

examination. My teachers have worked well with me, and I have endeavoured to assist them in every way, encouraging them to do their utmost.

Buildings:—Some of the school buildings in this area call for attention for they need proper repairs. One or two are almost destroyed by ants. Bakwena No. 1 School building is without window frames and panes of glass. The walls outside look better for they were whitewashed last year. Mogoditshane building is badly damaged by ants. I approached the Headman and he, and his people, were willing to build a new house, but unfortunately there was no water. I hope as it has rained much this year they will resume their work and fulfil their promise. At Mankgodi the roof part of the building is affected by ants. The Headman, in a discussion, said "the Bahurutshi at Mankgodi are shifting from where they are to a distance of one mile, escaping the havoc caused by the destructive insects, whereupon they will be prepared to put in a new building." I am glad to mention that the building at Letlakeng is in good condition.

Teaching Staff:—The teachers we have at present are not sufficient, and most of them are unqualified. In fact in Molepolole there are only two qualified teachers. But when the question of qualification and insufficiency of teachers is discussed, it becomes evident that the outstanding problem is one of finance.

Organisation:—Last year, at the beginning of the second session, the Bakwena No. 1 and No. 2 schools were amalgamated, and this scheme is proving very successful.

School Garden and Industrial Work:—In my previous report I mentioned the school garden in this area. We were more fortunate in the help given by the Assistant Resident Magistrate, to whom we owe many thanks. He provided a ground on which plots of equal size, shape and depth were made. The boys were interested in the work, and the vegetables reaped were excellent. Clay work done by girls and woodwork done by boys was carried on as in previous years.

Daily Attendance:—The attendance last year was satisfactory, especially in the earlier part of the second session, but owing to the pressure of the drought, a number of children were withdrawn from school at the end of the year.

Difficulties during the year:—The year 1933 was a year of unparalleled hardship. Depression, drought, and restrictions caused by foot and mouth disease were felt by everybody.

Progress:—The method of amalgamating schools has shown good results, and proves that progress is being made. It may not have happened before as it has now in Bakwena Schools, that a group of eleven pupils were promoted at the same time by the approval of the Inspector of Education from Standard V. to Standard VI. This is a great improvement.

Conclusion:—In conclusion I suggest that in order to achieve a better standard of education and general improvement in organisation, there should be at least two or more extra qualified teachers. That pupils in our schools should have books of their own, that parents should encourage their children to learn, and that fathers should be more particular about the education of their boys.

(Signed) M. T. MOGWE.

(c). *Tati (Supervisor)*:—

The present year, owing to the protracted depression, has been a very trying and difficult period.

In general, the state of school buildings in my area, excepting in one or two places, is still very poor, and, in many cases, they are unsuitable for teaching purposes.

The teachers themselves, with the help of their pupils, are playing an important part in trying to develop better conditions of the buildings, but need the help of the local people.

In some places the absence of living quarters for teachers is also causing a great deal of trouble, for several teachers have gone to the expense of providing themselves with temporary huts for living in during the time of their services.

Of the twelve school buildings in the district, all but two are made of pole and daub with thatched roofs, the two exceptions being made of burnt bricks with iron roofs—these are excellent buildings if properly treated. No new buildings for schools have been erected, but in many places repairs have been made to existing ones.

List of schools in the area:—

School	No. of Visits
Kalakamati	3
Makaleng	3
Vukwe	3
Kwishongoe	3
Francistown (Native)	3
Matsiloye	3
Senyawé	2
Tsessebe (Native) (opened July 3rd, 1933)	2
Morokas	2
Mapoka	3
Mosoyane	2
Masunga	3
Nlakhwani (now closed on account of poor attendance)	2
Jakalas (now closed for same reason as Nlakhwani)	2

The complete staff of the schools was as follows:—

Two Certificated teachers (N.P.L.III) capable of teaching as far as Class VI.

Nine Standard VI. teachers, two of whom are assistants. The Standard VI. teachers vary in their abilities. Two are capable of teaching as far as Class V; four as far as Class IV., and three as far as Class III.

One Standard V. teacher, capable of teaching as far as Class III.

One Standard IV. teacher, capable of teaching as far as Class II.

Two Standard III. teachers, one of whom is an assistant all able to teach as far as Class I.

One Standard II. teacher, able to teach as far as Class I

The staff was made up as follows:—

14 male, and 2 female—Total 16.

Gardening and Industrial Section:—On account of the prolonged drought, very little progress has been achieved in connection with school garden work.

The lack of water, tools, and insufficient supplies of seeds have made the work very difficult.

At Matsiloye good progress was maintained, for there water was plentiful.

At Kwishongoe, Senyawe, Mapoka, and Kalakamati, pleasing efforts were made, and a little money was raised by the sale of some of the vegetables to help towards things required in the school.

Industrial work is also beginning to take a firm grip on the minds of the pupils of the various schools—though still at its primitive stage, i.e., making rustic articles. More progress could be made if, somehow a keener spirit could be stamped into the minds of some of the teachers.

State of daily attendance:—Usually the best time for good attendances is after the reaping season, i.e., during July, August, and September.

This has not been the case with the year 1933, and its daily attendance dropped considerably throughout the year. Many of the bigger boys, who used to attend school, ran away to try and find food and clothing for themselves.

During the commencement of the second session, i.e., July to September, the number dropped to 512 boys and 405 girls, and the daily attendance suffered greatly as compared with previous years.

Organisation and School work:—The organisation in the schools has not yet made a distinct improvement, owing greatly to the incapability of many of the teachers.

Registration, grouping of the classes, discipline, and the distribution of work as indicated by the timetable, are matters causing much difficulty.

As regards the condition of the school work, a fairly satisfactory standard has been achieved, but it would greatly help the development of the school work if teachers would pay more attention to the many valuable suggestions offered to them by the authorities.

Undoubtedly progress has been made in connection with the general conditions of the schools as compared with previous years.

Better conditions have been established and more enthusiasm awakened in all directions.

In all subjects taken in the school a sign of improvement is seen.

The improvement of school work and organisation cannot be quickly effected, unless teachers and supervisors be first improved by holding annual courses, where some competent persons could give simple lectures and demonstrative work.

Special difficulties have occurred during the year in connection with the school buildings and the attendance of pupils, and attempts were made to encourage the teachers to be more enthusiastic in their teaching, and to approach the Chiefs and Headmen of the schools concerned to encourage them to speak to their people.

(Signed) JOSEPH MOYAHU.

(d). *Bakgatla and Batlokwa (Supervisor):—*¹

The year has been a very trying one in as much as the Protectorate suffered economically by the restrictions imposed, on account of the Foot and Mouth disease amongst the cattle of the territory.

At the beginning of the year an attempt was made to help various teachers to start, where necessary, and to improve school gardens, and in this connection mention must be made of the valuable help and guidance given by the Agricultural Advisor, who made it possible for me to supply a variety of seeds for school gardens.

It is gratifying to report, that where the teacher was keen, the children shewed interest by supplying the tools necessary for garden work.

The gardens were not very large in size, and were fenced by ordinary bush fence, made by the school children themselves.

In spite of the scarcity of rain this year, the school garden at Mathuludukoane was successfully managed. The teacher was able to attain success because the school garden is along side the Marico River, and thus he could obtain the quantity of water required. The less fortunate schools as Moroa, Bokaa and Oodi could not cope with the scorching sun, which proved detrimental to the germinating seeds.

On several occasions I visited the school gardens accompanied by the African Agricultural Demonstrator.

The state of the school buildings in the Bakgatla Reserve is, in some villages, not satisfactory. The Sikoane school building was badly eaten by white ants, so much so, that it necessitated pulling it down.

Its re-building on a new site was immediately started, and were it not for unfavourable circumstances it would have been completed some time ago.

Fortunately for the school, the two villages, Sikoane and Mabalane are close to one another. After the pulling down of the Sikoane school building, the children attended in the Mabalane school building.

Mathubudukoane school building was also badly damaged by white ants. The Lentsoe school building too is very dilapidated, and it requires immediate attention. As for all other places, including the Batlokoa school building, the position is very good.

The greater number of our qualified teachers come from Tiger Kloof Institution, and a few from the Stoffberg Memorial School.

With a few exceptions the teachers in my area are capable and efficient workers. One thing very lacking is, in some teachers, setting a good example to the school children. There is a saying "Little education spoils a man." This is very true in the case of many of our teachers. They maintain that by virtue of education they are exempt from manual work. Beer drinking is certainly the downfall of some of our teachers.

The organisation of the schools in my area, with few exceptions, is good. This can be shown by the fact that two of our own boys, who are attending classes at Tiger Kloof Institution, after having passed their Standard VI. Examination, occupied the first position in the classes, one in the first year, Normal Course, and another in the first year, Junior Certificate.

The daily attendance has been greatly hampered by starvation. That a great number of our people left school was due to shortage of food, and want of clothes.

At the closing of the schools we had in the Bakgatla schools and the Batlokwa school 822 and 123 children on roll respectively.

The following table shows the number of visits I paid to various schools in my area, and also the number of children on roll in each school at the close of the year:—

Schools.	No. of Visits	No. on Roll.
National School ...	—	325
Lentswe School ...	—	321
Moroa School ...	4	38
Bokaa School ...	2	29
Oodi School ...	4	33
Sikoane School ...	1	92
Mathubudukoane School	3	39
Maloloane ...	2	45
Batlokwa School ...	2	123
TOTALS	18	945

(Signed) ISANG PILANE

(e). *Kgalagadi (Supervisor):—*

The present year has been a very difficult one owing to the drought of the previous year and the hardships imposed by the Foot and Mouth Disease restrictions, but in spite of this, definite progress has been made in the schools, and, thanks to the generosity of the Administration, some text books and other school requisites have been ordered for the schools in the Kgalagadi District.

The school buildings in this area are all made of wattle and daub, and they all have thatched roofs. The lighting in all the schools is quite satisfactory and the premises are kept clean and tidy by the pupils, under the supervision of the teachers.

Most of the teachers in this area are unqualified, but qualified and unqualified alike are doing good work, and they are all capable teachers. The following list indicates the distribution of teachers amongst the schools and their qualifications:—

School.	Qualification	No.
Gukunsi School ...	P.T.III.	1
Gukunsi School ...	Std. IV.	1
Tshane School ...	P.T.III.	1
Lehututu School ...	Std. VI.	1
Kartlwe School (Hottentot)	Std. III.	1
Khuis School ...	Std. IV.	1
Tsabon School ...	Std. IV.	1
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The school organisation has greatly improved and the school work is good, both of which show that the teachers are taking a keen interest in their work, and if this keenness is continued education in the Kgalagadi District is sure to advance steadily.

At only a few schools is gardening being done, but encouragement is given to the teachers and at Khuis, Tshane and Lehututu a commencement has been made, and at the

others a start will be made soon. At Kartlwe—the Hottentot centre—it is impossible to start a garden at present as there is no water, but the people are being encouraged to sink another well, and if this is done, then a school garden will be started.

In a few schools, basketry and leather work are being taught with quite good results.

There is a slight decrease in the attendance as compared with that for 1932—there being 175 boys and 194 girls (total 369) this year, as compared with 197 boys and 210 girls (total 407) last year. The attendance is irregular, chiefly owing to the fact that starvation was prevalent and children left school to seek food.

Good progress has been made at all the schools and there is a marked improvement in the school work, though there is a great shortage of books and school requisites, but this will be lessened next year, as, as stated before, a supply is being ordered by the Administration.

The following list shows the number of visits I paid to schools during the year, and the enrolment of pupils at each school at the end of the year:—

School.	No. of Visits paid.	Enrolment.
Tsabon	1	49
Khuis	1	50
Kartlwe	1	61
Lehututu	1	60
Gukunsi	1	69
Tshane	1	80
	6	369

HENRY KEAKITSE.

ANNEXURE "E."

SCHOOL FEES.

African Schools:—No fees are charged in respect of African pupils attending schools, but books and stationery are purchased by the parents, except in the instances of new schools situated in the more remote parts of the Territory. To such schools the Administration makes small grants for the purchase of books, and towards equipment.

In the Bangwaketsi area, a levy of 1/- per taxpayer is collected by the Administration, and the money obtained is used to purchase books for the children, to obtain equipment, and to help with repairs to buildings.

A levy is also in force in the Barolong farms area, and part of the proceeds of the levy is used to assist the schools with books, etc.

European Schools:—Each European school is an Aided School, and fees are paid, by the parents who have children attending the schools, to the School Committee controlling the institution. Each Committee makes its own decisions as regards the rates of fees that are charged, which vary from about £3 p.a. per child.

Money obtained from this source is used for various purposes, such as to implement salaries of teachers, providing books and stationery, and equipment, and repairs to buildings, etc.

ANNEXURE "F."

The following list shows the approximate percentage of African children of school going age who were enrolled at schools during the years 1932 and 1933, in each area named. The figures cannot be regarded but as merely approximate, as considerable doubt exists as to the correctness of the population figures in the various Tribal areas, as set out in Sir Alan Pim's report of 1932, and upon which figures these calculations were based:—

AREA.	1932 Per cent.	1933 Per cent.
Bamangwato	17	16
Bakwena	15	10
Bangwaketsi	20	13
Bakgatla	32	27
Bamalete	17	10
Batlokwa	13	12
Batawana	3	3
Barolong	29	23
Tati (Francistown)	23	24
Kasame	15	17
Ghanzi	6	4
Kgalagadi	33	28

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