been called upon for assis-

tance in the practical side of the work at girls' institutions her available time is naturally limited.

69. The policy of sending suitably qualified supervisors to England for a year's course has been continued and one supervisor will shortly complete a year's training at Worcester Training College.

70. Departmental work is very closely related to that of the missions, who have been most cooperative. As the Educational Secretary of the Roman Catholic Mission states :

“The relations between the Mission and the Department are still cordial. When both bodies consider each other as integral parts of the educational system in the Territory, relations are bound to be good. There are still certain points to be cleared up and it is hoped with mutual trust and equal treatment of both mission and Government schools this will be done.”

CHAPTER II

FINANCE

71. The total expenditure from Government revenues under the Education Vote for the calendar year 1950 was £155,759, as compared with £153,416 in 1949. This increase is due almost entirely to increments for teachers and departmental staff as all new developments such as the replacement of unqualified by qualified staff, employment of additional teachers and so on, had to be suspended owing to the fall in revenue from customs duties due to the introduction of import control by the Union of South Africa.

72. Most of the expenditure on education is for teachers' salaries in mission and controlled schools, only £10,919 being spent on administration and inspection and £2,923 on European schools. Despite the economies made in Education, 17·1 per cent of revenue is still spent on it.

73. It is hoped to restore some of the cuts made in education in 1951. These will include the replacement of unqualified by qualified staff and payment of substitute teachers for those on

sick leave, but it seems unlikely that additional staff urgently required can be appointed.

74. Under Colonial Development and Welfare Fund Schemes D.400, £210, being the remaining balance, was spent on buildings at the Lerotholi Technical School. Unfortunately, the money originally allocated for the rebuilding scheme has proved insufficient, but the completion of a modified version of the main hostel is being financed from local funds. This hostel should be completed by the middle of 1951.

75. Under Colonial Development and Welfare Fund scheme D.758, £4,006 was spent on buildings, £2,978 on equipment, and £1,500 on salary grants for educational secretaries. The rebuilding programme is proceeding steadily although slowly except at the Basutoland Training College where the programme is slightly ahead of schedule. During the year, a start was made with a Form A classroom at the Maseru Controlled Intermediate School.

76. The only revenue accruing to Government from education in 1950 was £7,146, being charges for work done and fees at the Lerotholi Technical School. This revenue is credited to General Revenue (Fees for Services Rendered).

CHAPTER III

PRIMARY EDUCATION

77. The number of pupils enrolled in primary (elementary vernacular and intermediate) schools as at 8th June, 1950, was 88,270, approximately 1,500 less than in the previous year. This is due not to any real loss of interest in education but to the good season during the first half of the year, when children were required to do herding, hoeing and other agricultural duties for their parents.

78. Pressure on accommodation and equipment continues except where the double-shift system is in force. Despite encouraging reports from schools where this is in use, the teachers as a body, and especially the Executive of the Teachers' Association, have set themselves against the extension of the system. This is all the more surprising when, for instance, the Supervisor of Butha-

Buthe district, which has the highest proportion of schools following the system, reports :

“The Shift System continues very satisfactorily ; even some of the schools which had looked upon the system with a great amount of misgiving and suspicion have changed their attitude. What is more noticeable now is that the people, through the school committees, compel the teachers to continue with the experiment. It may be safely stated that, despite the outside influences, the system has given entire satisfaction to all sections in this district.”

79. Other departmental staff comment in favourable terms also. It can only be assumed that some teachers dislike the idea of working slightly longer hours but with half the number of pupils at any one time, and that they fear it will lead to the dismissal of teachers, despite repeated assurances to the contrary.

80. The wastage in schools is still very considerable, far too many pupils leaving after only one or two years' schooling. The explanation that the boys leave to herd is only partially responsible as a large loss in girls occurs as well. Whilst most parents are vociferous in their demands for adequate schooling facilities, it is only the more enlightened who are prepared to face their obligations and insist on regular and sustained attendance. Many parents still are only too willing to see classes run at half-speed with herdboys attending on alternate days ; in consequence both the standard and the pace of the work suffers.

81. Efforts by the Education Officers and Supervisors to widen the scope of the work of the school are not always successful as the tradition of a bookish education is hard to break. But that there is some orientation of outlook is borne out by the Education Officer, Southern Circuit, who reports :

“Although there has been no apparent improvement in the academic knowledge of teachers as a whole yet there are definite signs of an improvement in their outlook. Their lack of background is very marked and it is quite apparent that the majority read neither newspapers nor books. Facilities for obtaining general knowledge in such subjects as Geography, Science and Current Affairs are an urgent requirement. A certain amount of pictorial and literary matter is distributed to schools but this is totally inadequate. In spite of this many teachers are widening the scope of their work beyond the teaching of the

three Rs and even beyond the classroom. This has shewn itself in an increased number of class visits to Home Industries Centres, local farms, soil conservation projects and other places of interest. Tree-planting has been carried out enthusiastically and the demand for trees has far exceeded the supply available at the nurseries.

“A few schools have attempted village improvement schemes by covering-in wells, planting trees in dongas, repairing roads, etc. These efforts have not met with success due to the opposition of the local chiefs and people. Such projects are almost invariably regarded with suspicion and parents usually consider that tasks of this nature should not form part of the school curriculum.”

82. A new elementary vernacular school syllabus was introduced at the beginning of the year. Unfortunately some of the more distant schools did not receive their copies of the syllabus until March, the schools of one mission were not equipped with the recommended English readers, and difficulty has been experienced in obtaining some of the teachers' reference books. Nevertheless, the new syllabus is of considerable assistance to teachers and opportunity has been taken at refresher courses to explain the new approach to many of the subjects.

83. Teaching aids are still scarce, and even where available teachers appear reluctant to use them. Few make any apparatus once they have left the training college; this is partly due to lethargy and lack of imagination, but also partly due to the continued formal academic treatment of subjects in the curriculum in which the giving of notes and asking of questions form the basis of teaching.

84. Much the same applies to the teaching of handwork and manual work; excuses as to why they have not been attempted are many and varied. Many schools, especially the small ones, are of course handicapped by not having women teachers trained in needlework: this is partly because parents naturally prefer their daughters to accept posts at central mission stations where there are more amenities than out in the country schools, and where they can be looked after by the managers. Mention must be made however of the improvement in handwork at many of the schools belonging to the Roman Catholic Mission, the educational secretary of which reports:

“A pleasing feature this year was the fair response from the schools to a handwork competition. It was gratifying to find

many outstation schools taking part. Some of their work was exceptionally good; an assortment of articles was received—grasswork, needlework, wool work, woodwork, pottery and bone-work. The grasswork was undoubtedly the best done.”

85. Due to shortage of staff the Agricultural Supervisor of Schools has been restricted mainly to the central circuit, but paid one extended visit to the northern circuit. He reports as follows :

“During the first half of the year, due to heavy rains, the work in many gardens was good and some fine crops were grown. There is an improvement in the school gardens in the Northern circuit and Teyateyaneng district as compared to the first visit in 1948. It is discouraging to report, however, that some managers make it difficult for the school to have enough ground for the school gardens. Shortage of garden tools is another difficulty. Some schools, however, have taken trouble to purchase tools from money obtained from concerts and sale of vegetables.

“The vegetables are usually consumed at school or given to the pupils to cook at home. Where the crop has been particularly successful, the balance of it has been sold and the money used for buying tools and school requisites. A few schools unfortunately use the garden revenue for purchasing sports’ equipment only.

“A few schools in Maseru Circuit have done tree-planting, including fruit and ornamental trees, on a greater scale than it was ever done before. One Young Farmers’ Club was formed at Thaabe English Church School in the second session.

“The experiment of examining practical agriculture in Standard VI showed success in some schools whilst others were disappointing; obviously the subject is still taught too theoretically and the practical work in the garden not related to the classroom work.”

86. The Assistant Education Officer, Teyateyaneng district, reports :

“The Young Farmers’ Club movement was started at Cana Intermediate and Elementary Schools in September 1950. The membership was about 15, but there are now, I am told, about 60 members in all though some have not paid their subscriptions. The Agricultural and Livestock Officer is very cooperative and the local Agricultural Demonstrator and his assistant have been to the club to encourage the members. As soon as these two clubs are on their feet, it is hoped to start clubs elsewhere in the district.”

87. The Education Officer, Southern district, reports :

“The school farm at Maphutseng has continued to show good results. The pasture land has shewn an amazing recovery and crops have been good although neglect in reaping at the correct time resulted in considerable loss. In spite of these results the farm is not yet proving a success. There is a lack of interest on the part of parents and children. Only enthusiastic cooperation between all concerned can remove this apathy and until it is removed no lasting results can be achieved.”

88. The Agricultural Department has given the greatest co-operation over school gardens and demonstrators visit the schools as frequently as possible.

89. The Department again set the English, Arithmetic and Sesuto papers for the Standard III examination, the other papers being set by the central mission authorities ; all papers were marked internally.

90. In the Standard VI examination 1,342 pupils sat and 491, or 37 per cent passed, as compared with 46 per cent passes in 1949. The Thakhisi Cup for the best all round results in the Standard VI examination was won by Sion Intermediate School, a most creditable performance as this has for many years been one of the weaker intermediate schools. The results generally were disappointing ; no complaints were made concerning the difficulty of the question papers, in fact teachers seemed satisfied that they were fair. The Senior Education Officer reports :

“A careful examination of candidates’ scripts and examiners’ comments indicates a general lowering of standards in all subjects taken as part of the examination. Teachers in intermediate schools inevitably attribute weaknesses to faulty teaching in the elementary vernacular schools and whilst it cannot be denied that this is in a great measure true, conditions in the intermediate schools do much to perpetuate this trouble. If a child enters Standard IV with an inadequate grounding he should not be promoted to Standard V until deficiencies have been made good and internal promotions must be made on attainments.”

91. During the first session severe outbreaks of diphtheria, especially in the mountain areas, necessitated the closing of a number of schools. The Medical Department cooperated immediately in the inoculation of vast numbers of pupils, as did the mission authorities.

92. Living close to the schools as departmental officials do, it is sometimes difficult to realize that steady improvements are taking place. It is interesting to record therefore the remarks of the Educational Secretary of the English Church Mission, who, reviewing the ten years he has been in the Territory, states :

“One very definite improvement has been in the proportion of qualified teachers and the elimination of teachers with qualifications less than Standard VI. This has resulted in a great improvement in the quality of the education given in the schools and this improvement should be maintained. There are, however, two points which I feel merit more consideration than has been given to them in recent years. Far too many teachers when they have been out of College for some years tend to revert to the methods of instruction under which they were taught when they were at school. Refresher courses for such would seem to be the only cure possible and I hope it will be possible for these to be held regularly in the future. Unfortunately during the year under review we were not able to hold our annual course, but I hope the Department will encourage the holding of such throughout the country. I still feel that in view of the economic possibilities of a country such as Basutoland, there is considerable room in our educational system for female teachers . . . One considerable weakness is the teaching of the grades, and until we lay a sound foundation it is hopeless to expect much improvement in the Standard VI examination. If we could have a really big supply of teachers approximating to the old Infant Teachers' Course standard, it would do much to avoid the necessity of having teachers who are completely untrained in charge of the children in the grades and lower standards.

“It has been a source of great satisfaction to see the improvements which have been made to many of our school buildings. It is still deplorably difficult to get adequate carpenters and masons, and until there is a better supply of these all building programme will be subject to considerable delay. There would appear to be far greater scope in the country for the employment of good craftsmen in wood and stone than for graduates, and it is greatly to be hoped that the Lerotholi Technical School and Leloaleng will soon be turning out such men in greater numbers. A possibility which might be considered is some provision of school building teams under the control of the missions which would be sufficiently mobile to meet the needs of the different districts. The difficulty under the present system of grants for buildings is to provide the necessary security for either the Mission or the workers.

“A gratifying feature in all educational work in Basutoland has been the real keenness of the people, even though they are not quite sure what is involved in education. There is at times a distressing idea that education is chiefly desirable because it is the doorway to what might be called the black-coated professions. If education merely promotes a disparagement in the minds of the people of all forms of manual work, it is not likely to result in any progress of the Basuto people. I can see little point in educating people for posts which do not exist and there is at times a distressing tendency to view all forms of education by themselves without taking into consideration the economic situation. This is particularly true of a country like Basutoland where opportunities for development are very few, and consequently the scope for employing people with a higher standard of education strictly limited. It seems to me that the great problem confronting education in the Territory is to discover the best method of utilising the great desire of the Basuto for education by directing it into channels which will promote the well-being of the people in general and achieve that measure of independence and self-respect which is essential to a people growing steadily towards nationhood.”

CHAPTER IV

SECONDARY EDUCATION

93. In view of information received from institutions in the Union of South Africa that they would be unable to admit Basutoland students unless an extra-territorial fee, varying from £17 to £37 according to the course taken, was paid, arrangements were made early in the year to absorb into Basutoland institutions the majority of students attending Union schools. Two new Form A classes were started at intermediate schools, and provision was made for double Form A classes at other intermediate schools so that the boarding institutions would have more free places for those in the higher secondary and teacher training classes; a double first year matriculation class (Form D) was started at the High School. However, at the last moment the extra-territorial fee was not insisted on by the Union authorities and the double Form A classes were not required.

94. Towards the end of November an announcement appeared in the South African newspapers to the effect that, as there were insufficient educational facilities available in the Union for its African population, Africans from Territories outside the Union would not be admitted to educational institutions in the Union; this would apply to primary, secondary as well as higher education. Such an announcement, without any previous warning, came as a shock to the Territory, especially regarding university education since Basutoland has contributed £300 annually to the South African Native College, Fort Hare, for the last thirty years and has had a representative on the College Council. Except for students requiring special courses it should be possible to absorb all primary and secondary students who would normally have attended Union schools in 1951 into our own institutions. The provision of university education for a handful of students however is a difficulty which will not easily be overcome. In this connexion it is interesting to record that the Basutoland Council elected a sub-committee to consider ways and means of raising additional funds for higher education and the sub-committee's report will be considered next year. It is pleasing to be able to record that early in 1951 information was received that the Union ban will be lifted for three years in order to enable the Territories to make alternate arrangements for the students who have hitherto obtained their education in the Union.

95. With the increase in Form A classes attached to intermediate day schools, pressure on institutions is now likely to come at the Form B stage. A necessary development therefore will be the extension of selected intermediate schools, possibly one in the northern, one in the central and one in the southern circuit, to junior secondary day schools teaching up to the junior certificate level.

96. There is considerable divergence of opinion among secondary school principals concerning the standard attained by Form A pupils at intermediate schools. Some maintain that they come up poorly grounded compared with their own pupils; others find little difference except perhaps in the standard of spoken English, which however improves rapidly. The real difficulty probably is that the boarding institutions selected the best of the students and that the day intermediate schools accept the remainder. In this connexion, the Basuto generally find it difficult to understand that selection at any stage is necessary, and consider that all students who scrape through the Standard VI examination must be found

places in secondary schools. Intermediate schools therefore tend to admit pupils into Form A class who are not really fit for it.

97. The support for the one-year clerical course, instituted at the Lerotholi Technical School three years ago, and providing training mainly in shorthand, typewriting and Government accounting, has been disappointing, so much so that this year only three suitable candidates were forthcoming and the course was cancelled. The demand appears to be for a longer and wider course including bookkeeping so that students can take up posts with the increasing number of African traders. In 1951 therefore a two-year course leading to the National Senior Certificate of the Union Education Department will be instituted.

98. The re-building programme at the Basutoland Training College is now slightly ahead of schedule. The woodwork shop has been completed, the intermediate school classrooms will be ready for occupation in the new year, and four more dormitories have been completely renovated. At St. Mary's, Roma, the unusual winter rains caused the collapse of the girls' dining hall, and a new refectory is being built.

99. Examinations results were not as good as usual; this was not peculiar to Basutoland as on the average a lower percentage of passes prevailed in the senior and junior certificate examinations generally. 93 Candidates were presented for the Junior Certificate and 61 passed. 30 Candidates entered for the Senior Certificate (matriculation) examination and 14 passed.

CHAPTER V

TECHNICAL TRAINING

100. Carpentry and leatherwork, with cabinet-making a close third, continue to be the most popular courses at the Lerotholi Technical School. There is still little demand for the masonry and wagon and smiths' courses; the entry standard for the motor mechanics course has been far too high and will have to be lowered if applicants are to be forthcoming. Of more significance than the attitude to particular courses is the attitude of the Basuto public towards the school. Despite the proprietary interest which many of them profess in the "National School", very few of them will

send their sons there if they have the slightest hope of making further academic progress and, so far from any raising of the general entrance standard beyond Standard VI, as the Basutoland Council has requested, being practicable, it is only with considerable difficulty that the school is filled with applicants at that level.

101. All the shops were kept fully occupied throughout the year; besides routine work on repairs and replacements both for the school and for Government departments, the school completed the science laboratory at the Basutoland High School, erected a classroom at the Maseru Controlled Intermediate school, made new pews for the two local European churches, numerous dressers, tables, chairs, desks and so on for Government, and completed twenty pack-saddle sets for the Agricultural Department (part of an order for 80 in connexion with the new aerial and ground survey). The system of ordering the bulk of the materials required through the Public Works Department has proved satisfactory on the whole.

102. The Principal of the School has attempted a follow-up of the ex-pupils and reports as follows :

“As far as is known all who completed Trade courses in December, 1949, and June 1950 are working at their trades in Basutoland. An enquiry made during the year showed that of all apprentices who had left since December 1944, 48 per cent were known to be still working at their trades in Basutoland and a further 12 per cent in the Union. A similar enquiry made in 1945 covering an equal period gave a total of 68 per cent working at their trades but with only 44 per cent in Basutoland and 24 per cent in the Union. The drop in the total is only natural in view of the wartime difficulty of supplying the apprentices with tools : only 33 out of 73 apprentices who left during the period under review had full sets of tools and 13 had received none at all. Meanwhile the school workshops were running under great difficulties owing to the shortage of tools and it was essential to remedy the position in the interests of both the ex-apprentices and the school itself. A large supply of tools was therefore ordered through the Crown Agents and the bulk of these had arrived by the end of the year, enabling supplementary issues to be made to ex-apprentices in need of them and a number of sets to be made up for issue to present apprentices, so that most of the shops should be able to start the new year adequately supplied.”

103. Unfortunately the extensions to the buildings have not yet been completed. The money allocated under Colonial Develop-

ment and Welfare Fund Scheme D:400 was found to be insufficient and the completion of the main hostel is being financed from local funds. The hostel should be ready for occupation about the middle of 1951.

104. In commenting on the lack of theoretical instruction, the Principal states :

“The balance is at present heavily loaded—perhaps rather too heavily—on the practical side, and two steps were taken during the year to redress it. These were the introduction of two hours a week of trade theory work taken by the Instructors on Saturday mornings, and a reorganization of the Night School into classes according to attainment instead of seniority. These might be described as first and second year Standard VII and Post-standard VII. Most of the second year class wrote the National Standard VII examination of the Union Education Department in November. If a reasonable number pass and some go on to take the Junior Certificate, it should help to raise the prestige of the school and dissipate the prevailing idea that it is no place for an ambitious boy anxious to further his education. However an academic course having no specific connection with trade is not considered ideal and it is hoped in time to work out courses in which practical work, trade theory and academic subjects will be fully integrated and a definite syllabus planned for each trade.”

105. The Education Officer, Southern Circuit, reports that Leloaleng still continues to serve a very useful purpose in training students at about the post-standard IV level, although its development is restricted by lack of funds. The number of applications received annually considerably exceeds the accommodation available.

106. The housecraft classes at the Roman Catholic central mission stations continue to provide valuable education for the future women of the country ; these courses are really pre-marriage courses for girls who have completed their elementary schooling but who do not wish to proceed to intermediate schools. Particularly noteworthy are the efforts of Holy Cross Mission to develop a traditional form of Basuto art ; formal and pictorial designs applied to textiles offer great hopes for the future. Housecraft training at a somewhat higher level is given at St. Catherine's, Maseru, St. Mary's, Leribe and Mazenod Institution. Further reference to the last-named is made in Chapter VII.

107. The Home Industries Organization, instead of being partly under the Education Department and partly under the National Treasury, was at the beginning of the year placed under the Basuto Administration as a separate entity. The number of centres was reduced from 9 to 5 ; in Maseru there is accommodation and staffing for 36 regular learners and up to 12 casual learners ; in the four district centres for 12 regular and 6 casual learners. Miss G. Rouillard, an expert craftswoman from Cape Town, was invited by the Administration to spend three months in the Territory assisting the organization. She ran a month's refresher course at Maseru in July for instructors, and then spent ten days at each of the five weaving centres. She came to the conclusion that the present organization was unsatisfactory and that there was a lack of competent teaching. She suggested that one centre only should remain open, that this should be in the country and not at one of the head-quarter stations, that the staff should be considerably reduced, and that not more than 25 carefully selected pupils should be admitted for a comprehensive two-year course ; when trained, students would be encouraged to set up "home units" and would be provided with complete sets of equipment at half price. These recommendations were accepted by the Central Advisory Committee on Home Industries at a meeting in December, and now await consideration by the Paramount Chief and Resident Commissioner. While the standard of work turned out in the centres has steadily improved, the scheme has met with little success in so far as the establishment of home units is concerned. This is partly due to the cost of equipment but also largely to the fact that many of the girls take the course in order to fill in a year or two, and not with any real intention of working at it as a trade. Fathers also are not anxious to provide their daughters with wool when they can obtain the very high prices at present prevailing for it.

CHAPTER VI

UNIVERSITY EDUCATION AND OVERSEAS SCHOLARSHIPS

108. The only institution in the Territory providing post-secondary education is the private Pius XII Catholic University College maintained by the Roman Catholic Mission at Roma. Courses provided by the University of South Africa for external students are taken. In December 1950, there were 18 men and

4 women students enrolled ; of these 8 were Basuto, the others coming from as far afield as Uganda. The only course so far provided has been for the B.A. degree, but in 1951 it is hoped to offer courses in B.Com. and B.Econ. in Public Administration.

109. There were three students attending the University of Witwatersrand, all of whom were taking the medical course. Scholarships for these students were provided from Colonial Development and Welfare Funds.

110. 14 Students attended the South African Native College, Fort Hare. Of these, 11 were assisted with bursaries by the Department. The examination results of three of the students were disappointing and their scholarships were withdrawn at the end of the year. The reason for this lack of success in university work by students who were outstanding at school is difficult to find unless it is that they pursue the B.Sc. course in the hope of obtaining a medical scholarship when they are really not suited for such a course.

111. Two students one of whom was a Mosuto were granted Colonial Development and Welfare Fund scholarships and left in September to study veterinary science at Edinburgh ; one supervisor was awarded a British Council scholarship and is at present studying at Worcester, concentrating on problems connected with rural education. Two students returned from England during the year ; the one is teaching at the Basutoland High School and will be appointed as an education officer in 1951, the other is now at Eagle's Peak, concentrating on the improvement of English in the teacher training course.

CHAPTER VII

TRAINING OF TEACHERS

112. The following are the results in the various teachers' examinations :

Basutoland Primary Teachers' Certificate :

Number of candidates entered	97
Number of candidates passed	67 full 26 partial

In addition 14 candidates satisfied the examiner in supplementary subjects and completed the full requirements of the examination.

Native Primary Higher Certificate :

Number of candidates entered	31
Number of candidates passed	30

113. The Senior Education Officer reports :

“The main impression gathered from a tour of all teacher training institutions in the Territory for the purpose of testing students in practical teaching is the stress laid on the subject rather than the pupil. It would appear that the effects of specialization in our institutions are being carried over to our potential elementary vernacular teachers. This tendency must be avoided at all costs and it is hoped that a more personal and direct approach to the pupil will be seen next year. An encouraging feature in all institutions has been the improvement shown in the teaching of English by the Direct Method. Much of this may be attributed to the incentive provided by the recent visit to the Territory by Mr. F. G. French and to his inspiring lectures to teachers and teachers-in-training.”

114. It is unfortunate that four of the teacher training institutions are combined with secondary schools, but the finances of the Territory will not permit of separate colleges. Principals have been encouraged to devolve more responsibility on staff and students, not always with success as the following comments from the Principal of Thabana Morena Girls' School show :

“Mention must, I think, be drawn to the teachers' inability to do work thoroughly without constant supervision. On the advice of the Education Officer, an attempt was made to give the staff greater responsibility. To one was given the charge of the sale of material for uniforms ; despite constant advice, the books were badly kept and there was a discrepancy in the accounts. To another was given charge of the Practising School register—this was so badly done that it was almost impossible to compile the necessary figures and this despite repeated assurances that the whole was fully understood and was being done ‘in order’ . . . I gave more free time to the students. The results of this were interesting to note : for the majority, the free time was a period of waste. From 3.45 p.m. to 5.45 p.m. many idled, although the school has a library and they are encouraged to read. Wool is provided and also material for making garments for the poorer children ; leisure hours could have been spent profitably in this way. Encouragement was given them to write to pen friends, to play games, to produce a class magazine. For all these the

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