

to unqualified teachers who had previously no training in methods of teaching. Equally valuable have been the one-day and half-day courses held by missions for their own teachers. At these short courses one subject of the curriculum has been chosen for each course. It is hoped that more missions will invite the Department to conduct such courses."

110. The Educational Secretary of the Roman Catholic Mission reports: "Due to frequent visits to outstations, friendly contacts, social and kind help there has been an encouraging improvement of relations between teachers and managers. Managers have been very helpful with their Educational Secretary in organizing vacation courses for their teachers. Over 400 teachers have benefited by them. Good accommodation and food were provided, while the Education Officers readily lent their services. A library of over 500 books has been organized for the use and utility of the teachers, while many managers have offered advice and information to them in regard to their buying and selling. All this has contributed a great deal towards better understanding and collaboration."

111. The Educational Secretary of the English Church Mission reports: "A refresher Course for teachers was held at St. Catherine's school in December. Those present felt that such a course supplied a long felt want, but unfortunately the number of teachers who came was nothing like it should have been. It is possible that we do not realize how easy it is for teachers, who have not the books and periodicals to read which Europeans have, to get into a groove, and become dead and lifeless in their work. When conditions improve, it might well be considered whether some small financial assistance could not be given for such courses to encourage teachers to participate therein."

112. One African member of the Basutoland Training College staff returned at the end of the year after 15 months in England where he specialized in studying methods of teaching, and another African teacher from Roma College is in England at present studying the teaching of English to foreign students. By improving the qualifications of the staff of the Training Colleges, it is hoped to effect much of the desired improvement in the quality of teachers turned out.

## PHYSICAL CONDITIONS IN SCHOOLS

**School Buildings and Equipment**

113. With funds made available from Colonial Development and Welfare Fund grants a steady improvement is taking place in school buildings. Some missions however have found it difficult to raise money on a £ for £ basis, and the building programme is now lagging behind what it had been hoped to accomplish annually. In this connexion the Education Officer, northern districts, reports : "Missions are still very slow in undertaking the re-building or repairing of schools for which building grants have been made. This is particularly true of one mission in Butha Buthe and Mokhotlong districts . . . The Supervisor was requested to give assistance to the managers in his circuit in putting the position to the community. The results of his speaking to the people have been very good and have helped to secure their enthusiasm and co-operation. It became obvious during the course of these talks with the people that managers in certain parishes, often where the need was the greatest, had done very little to secure their help." Little interest is taken also by some managers in effecting minor repairs. The Educational Secretary of the Paris Evangelical Missionary Society reports as follows : "The drought was responsible for the non-completion of a number of buildings in the mountain area. For two consecutive years there was no grass, and the wheat harvest (the straw is used for thatching) was poor. With good rains during the fourth quarter of 1949 it is hoped that more rapid progress will be made in 1950 in thatching the roofs of buildings which have not yet been covered." Mention however must be made of a number of excellent buildings which have been erected by managers of the Roman Catholic Mission not only in the lowlands but also in the mountains.

114. As the equipment grants are £2-£3 per school only, the standard of equipment in many schools is still poor. This is particularly true of the mountains. One mission however has now made arrangements with a Union firm for the mass production of desks of a pattern suitable for transport by pack animals to the mountain areas ; these, however, will not be ready for distribution until 1950. The Educational Secretary of the Roman Catholic Mission reports : "Over 500 benches, tables and other equipment have

been supplied to our schools during the last few years, but too often what equipment there is, is badly cared for ; a great deal more might be done by all concerned to protect and improve equipment and other facilities, by individual schools."

### **School Hostels**

115. Elementary vernacular schools are so well scattered throughout the Territory that hostel accommodation is not necessary for children attending the lower standards. At a number of intermediate schools boarding accommodation is provided by the missions. In the case of the Roman Catholic central mission stations this accommodation is usually adequate, especially in the case of girls ; small fees are charged and the students are properly fed under the supervision of the mission authorities. In other cases hostel accommodation usually consists of one or two huts for boys ; students bring their own food which they prepare themselves usually under the supervision of one of the teachers. At all secondary and technical institutions proper boarding accommodation is available. A steady improvement has been, and is being, made in the hostels during the last few years.

### **School Meals**

116. There is no organized system of school meals. One central mission station attempted to start such a scheme, using the school garden and seeking assistance from the parents ; unfortunately owing to the poor crops it was not possible to maintain the scheme. The majority of schools now have school gardens and the vegetables are eaten by the pupils. Most pupils in the elementary schools carry a small amount of food to school with them and this is usually eaten during the school break.

### **Playing Fields**

117. Facilities for football and netball have been considerably increased in the last two years, largely as a result of representations made by the survey teams when they reported on the schools. It is difficult, however, to provide adequate facilities for games in a hilly country such as this when there are 400 or 500 pupils to be catered for. The same difficulty arises in the smaller mountain schools as there are few places sufficiently level which can be used for football. The institutions all have playing fields—usually for football, netball and tennis, and in the case of boys, for athletics. Here again shortage of ground makes it difficult for sport to be available for all pupils throughout the week.

## **Arrangements for handicapped children**

118. Defective children are not certified and no special arrangements are made for them within the Territory. A small amount is provided annually on the estimates for the education of blind or deaf or dumb children in the Union of South Africa. The grant for these usually covers the full fees of the institutions, the relatives being left to provide pocket money and incidentals only. Assistance in the way of bursaries is given, for instance, to cripples who can be trained in leatherwork within the Territory.

### CHAPTER IX

## **SOCIAL AND MORAL WELFARE**

### **Moral and Religious Instruction**

119. This is included in the syllabus at all stages in all schools. Each mission is free to provide its own syllabus for religious instruction, but may if it wishes follow the syllabus drawn up for controlled intermediate schools. Study circles and discussion groups are organized in most institutions and lectures are occasionally given.

### **Education for Citizenship**

120. This most difficult educational problem is of great concern at present. The general world unrest is being felt here : as the Educational Secretary of the Paris Evangelical Missionary Society states : "In Basutoland where the people have little cause for complaint—the Basutoland Administration has never done more for the Basuto than it is doing now—there yet exists a certain 'malaise', a striving towards certain ill-defined, ill-understood ideologies : nationalism, racialism, communism, and other 'isms'. These exist in the minds of the Basuto in a confused state of mental indigestion." The school syllabus makes provision for the teaching of local history, folk-lore and so on, and teachers are encouraged to obtain the co-operation of the older members of the village in teaching these. But there seems a rooted objection on the part of a teacher to seek co-operation of any one from the village. The formation of school societies and the training of pupils in elementary citizenship is encouraged also, but too often the teacher or the manager seems afraid to let students take a full part in the organization of the school. One cannot entirely blame the staff for hesitating to do this however when one sees the irresponsible way in which

one or two hotheads can cause a demonstration against a teacher or a strike in an institution.

121. This positive side of character training is being stressed in the teacher training and secondary institutions, but this will be a slow process as many of the students coming into the institutions do not show that respect for their parents, their tribe, or for tradition generally that their parents did. Very careful selection of those who wish to enter the teacher training courses is necessary, but many Basuto find it hard to realize that selection at any stage is necessary.

### **School Games and School Clubs**

122. The most popular games undoubtedly are soccer for boys and netball for girls. Attempts to introduce games into the physical training programme are not always successful; teachers show considerable ingenuity in devising fantastic exercises which are of little real value in physical training. It is hoped that the stress being put on a properly organized system of physical training in the institutions will in time eliminate this fault. The syllabus which will be introduced in 1950 covers a far more balanced series of exercises and games. Football leagues and netball competitions were, as usual, held throughout the Territory. They have, however, in some districts led to complaints from parents that an exaggerated emphasis was being laid on sports and concerts by the teachers. It is certainly true that nothing is allowed to interfere with football matches and all other school activities such as scouting and guiding are sometimes ignored for this purpose.

123. The Stuart Cup for senior soccer teams was won jointly by the Lerotholi Technical School and Basutoland High School, and the Junior Cup was won by Roma College. It is only at the institutions that tennis is played to any extent; the Thorne tennis cup was not competed for this year; the netball competition organized by the Basutoland Sports Association was once again won by Tsikoane Intermediate School. The Seeiso Griffiths Cup for inter-institution athletics was won, for the first time, by the Lerotholi Technical School. As usual an athletic team representing Basutoland institutions ran against the Free State institutions at Thaba Nchu in April and was again victorious.

### **Scouts and Guides and Youth Clubs**

124. Three Scouters' training camps were held during the year—at Mafeteng and Teyateyaneng in January and at Qacha's Nek

in October. Nine scouters were sent for training in Pietermaritzburg in July, six for the Preliminary and three for the Wood Badge course. The area used for training camps at Mafeteng has been made available by the District Commissioner as a permanent camping site and has already been used by local troops. Troop camps have also been reported from various other districts, and in general it appears that interest in the movement is growing although slowly, and the scope of its activities increasing.

125. The Education Officer of the northern districts reports as follows: "As far as the schools are concerned the most positive influences are the Pathfinder Scout and Girl Guide Organizations which continue to make slow progress. The lack of teachers really imbued with the spirit of these movements and who are sufficiently well trained to run troops and companies successfully can only be tackled as a matter of long-term policy. The various training camps which have been run for Scouters in the Territory have done much to create interest and to help establish units, but the thoroughly well-grounded officers will only come from the institutions, where they will have served in a troop or company and will then have taken further training to fit them to become scouters and guiders." The Educational Secretary of the Roman Catholic Mission states: "The movement began in our schools two years ago. Some of the managers take a keen interest in this development. The Basuto themselves love the movement especially when camps can be organized for the different troops."

126. The Territorial Commissioner, Mrs. K. Forsyth Thompson, reports on Guiding as follows: "Guiding in Basutoland has been quieter this year but goes on steadily, particularly in the schools and missions. A Guide week-end was held at Butha Buthe when the interchange of ideas was found to be very useful. A similar meeting arranged for Leribe had to be cancelled. The usual ceremonies were held in Maseru and in some other parts of the Territory on Thinking Day and Guide Sunday, and Guides joined in the parades on the King's Birthday. There is a decrease in our numbers this year owing to several causes. There are a number of guides waiting to be enrolled, and because of the new shift system introduced in the schools to cope with the large numbers attending, the parents will not allow their children to remain at the schools to attend meetings which are held much later now. There is a general feeling in the country that people do not want to be out after dark and many of the children have to go quite a distance to their homes. There have also been many transfers of officials from one station

to another whose wives have been commissioners, etc., and in most cases they have not been replaced. There have been no returns sent in from these districts in spite of continual requests."

127. Young Farmers' Clubs have continued to flourish in the Hermon parish and poultry breeding has been added to the activities of the Tšakholo and Mapotu school clubs. Only one Youth Club has been started and this is still in its initial stages.

128. In connexion with social service generally, the Headmaster of the High School reports that there has been no falling off in the number of boys and girls who give of their time to help in neighbouring villages, the prison, the hospital and at Botšabelo Leper Asylum.

## CHAPTER X

### ADULT EDUCATION

129. The Homemakers' Association continues to be the most vital force in education among the women of the Territory. The President of the Association, Mrs. B. T. Mohapeloa, writes as follows :

"(i) The first Homemakers' Club was started at Mafeteng in 1935. It was affiliated to the Women's Home Improvement Association which was a Union movement with headquarters at Fort Hare, Cape Province.

"(ii) Originally all the clubs were affiliated to the Home Improvement Association in the Cape, but as the Basutoland clubs grew in number and also in strength of membership it became evident that in order to serve the people of the Territory adequately it was necessary to have their own association with an Executive Committee. In 1945 therefore the Homemakers' Association came into existence.

"(iii) All clubs are run by voluntary workers ; for this reason each member is expected to contribute something towards the advancement of the Work. Members willingly teach one another what they know. This embraces a variety of subjects and in this way knowledge is handed on from one person to another.

"(iv) One important feature of the Association is a training course which is held annually. At this training course lessons and demonstrations are given on various topics and delegates are expected to

take back to their clubs useful knowledge which ought to keep them employed for the best part of the year. At a recent course held at Butha Buthe there was an attendance of 250 delegates. Demonstrations and lectures were of a higher standard than usual. Many delegates went back home full of fresh strength and new ideas of how to further the work of their clubs."

130. The Public Relations Officer reports as follows :

"(i) **Cinema Van.** With the staff and time available—especially as a new operator (who was also responsible for most of the commentating in the field) had to be trained in the middle of the year—it was not possible to give systematic attention to the preparation of commentaries, though occasionally Education and Agricultural Officers gave valuable assistance in this respect. Some most interesting films were borrowed from the United Kingdom and United States Information Offices in Johannesburg, though these were mainly of a type which appealed more to special groups and post-primary schools than to the general public. It became increasingly clear that locally produced films are essential to drive home locally applicable lessons, and considerable thought was devoted to the question of how to produce them cheaply and effectively. Contacts were made with several private cameramen who visited the Territory during the year, types of films and treatment of subjects were discussed with them and tentative enquiries were made as to the terms on which they would consider producing films to order, but the financial situation caused the abandonment of such projects. A unit from the Rank Organization visited the Territory in September to shoot material for a film on the High Commission Territories to be produced as one of the 'This Modern Age' series, and with the collaboration of the Agricultural and other Departments all possible assistance was given to them.

"(ii) Some thirty new films were added to the film library during the year : these were mainly Colonial Film Unit productions supplied through the United Kingdom Information Office, which also continued to supply British Newsreels regularly. Back numbers of newsreels were periodically sorted out, excerpts from some being made into reels on special subjects, one for instance dealing with the Royal Family and another with Sporting Events, while the rest were distributed to mission centres with projectors. A few films were bought, including some comic cartoons to add entertainment value to the programmes. Three mission schools borrowed films fairly regularly and loans were also made to the United Kingdom Information Office and Canadian Trade Commissioner's Office.



“(iii) The cinema van, maintained as before by the Motor-mechanics Department of the Lerotholi Technical School, continued to give good service but running and maintenance charges proved not unnaturally somewhat heavier than in the previous year, and a good deal of trouble was experienced with the projectors, involving for the first time appreciable charges for repairs.

“(iv) **The Press.** In the course of the year forty bulletins and articles, ranging from short news items and announcements of official events to articles explaining Government policy and extensive reports of National Council debates, were issued to the press . . . All the items issued were published in *Mphatlalatsane* and most of them appeared in at least two of the other Basutoland papers, which altogether used about ninety per cent of the material sent to them. This was very satisfactory as far as it went, but the relatively small circulation in Basutoland of all the Sesotho papers precluded any great faith in the influence of the press, and possible stimulative measures were discussed at length with representatives of the Bantu Press, with the particular object of obtaining better value for the subsidy paid to *Mphatlalatsane*, covering space reserved for official material and the distribution of a large number of free copies. The proprietors were successful in establishing a number of new correspondents and agents in Basutoland and as a result the paper improved considerably in interest and news value and an increase in the paid contribution was reported, while a shorter and more effective free distribution list was compiled . . .

“(v) Several reprints of articles from *Mphatlalatsane* were widely distributed as pamphlets and appear to have been successful in arousing interest. One of these dealt with the position of the Basuto as British subjects and the others with the work of co-operative societies. A pamphlet on mother-craft and a poster on the value of milk were also published for the Medical Department.

“(vi) **Radio.** In view of the large-scale development of broadcasting taking place throughout the Colonies, especially in Central Africa, consideration was given to the possibility of initiating some form of wireless service in Basutoland. As it was clear that an independent service was beyond the resources of the Territory, the most useful preliminary step appeared to be to stimulate the distribution of receiving sets among Africans, thus establishing a body of listeners, mostly of the better educated class, whose reactions to existing services in the Union and elsewhere could be taken into account when further plans came to be considered. Enquiries were therefore made regarding the availability for distribution of

the 'Saucepan Special' sets being used in Central Africa, and an officer of the Northern Rhodesian Information Department, on leave in Maseru in November, gave two demonstrations of the working of the set which aroused great interest among the Africans who attended. A proposal to obtain a limited supply of the sets for re-sale to Africans was still under consideration at the end of the year."

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Grateful acknowledgement must be made to Educational Secretaries, the Executive of the Basutoland African National Teachers' Association and the officers of the Department, both European and African, for their co-operation and assistance throughout the year.

F. H. PICKETT  
*Director of Education*

Maseru,  
23rd February, 1950.

## APPENDIX

### EUROPEAN EDUCATION

1. In view of the small number of European children in the Territory, no reference has been made to European education in the body of the Report.

2. There are six European primary schools with an enrolment of 113 pupils; one of these schools closed at the end of the year owing to lack of numbers. The Maseru Preparatory School has a staff of three, but the other schools are small single-teacher schools.

3. The Central Advisory Committee on European Education met in April and was concerned primarily with the consideration of a draft constitution for European schools. After various minor amendments, including a lengthening of the school hours, the constitution was accepted and later received the approval of the Resident Commissioner. As the Maseru Preparatory School Committee felt salaries were inadequate and the provision of further funds was unlikely, the Advisory Committee requested Government to explore the possibility of imposing an education rate on the European population of the Territory in order that the teachers might be paid salaries comparable to those in neighbouring territories. Government could not agree to an education rate but alternative proposals concerning the financing of European education generally, and the Maseru Preparatory School particularly, will be considered early in 1950.

4. The examination for the Fraser, Queen Victoria Diamond Jubilee and Maluti Scholarships was held in December, and the winners of these scholarships were reported by the examiner to be well up to the usual standard.

5. Two parents only have availed themselves of correspondence courses for their children, the others preferring to send them to Union schools adjacent to the Territory.

TABLE I  
NUMBER OF INSTITUTIONS

as at 3rd June, 1949

Classification of Institutions	Post Secondary	Secondary and Post Primary	Primary	Total
Maintained from Colonial or Local Government Funds	—	2	7	9
Aided from Colonial or Local Government Funds	(a)	8	794 (c)	802
All other Institutions	1 (b)	—	94	95
Total	1 (b)	10	895	906

- (a) Post Secondary education is obtained mainly in the Union of South Africa at the South African Native College, Fort Hare, to which Basuto-land makes an annual contribution of £300.
- (b) Pius XII Catholic University College, Roma.
- (c) Includes one primary technical institution.

TABLE II  
NUMBER OF COURSES

as at 3rd June 1949

Classification of Institutions	Post Secondary			Secondary									Primary (a)												
	General	Teacher Training	Other Professional	General			Teacher Training Centres			Technical and Vocational			General			Teacher Training Centres			Other Vocational						
				M	F	M*	M	F	M*	M	F	M*	M	F	M*	M	F	M*	M	F	M*				
Maintained from Colonial or Local Government Funds	—	—	—	—	—	1	—	—	—	1	—	—	—	—	—	7	—	—	—	—	—	—	—	—	—
Aided from Colonial or Local Government Funds	(b)	(b)	—	2	1	1	2	4	1	—	1	—	2	2	789	—	—	—	1	1	—	—	—	—	—
All other Institutions	1 (c)	—	—	—	—	—	—	—	—	—	—	—	—	—	94	—	—	—	—	—	—	—	—	—	—
Total	1	—	—	2	1	2	2	4	1	1	1	—	2	2	890	—	—	—	1	1	—	—	—	—	—

\* Mixed

(a) Primary includes elementary vernacular schools and intermediate schools. See paragraph 21.

(b) University education is obtained at the South African Native College, Fort Hare, in the Union of South Africa. See paragraph 99.

(c) Pius XII Catholic University College.

TABLE III

## NUMBER OF PUPILS ENROLLED

(ALL BASUTOS)

as at 3rd June, 1949

	Post Secondary		Secondary		Primary		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Maintained from Colonial or Local Government funds.		—	174	54	407	429	581	483	1,064
Aided from Colonial or Local Government funds.	(a)	—	395	285	27,980	55,700	28,375	55,985	84,360
All other Institutions	28 (b)	6 (b)	—	—	1,632	3,721	1,660	3,727	5,387
Total	28	6	569	339	30,019	59,850	30,616	60,195	90,811

- (a) Approximate 23 students educated in the Union of South Africa and overseas.  
 (b) Pious XII Catholic University College—not all Basutos.

TABLE IV  
 NUMBER OF PUPILS ANALYSED ACCORDING TO THE TYPE OF COURSE TAKEN  
 (ALL BASUTOS)

as at 3rd June, 1949

Classification of Pupils by Sex	Post Secondary			Secondary			Primary		
	General	Teacher Training	Other Professional	General	Teacher Training Centres	Technical and Vocational	General	Teacher Training Centres	Other Vocational
Male	28	—	—	350	119	81	29,970	—	68
Female	6	—	—	197	115	22	59,824	—	31(c)
Total	34(a)	—	—	547(b)	234	103	89,794	—	99

(a) In addition 23 pupils in the Union of South Africa or Overseas. Distribution as follows—15 General, 2 Teacher Training, 6 Other Professional.

(b) Includes a number of pupils in Form A classes attached to primary schools.

(c) Full figures for Housecraft classes not available : about 400 such pupils included under General.

TABLE V (b)  
NUMBER OF PUPILS BY YEARS COMPLETED AT SCHOOL

(Aided and Partially Aided Schools)  
as at 3rd June, 1949

	1 year Grade A	2 years Grade B	3 years Std. I	4 years Std. II	5 years Std. III	6 years Std. IV	7 years Std. V	8 years Std. VI	9 years Form A	10 years Form B	11 years Form C	12 years Form D	13 years Form E	Total
Males (All Basutos)	11,928	4,610	4,125	2,615	2,375	1,088	877	720	165	88	68	14	15	28,688
Females (All Basutos)	20,711	9,035	9,609	6,423	6,341	2,100	1,089	618	112	42	33	4	6	56,183
Total	32,699	13,645	13,734	9,038	8,716	3,188	1,966	1,338	277	130	101	18	21	84,871

Figures given are the numbers of pupils in each class. More detailed statistics regarding the number of years completed not available.



TABLE VI  
TEACHERS CLASSIFIED BY QUALIFICATIONS

	Primary Schools						Secondary Schools						Post secondary	Total
	Maintained from Colonial or Local Government Funds		Aided from Colonial or Local Government Funds		All other Institutions		Maintained from Colonial or Local Government Funds		Aided from Colonial or Local Government Funds		All other Institutions			
	M	F	M	F	M	F	M	F	M	F	M	F		
With University Degree <i>Trained</i>	—	—	—	—	—	—	6	—	10	4	—	—	No statistics available	20
<i>Untrained</i>	—	—	—	—	—	—	—	—	—	—	—	—		—
Completed Secondary School Course <i>Trained</i>	—	—	—	—	—	—	3	2	14	5	—	—		24
<i>Untrained</i>	—	—	—	—	—	—	—	—	—	—	—	—		—
Not completed Secondary School Course <i>Trained</i>	12	3	59	19	—	3	—	—	3	2	—	—		101
Native Primary Higher Basutoland Primary Course or Native Primary Lower	3	2	308	83	1	2	—	—	—	7	—	—		406
Elementary Vernacular Certificate	1	—	131	—	1	—	—	—	—	—	—	—		133
Infant Teachers Certificate	—	—	—	119	—	3	—	—	—	—	—	—		122
<i>Untrained</i>	—	—	176	11	1	—	—	—	—	—	—	—		188
Diploma of Merit	1	—	77	9	7	2	—	—	—	—	—	—		96
Partly trained	1	—	359	312	83	32	—	—	—	—	—	—	787	
<i>Untrained</i>	—	—	—	—	—	—	—	—	—	—	—	—	—	
Total	18	5	1,110	553	93	42	9	2	27	18	—	—	1,877	

GENERAL TABLE VII  
EXPENDITURE ON EDUCATION

Head			Percentage of Education Expenditure to Gross Ex- penditure (Heads I, II, III only).	
I.	Expenditure on Education from Colonial Revenue excluding expenditure shown under II—V below	Total £153,416 (a)	17.2% (b)	
II.	Expenditure on Education from Local funds (Local Education Authorities, Municipalities, District Councils, Local Native Councils, Native Administrations, etc.):—		—%	
	(a) From funds raised locally	Nil		
	(b) From funds granted by Central Government excluding expenditure from Colonial Revenue indicated under I above	Nil	—%	—%
III.	Expenditure on Education from Special Development Funds and not included under I above:—			
	(a) From Imperial Funds	£10,486		
	(b) From Colonial Funds	Nil	£10,486 (a)	9.6% (b) 9.6% (b)
IV.	Expenditure on Education and Training by Government Departments other than Education Department, excluding expenditure included under I above		Not available	
V.	Estimated Expenditure by Voluntary Agencies excluding Grants From Government included under I above		£8,022(a)	
			<u>Grand Total £171,924(a)</u>	

(a) Figures for expenditure on Education are for calendar year 1949.

(b) Gross Expenditure for calendar year not available. Estimated gross expenditure for period 1st April, 1949 to 31st March, 1950 taken.

TABLE VII (a)  
CLASSIFICATION OF EXPENDITURE SHOWN UNDER HEAD I IN GENERAL TABLE VII

Racial or other Classification	Post Secondary	Secondary Schools	Primary Schools	Teacher Training Schools and Courses	Other Vocational Schools and Courses	Administration Inspection and Office Equipment	Scholarships Overseas and Regional	Board and Lodging	Maintenance of School Buildings, Furniture and Equipment	Capital or Non-re-current Expenditure on all Buildings, Furniture & Equipment	Other Expenditure	Total
1	2	3	4	5	6	7	8	9	10	11	12	
African	£300	£5,650 (a)	£101,164	£11,552 (b)	£14,074 (c)	£10,573	£2,949	£1,528	£1,697	—	£1,104 (d)	£150,591
European	—	—	£2,825	—	—	—	—	—	—	—	—	£2,825
Total	£300	£5,650	£103,989	£11,552	£14,074	£10,573	£2,949	£1,528	£1,697	—	£1,104	£153,416

- (a) Mission Secondary Schools included under Column 5.  
 (b) Includes Secondary. Separate figures not available as most institutions undertake both teacher-training and secondary work.  
 (c) This school brings in revenue of £7,500 which is credited to General Revenue.  
 (d) Includes £572 for Gratuities to mission teachers.

Figures given are for calendar year 1949.

TABLE VII (c)  
CLASSIFICATION OF EXPENDITURE SHOWN UNDER HEAD III IN GENERAL TABLE VII

Racial or other Classification	Post Secondary	Secondary Schools	Primary Schools	Teacher Training Schools and Courses	Other Vocational Schools and Courses	Administration Inspection and Office Equipment	Scholarships Overseas and Regional	Board and Lodging	Maintenance of School Buildings, Furniture and Equipment	Capital or Non-current Expenditure on all Buildings, Furniture & Equipment	Other Expenditure	Total
1	2	3	4	5	6	7	8	9	10	11	12	
African	—	—	—	—	—	£1,500 (a)	—	—	—	£8,986 (b)	—	£10,486

(a) Grants for Mission Educational Secretaries.

(b) £1,971 on Equipment, £7,015 on Buildings. Funds made available from Colonial Development and Welfare grants—Schemes D400 and D400A, and D758.

Note: Details of Classification of Expenditure under Head V in General Table VII not available. Approximately £4,022 spent on buildings and balance of £4,000 on various other services by missions. Figures given are for calendar year 1949.

**Collection Number: AD1715**

**SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (SAIRR), 1892-1974**

**PUBLISHER:**

*Collection Funder:- Atlantic Philanthropies Foundation*

*Publisher:- Historical Papers Research Archive*

*Location:- Johannesburg*

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