

ANNEXURE "B"

SALARY SCALES
BECHUANALAND PROTECTORATE
AFRICAN SCHOOLS

Unqualified:

Below Standard V	....	£18 per annum
Standards V and VI	....	£30 per annum

Qualified:

N.P.L. I or P.T. I or Grade III	....	£44 per annum
N.P.L. II or P.T. II or Grade II	....	£54 per annum
N.P.L. III or P.T. III or Grade I	....	£66 per annum
Higher Primary or Equivalent	....	£72 per annum

CONDITIONS GOVERNING THE
GRANTS-IN-AID TO EUROPEAN SCHOOLS

For small schools of of 8 to 10 pupils, per child	....	£12 per annum
For schools of 10 to 25 pupils	....	£150 per annum
For schools of 25 to 50 pupils	....	£250 per annum

STATEMENT OF SALARIES
PAID AT THE VARIOUS EUROPEAN SCHOOLS

Molepolole	....	1 Teacher	Salary	£162 per annum
Ghanzi	....	1 Teacher	Salary	£186 per annum
Francistown	....	1 Teacher	Salary	£200 per annum
Tsessebe	....	1 Teacher	Salary	£162 per annum
Gaberones	....	1 Teacher	Salary	£150 per annum
Serowe	....	1 Teacher	Salary	£219 per annum
Mahalapye	....	1 Teacher	Salary	£159 per annum
Lobatsi	....	2 Teachers	Salary	£144 per annum each.
Pitsani	....	1 Teacher	Salary	£120 per annum
Maun	....	1 Teacher	Salary	£144 per annum
Hildavale	....	2 Teachers	Salary	£132 per annum and £120 per annum

SALARY SCALES: TRANSVAAL.
EUROPEAN SCHOOLS

	Teachers who have not satis- factorily com- pleted an ap- proved course of training.	Teachers who have satisfac- torily completed an approved course of train- ing.
(a) Holding a Teacher's 3rd Class Certificate:		
MEN:—	£200-10-210 -15-360-20 -420	£230-10-240 -15-360-20 -420
WOMEN:—	£170-10-270 -15-315	£190-10-270 -15-315
(b) Holding a Teacher's 2nd Class Certificate:		
MEN:—	£240-15-360 -20-500; then after 5 years -20-540	£270-15-360 -20-500; then after 5 years -20-540
WOMEN:	£200-10-270 -15-390; then after 5 years -420	£200-10-270 -15-390; then after 5 years -420
(c) Less than Matriculated Standard:		
	MEN:	WOMEN.
	£105-15-120	£105-10-115
(d) Matriculated Standard	£160-15-175	£145-10-155

ANNEXURE "C"

The Report of the Inter-Departmental Committee on
Native Education in the Union, 1936.

SOME INTERESTING FEATURES.

1.	No. of pupils enrolled	No. of Teachers	Expenditure.
Cape	169,357	3,900	£390,160
Natal	62,225	1,731	£128,191
Transvaal	81,219	1,449	£123,725
O.F.S.	29,739	769	£ 46,650
Union	345,540	7,849	£688,726

2. Of 3,305 Native Schools of various types supported from public funds, all but one in the Cape, one in the Transvaal and 80 in Natal are aided **Mission** schools. The 82 exceptions are Government Schools.

3. Of the teaching staff employed 95 per. cent are fully qualified in the Cape, 65 per. cent in the Transvaal, and 32 per. cent in Natal and O.F.S.

4. Primary education is free in the Cape, but not in any other Province.

5. For practically all **Native** teachers in all Provinces the scales of salaries and allowances laid down by the Native Affairs Department in 1928-29 are only partially applied, no regular increments to salary being granted as contemplated by the scales.

6. The Committee recommends "that Native Education be transferred from the control of the Provincial Councils to that of the Union Government," and "that the Administration and Financing of Native Education be dissociated from the Native Affairs Department (Including the Native Affairs Commission) and be placed with the Union Education Department."

7. The Committee is, however, of opinion that specialist agricultural education for Natives, including extension work amongst adults, should remain, as at present, under the Native Affairs Department.

8. The Committee recommends that Native education should be **financed** on an annual per caput grant per pupil in average attendance, from Union funds, provided, that this grant in any one year be reckoned in respect of not more than 110 per. cent of the number of pupils in average attendance in the previous year.

9. The administrative machinery of Native education should include (a) the creation of a National Board of Native Education and a Union Director of Native Education. (b) Provincial Advisory Boards and Provincial Superintendents of Native Education.

10. On the question of the relationship of the State and Mission bodies, the Committee pays a tribute to the Church and Mission bodies for the great part they have played in the advancement of Native Education, and considers it wholly impracticable to contemplate transferring all Native Schools from the Missions to the Government. At the same time it urges that "whenever possible local School Committees should be established, their constitution being left to the Provincial Advisory Board—also, that facilities should be provided in certain circumstances particularly in urban areas, whereby a system of Government Schools might grow up alongside the aided system.

11. The establishment of private schools be strictly limited.

12. Suggestions are made for loans for school buildings and school equipment.

13. With regard to the place of the vernacular in Native Education the Committee holds "that for the present the mother-tongue of the pupils should as a general rule be the medium of instruction in all Native Schools, except in the teaching of an official language (English or Afrikaans), during the first 4 years of the child's school life (i.e. up to the end of Std. II).

14. Subjects that should find a place in the Native School are (a) Religion, (b) Health and Sanitation (c) the Tool-subjects i.e. Reading, Writing and simple Arithmetic (d) Music (e) Nature Study, Geography and History (f) skills, e.g. Manual Work, Industrial Training and Agriculture.

15. In dealing with the question of attainment levels the following conclusions were reached after careful tests had been made:—

- (a) From the English vocabulary test it was found that Native pupils in Std. VI have a vocabulary about level with that of the English-speaking child in Std. II and of the Afrikaans-speaking child in Std. IV. In the higher standards Native pupils more rapidly approximate to European pupils and are fairly near the European standard at the Matriculation stage. In the Native Teachers' Lower Course the standard is about level with Europeans Stds. III and IV.
- (b) From the arithmetical test it was found that the attainment of student-teachers in the Primary Lower Teachers' Course (1st., 2nd. and 3rd year

post-Standard VI) was at about the European level of Std. V., and that comparing the results in the four Provinces the Cape stands highest, then the Transvaal, then Natal and O.F.S. in that order.

16. With regard to standard distributions.

- (a) 57 per. cent of all Native pupils at School are in the sub-standards.
- (b) Less than 2 per. cent of Native pupils at School receive post primary education (i.e. University, teacher-training, industrial or secondary).
- (c) Out of every 1,000 of population there is 1 Native receiving secondary and higher education as compared with 30 out of every 1,000 Europeans.

17. Referring to the question of educability of the Native the Committee suggests that much of the Native's scholastic deficiency is due to environmental causes and "it is only when all these external handicaps are removed that one can fairly compare the intellectual capacity of Natives with that of Europeans. It is, therefore, unscientific to conclude at this stage that Native intellectual backwardness is attributable to lack of innate mental ability. The facts are not all in."

18. In the last chapter of its report the Committee deals with finance and shows that at present.

- (a) On an average attendance for 1935 of 277, 168 pupils the per caput cost was £2:8:4.
- (b) If £43,000 were added to the cost due to administrative changes contemplated the per caput cost would be £2:11:6.
- (c) If additional expenditure that is urgently needed was incurred, as it should be, for more adequate staffing of schools, implementing of the salary scales, pension fund etc., etc., the per caput cost would be raised to £3:12:9 and it is this sum that is recommended as a basis for future calculations.

A. J. HAILE.

ANNEXURE "D"

MINUTES OF THE FOURTH MEETING OF THE
BECHUANALAND PROTECTORATE BOARD OF
ADVICE ON NATIVE EDUCATION HELD IN THE
RESIDENT COMMISSIONER'S OFFICE, MAFEKING,
AT 10 a.m. ON THURSDAY, 8th OCTOBER, 1936.

PRESENT:**Members:**

Lieutenant Colonel C. F. Rey, C.M.G., Resident Commissioner (President).
Mrs. Rey, Women's Representative.
Captain C. N. A. Clarke, Government Secretary.
Mr. H. J. E. Dumbrell, O.B.E., B.A., Director of Education.
Dr. J. W. Stirling, Principal Medical Officer.
Mr. J. H. N. Hobday, Chief Veterinary Officer.
Rev. A. J. Haile, M.A., L.M.S., Representative.
Captain C. W. Martin, Representative of European Interests.
Rev. J. H. L. Burns, M.A., Honorary Secretary.
Archdeacon Mogg, Church of the Province of South Africa, Representative.
Brother Dundon, Roman Catholic, Representative.
Dr. J. Murray, United Free Church of Scotland, Representative.
Rev. W. A. Krige, Dutch Reformed Church, Representative.
Chief Kgari Sechele, Bakwena Representative.
Chief Bathoen Gaseitsiwe, Bangwaketsi, Representative.
Isang Pilane, Additional Member (Bakgatla).

Non-Members

Miss Margaret Wrong, Secretary of the International Committee on Christian Literature for Africa.
Miss Gordon.
Mr. Ashton.
Captain G. E. Nettelton, District Commissioner, Serowe.
Dr. Molema.
Rev. Andrew Kgasa, Kanye.
Mr. Tsogan Sebina, Serowe.

Absentee Members

Professor I. Schapera, Additional Member and Anthropologist.
Chief Tshekedi Khama, Bamangwato Representative.
Chief Molife Pilane, Bakgatla, Representative.
Chief Letlamoreng Montsioa, Barolong, Representative.

1. His Honour the Resident Commissioner gave an opening address.

Thereafter His Honour proceeded to explain the reason for the lapse of time since the last meeting of the Board, in August, 1934. Proposals then made for extra expenditure in Native Education were not confirmed until 1936. The proposals included the appointment of a full-time Director of Education, the establishment of a better class of teacher, the improvement of school buildings, attention to the health of school children and the combatting of malnutrition among them. Definite progress had been made in education, a health reading book had been prepared and distributed among schools, school gardens had been developed and considerable inspection work had been done by the Director of Education, Supervisors and other Officers. Reference was made by his Honour to the work of school committees and the services rendered by the representatives of Missions.

He attached great importance to the Pathfinder-Scout and Wayfarer-Guide Movements, and mentioned the coming appointment of a whole-time organising secretary for the Territory.

Finally he referred to the aim of education in the Protectorate as an all-round improvement in the lives of the people.

2. The **Minutes** of the last meeting held on 9th August, 1934, were taken as read.

3. **Revision of Constitution of Board of Advice.**—Resolved that in paragraph 2 of the Constitution, after the words “and one European representative of” the words “the various Native tribes within the Francistown area” be deleted and the following words submitted—“Europeans generally throughout the Territory.”

Moved by Mr. Haile.

Seconded by Archdeacon Mogg.

4. **School Committee Regulations.**—Mention was made by the Director of Education of the Need for the following alterations:—Substitution of term “District Commissioner” for that of “Resident Magistrate” also substitution of term “District Commissioner’s District” for that of “Magisterial District.”

Regulation No. 11.—Resolved that, after the words “The Committee shall be responsible” the following words be inserted “generally for dealing with matters affecting the schools and”

Moved by Archdeacon Mogg.

Seconded by Chief Bathoen.

5. **Services of Tribal Representative on School Committees.**—This question was brought forward through

special circumstances at Mochudi. In view of certain difficulties there the Board, at the request of his Honour, agreed to treat the question as sub judice.

6. Appointment of a Representative of the Local Schools on the School Committee.—This matter was brought up at the request of Chief Tshekedi. Chief Bathoen reminded the Board that provision was made in No. 4 of the Committee Regulations for the attendance of teachers at Committee meetings when required.

Dr. Molema pressed for the acceptance of Chief Tshekedi's suggestion, but the Board generally was against it because awkward situations might arise if it were adopted

7. Lack of Qualified Teachers and the Question of Obtaining a Supply from Basutoland.—While the great need for qualified teachers was recognised by the Board, none of the members could see reasons for looking to Basutoland for a supply because (1) of language and possible orthography difficulties; (2) no one was aware that there was a surplus of qualified teachers in Basutoland.

Because of the necessity of bringing in teachers from outside territories Archdeacon Mogg urged that conditions be made as attractive as possible in the Protectorate for teachers from other territories.

Concerning accomodation for teachers from other districts His Honour said that he did not see why money should not be spent on the provision of houses for teachers, though he considered that local people should do what they can to provide accommodation.

Resolved that the following Sub-Committee be appointed to:

- (a) revise the teachers' salary scale
- (b) consider the provision of extra salary for married teachers, for teachers with long service and for woman teachers qualified to teach industrial subjects.
- (c) consider the payment of travelling allowances to teachers from a distance.

Sub-Committee:

Mr. Haile,
Archdeacon Mogg,
The Director of Education
(or his representative)
as Convener,
Chief Bathoen,
Isang Pilane.

The Committee to elect its own Chairman and to have the power to call in the Principal Medical Officer and to report to the Board of Advice Members by circular.

Moved by Captain Martin.
Seconded by Dr. Stirling.

8. **Proposed Proclamation Re New Schools.**—The Proclamation, amended as follows, commended itself to the Board:

Clause 1, line 2: the words “no person” to be clarified.

„ 1 „ 4: after the words “Director of Education, who” insert “after consultation with the Tribe and School Committee.” Delete the word “shall” and substitute “may.”

„ 4 second last line Delete the word “Administrator” and substitute “Resident Commissioner.”

Moved by by Isang Pilane.
Seconded by Mr. Dumbrell.

That the Director of Education should draft regulations relating to qualification of teachers, etc.

9. **The Education Commission of the Union of South Africa.**—Mr. Haile gave a summary of the chief points of the report of the Commission, and agreed at the request of the Director of Education to supply a summary of the report including certain figures at the end to be issued with the Minutes of the Board meeting.

10. **School Buildings.**—(a) Difficulties in obtaining the necessary money for the extension of the Lentswe School building at Mochudi were brought to the notice of the Board. His Honour stated that the cause of the difficulty on one side would probably soon be put right. He expressed the view that more should be done to obtain money for new school buildings.

(b) The question of the congestion in many schools gave rise to a discussion as to the making of an age limit for the admission of children to school. The general feeling of the Board was that young children should be encouraged to attend school, and the boys and girls of 18 years or more, who intend to remain in school for a short time only, should be discouraged from entering the day school, and should rather be induced to get what schooling they wish at adult schools certain of which have already

been started in the Territory. Nevertheless the members of the Board were of opinion that there is not information enough on hand at present as to the ages of school children in the Protectorate. Decided that the whole question be referred by memo from the Director of Education to the School Committees who should in due course report to the Director of Education who in turn will circularise the members of the Board.

- (c) **Need for Equipment and Furniture.**—Resolved that where possible carpenters belonging to the Protectorate Building Squad be employed by School Committees to make blackboards and other equipment, also furniture, and to do repairs to buildings; school boys being employed to assist them.

Moved by Mr. Burns.

Seconded by Chief Bathoen.

11. **Orthography.**—Decided that the question of Orthography be left in abeyance meantime.

12. **Sanitation.**—Agreed that the Sanitary Inspector be asked to suggest a scheme of sanitation for schools.

13. **Corporal Punishment.**—Decided that corporal punishment be administered only by head teachers and that in the case of the punishment of girls it should be given by a woman teacher if there is one in the school. The Director of Education agreed to issue a circular dealing with the matter.

14. **Parental Control of Children Attending School when Parents are Absent at the Fields.**—This difficult question was discussed but no adequate solution of the question was reached. Decided that School Committees be asked to arrange school holidays to coincide as fully as possible with the busiest times at the fields; the only requirement expected by the Director of Education being that the schools be taught on 200 days in the year.

15. **Breaks During School Hours.**—The Director of Education stated that he was in favour of short hours for younger children with as many breaks as possible.

16. **School Children's Morning Meal.**—The question of how to avoid the coming of children to school on an empty stomach was discussed at some length. As, according to Native custom, children do not have an early breakfast it was agreed that the best solution of the problem lay in educating the parents up to the need for supplying the children with food before they go to school in the morning. Agreed that the Director of Education should issue a circular to all School Committees and the Administration to all District Commissioners on the subject so that the evil may be remedied.

17. **Council of Management of the Khama Memorial School, Serowe.**—The Director of Education reported that Chief Tshekedi had handed over the control of the Khama Memorial School to the Director of Education and a Council of Management, a member of which Council should be nominated by the Board of Advice.

Resolved that Captain G. E. Nettelton be the nominee of the Board.

Moved by Mr. Haile.

Seconded by Captain Martin.

18. **Tati Training Institution.**—Resolved to make a grant towards the Girls' School at this Institution.

Moved by Archdeacon Mogg.

Seconded by Brother Dundon.

19. **Congratulations.**—On the suggestion of Mr. Haile the Board warmly congratulated Mr. Dumbrell on having been granted the O.B.E.

20. **Votes of Thanks.**—A cordial vote of thanks was given to His Honour the Resident Commissioner for having presided at the meeting.

Mr. Burns was heartily thanked for his services as Secretary of the Board, and was elected to serve for another year.

The Meeting closed at 5.15 p.m.

J. H. L. BURNS,
Honorary Secretary.

ANNEXURE "E"

MEETING OF SUB-COMMITTEE OF BOARD OF
ADVICE ON NATIVE EDUCATION, 1936, HELD
IN MAFEKING ON 10th NOVEMBER, 1936.

PRESENT: Reverend A. J. Haile (Chairman)
Mr. H. J. E. Dumbrell (Director of
Education)
The Venble. Archdeacon J. W. Mogg,
Chief Bathoen II,
Morena Isang Pilane,
Miss M. D. Martin.

1. The meeting was held to discuss the revision of African Teachers Salary Scales in the Bechuanaland Protectorate and after lengthy discussions on the merits and otherwise of the salary scales in other Provinces, and the differentiation between salaries payable to men and women teachers Archdeacon Mogg proposed that there be a differentiation in the Bechuanaland Protectorate as is in force in the Union. This proposal was seconded by Chief Bathoen and carried by the meeting.

2. After discussion it was decided that, when funds were available, the salary scales as recommended in the Report on the Interdepartmental Committee on Native Education 1935-1936, Union Government, be adopted, with the exception of the scale payable in respect of Male teachers with one year's teacher training, the recommended scales for use in the Bechuanaland Protectorate when funds permit to be as follows:—

	Men	Women
Professionally Unqualified	£18:—: 36	£18:—: 30
1 Year's training	£44:3: 50	£36:3: 42
2 Year's training	£54:3: 66	£42:3: 54
Full Certificate	£66:3:120	£54:3:108
Higher Primary	£84:3:138	£72:3:120

3. **Cost of Living Allowances.**—It was decided as follows in this connection:—

“A cost of living allowance will be granted, at the discretion of the Director of Education, to teachers living in specified remote areas.”

4. **Head Teachers allowances.**—The following was put forward and agreed to in connection with this:—

“Additional to the salary scale Head Teachers allowances will be payable on the basis of the number of approved assistants employed in the schools:

- (a) In the case of 2 Assistants £6 p.a. extra to the Head Teacher's salary.
- (b) In the case of 3 Assistants £12 p.a. extra to the Head Teacher's salary.
- (c) In the case of 4 Assistants £18 p.a. extra to the Head Teacher's salary.
- (d) In the case of 5 Assistants £24 p.a. extra to the Head Teacher's salary.
- (e) In the case of 6 Assistants £30 p.a. extra to the Head Teacher's salary.
- (f) In the case of 7 and over Assistants £36 p.a. extra to the Head Teacher's salary."

5. Allowances For Special Qualifications.—

- (a) A Teacher with N.P.L. III plus J.C. may, after a period of not less than ten years of satisfactory service in the Bechuanaland Protectorate be placed by the Director of Education on the N.P.H. Grade.
- (b) Teachers with Matriculation or a degree plus a professional qualification shall be paid salaries at the discretion of the Director of Education.
- (c) Unqualified women Teachers holding an Industrial Certificate should be placed on the grade of teachers with one year's Teacher Training.
- (d) Specialised craftsmen, employed by School Committees as carpenters, leather workers, etc., as well as instructors, whose work involves contracting in addition to teaching, should be paid salary at the discretion of the Director of Education according to qualifications and experience and more or less equated with the salaries of trained teachers.

6. Salaries of Supervisors of Native Schools.—In connection with this it was suggested and agreed that:—

"Supervisors of Native Schools be paid according to the salaries they would be getting as Teachers, plus £12."

ANNEXURE "F"

NOTE BY GOVERNMENT SECRETARY

In October, 1936, the Board of Advice on Native Education held a meeting under the presidency of His Honour the Resident Commissioner.

2. Inter alia the problem of the lack of qualified teachers was discussed and eventually a Sub-Committee was appointed to deal with the matter.

3. The Sub-Committee recommended that the best way to attract teachers to the Protectorate was to improve the scales of pay. In this connection the following scales of Pay were suggested.

	Men	Women
Professionally Unqualified	£18:—: 36	£18:—: 30
1 Year's training	£44:3: 50	£36:3: 42
2 Years' training	£54:3: 66	£42:3: 54
Full Certificate	£66:3:120	£54:3:108
Higher Primary	£84:3:138	£72:3:120

4. Subsequently the Director of Education in consultation with representatives of the other High Commission Territories agreed that at the present these scales could not possibly be afforded. It was then suggested that a new grade of teachers be made called Elementary Teachers to take the place of the combined 1 year's and 2 Years' Training Teachers and that a lower scale of pay be allowed for them—the saving thus made to be utilised to increase the scales of pay of the Full Certificate and Higher Primary Teachers.

5. To obtain suitable Elementary Teachers it was suggested that training institutions should be established in each Territory—in the Bechuanaland Protectorate there would be most likely two of such institutions established—and that the course given should cover a period of one or two years. Upon passing out of this institution the Teacher would be given an Elementary Teacher's Certificate.

6. It will therefore be seen that if the above scheme is adopted fully-qualified teachers will be attracted to the Bechuanaland Protectorate by reason of the high scales of pay, whilst there should be no lack of suitable candidates for the teaching profession when and if the training institutions are established in the Territory.

ANNEXURE "G"

CENTRAL SCHOOL FOR EUROPEAN CHILDREN

In the report of the Commission appointed to examine the Financial and Economic position of the Bechuanaland Protectorate, which report was published in March, 1933, one of the Commissionets, Sir A. W. Pim, makes, in paragraph 112, the following statement as to European Education;

"I agree with the Inspector of Education that the system should be replaced either by sending the children to Central Schools, or, where this is impossible, by the organisation of a system of teaching by correspondence."

"In many cases, such as that of children living in the desert areas, it would be of great benefit to them in every way if they could be educated away from their homes and from the depressing influence of the climate of those areas."

The System referred to in the above excerpt is that of educating children in small isolated schools, the granting of allowances to parents in necessitous circumstances to enable them to educate their children at schools outside the Territory, and the granting of further allowances to parents in isolated parts of the country, so as to enable them to employ tutors or governesses.

Since the report was published every effort has been made to explore the possibilities of establishing a central school or schools in the Territory, but various obstacles, especially that of capital expenditure, bar the way.

As an alternative it is now suggested that an invitation made by the Committee of the Mafeking High School Hostel to accommodate European children be considered. It is a co-educational institution.

The proposal made by the Committee is to the effect that in return for an annual subsidy there should be reserved accommodation for a certain number of children from the Protectorate.

The Hostel mentioned is exceptionally well conducted, and, although the Dutch Reformed Church as owners of the building exercise a certain measure of control, yet it can be described as an undenominational institution. Also in return for monetary support the Administration would, in all probability, be given representation on the Hostel Committee of Control.

ANNEXURE "H"

EUROPEAN STATISTICS, 1936.

Number of Schools: 11.

	Boys	Girls	Totals.
Number on Roll at the end of 1936:—	89	87	176
Staff and Qualifications:—	Male	Female	Totals.
T.I.	1	—	3
T.II.	1	2	3
T.III.	—	5	5
Unqualified	1	3	4
Totals:	3	10	13

Number of pupils in each class or standard at the end of 1936:—

Std VI.	Std V.	Std IV.	Std III.	Std II.	Std I.	Sub B.	Sub A.
9	14	23	23	29	28	22	28
Total:—							176.

Number of visits paid to European Schools by the Director of Education in 1936:—10.

Number of Pupils entered for and successful in Bursary Examinations:

	1934		1935		1936	
	Entered.	Passed	Entered	Passed	Entered	Passed
Standard V.	25	16	12	8	13	6
Standard VI.	13	12	17	11	8	6
External	10	—	5	—	5	—

Number of Secondary Bursaries held in:

Union of S.A.	S. Rhodesia.	Bech. Prot.
5	2	2

Number of Primary Bursaries held in:

Union of S.A.	S. Rhodesia.	Bech. Prot.
35	9	9

Number of Pupils taught at Farm Schools in the Bechuanaland Protectorate:— 11.

Number of Farm Schools in the Bechuanaland Protectorate:— 6.

ANNEXURE "F"

EURAFRICAN STATISTICS, 1936.

Number of Schools:— 2.

	Boys	Girls	Totals.
Enrolment at end of 1936:—	25	27	52

	Male	Female	Totals.
Staff and Qualifications:—			
P.T.III.	2	—	2

	Boys	Girls	Totals.
Number of Pupils in each class:—			
Standard VI.	—	2	2
Standard V.	—	—	—
Standard IV.	3	—	3
Standard III.	2	3	5
Standard II.	—	2	2
Standard I.	1	3	4
Sub. Std. B.	12	8	20
Sub. Std. A.	7	9	16
Totals:—	25	27	52

Number of visits paid by the Director of Education during 1936:— 1.

ANNEXURE "J."

AFRICAN STATISTICS FOR 1936.

Number of controlled African Schools in each Tribal Area during 1936:

Bamangwato	36	Lobatsi	5
Bangwaketsi	10	Ghanzi	2
N'Gamiland	2	Kgalagadi	8
Bakgatla	10	Batlokoa	1
Bamalete	2	Khale	1
Chobe	3	Tati	14
Bakwena	9		

TOTAL: 103 Schools.

African pupils in each class at the end of 1936:

Std. VII.		Std. VI.		Std. V.		Std. IV.		Std. III.	
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
6	1	46	52	59	112	110	175	124	308

Std. II.		Std. I.		Sub. Std. B.		Sub. Std. A.	
B.	G.	B.	G.	B.	G.	B.	G.
201	483	316	752	578	1396	2201	5055

TOTAL:— 11985.

Number of pupils entered for Standard VI School Leaving Certificate Examinations, 1934, 1935, and 1936.

1934		1935		1936	
Entered.	Passed.	Entered.	Passed.	Entered.	Passed.
74	57	63	33	101	44

Number of visits paid to African Schools by:—

D. of E.	Moyahi.	Mpotokwane.	Mothusi.	Keaikitse.
49	27	31	10	12
Mogwe.	Kgasa.	Moumakwa.	Mr. Sullivan	Rev. Burns.
19	7	20	3	6

TOTAL:— 184.

Number of Circulars sent to African Teachers on different subjects:— 35.

ANNEXURE "K"

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, et cetera.

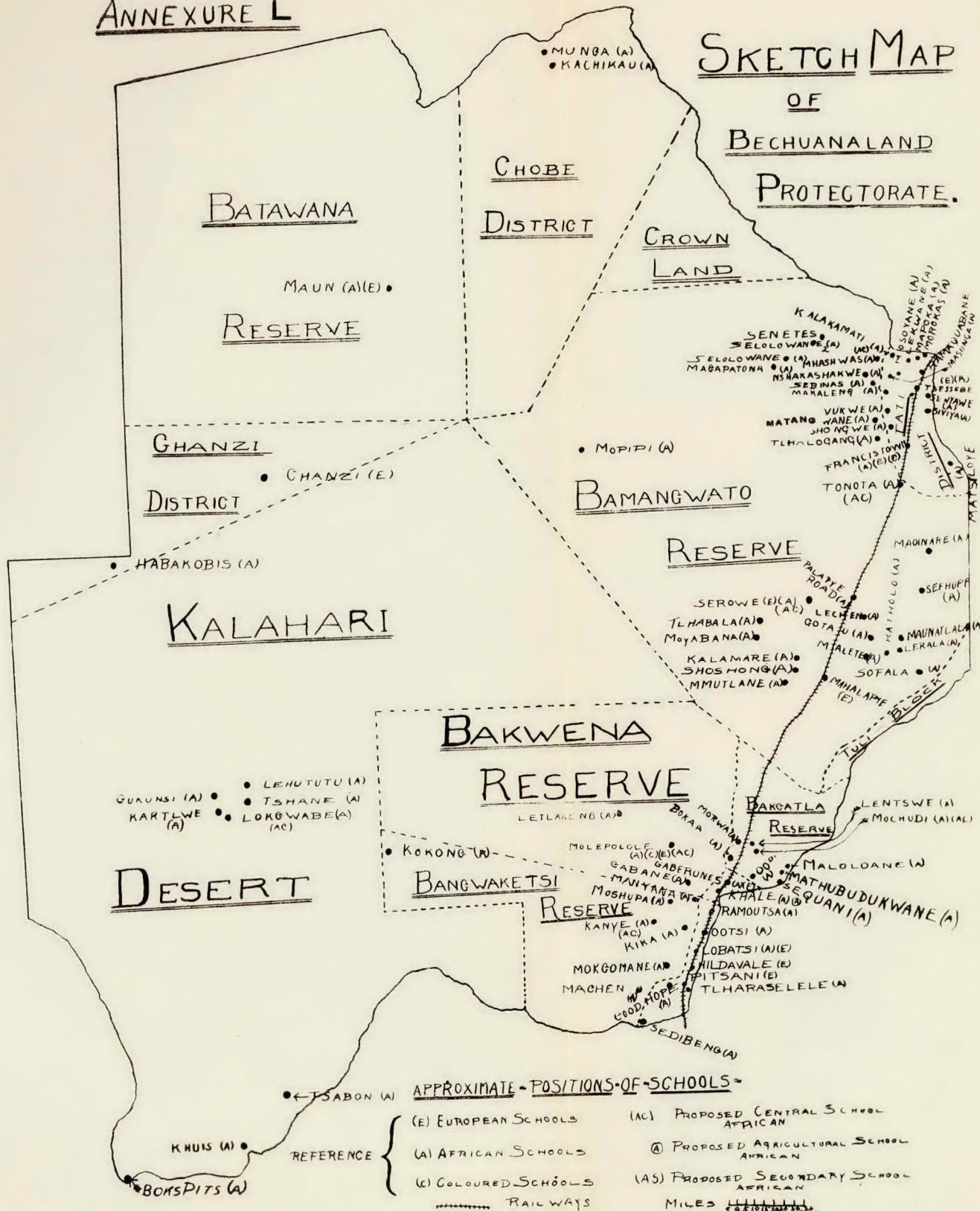
European Schools:—Each European school is an aided school and fees are paid by the parents who have children attending the schools, to the school Committee controlling the Institution. Each Committee makes its own decisions as regards the rates of fees that are charged, which vary from about £3 per annum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

ANNEXURE L

SKETCH MAP

OF
BECHUANALAND
PROTECTORATE.



APPROXIMATE POSITIONS OF SCHOOLS

(E) EUROPEAN SCHOOLS	(AC) PROPOSED CENTRAL SCHOOL AFRICAN
(A) AFRICAN SCHOOLS	(A) PROPOSED AGRICULTURAL SCHOOL AFRICAN
(C) COLOURED SCHOOLS	(AS) PROPOSED SECONDARY SCHOOL AFRICAN
RAILWAYS	MILES

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