



Bechuanaland Protectorate

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**ANNUAL REPORT**  
of the  
**EDUCATION DEPARTMENT**  
For the  
**Year ended 31st December, 1948**

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To assess the educational system in the Bechuanaland Protectorate it is necessary to restate certain controlling geographical factors.

The Territory is bounded on the east, south and south-west by the Union of South Africa; on the west and north by South-West Africa and on the north-east by Southern Rhodesia. At one place the northern border touches the Colony of Northern Rhodesia.

The country is large (approximately 275,000 square miles) and about two-thirds of its area belongs to the Kalahari Desert.

Because of this the main centres of population are concentrated near the eastern border, for there, on the whole, water supplies are better than in the rest of the country — with the exception of a large portion of Ngamiland, in the north, where are the swamps of the Okovango.

In the Desert, which occupies the bulk of the central and western parts of the Territory, there are groups of little villages centred upon isolated water-holes, but in Ngamiland the tendency is for the people to live in numerous small settlements situated on islets in the swamps and along the main waterways.

The Bechuana proper are divided into eight main tribes each with its own native authority, treasury and tribal boundaries. There are also other groups such as the Damara, Makalaka, Mampukushu, etc., who are either included within the tribal boundaries and subject to tribal authority or live in areas specially allocated for their use. These groups differ from the Bechuana and from one another in languages and customs and among them special mention must be made of the Masarwa — a type of Bushmen nomad.

In the reserves there is a number of very large villages at considerable distances apart, one of which, Kanye, has an estimated maximum population of 22,922 people. Apart from these "towns" there are many other villages, sometimes of considerable size and often widely separated.

These settlements serve as bases from which there is a seasonal exodus to the agricultural lands, which may be anything from three to thirty miles away; out in the "Bush" there are "cattle posts" (pasturages with water available) where many young people live and tend their parents' herds.

The results of the 1946 census gave the African population as 290,103 (Masarwa approximately 9,500) and the Europeans as 2,325.

Apart from Government officials, missionaries and traders living at the larger villages, the European population is composed mainly of farmers, railway employees and people engaged in working at the gold mines situated near the Southern Rhodesia border. The farming and ranching areas of the European settlers are close to the eastern border of the Protectorate and in the Ghanzi district near the eastern border of South-West Africa.

There is a small half-caste population, which for the most part is absorbed into the African tribal systems.

With the exception of the Rhodesia Railway running near the eastern border of the Territory and a main road adjacent to it, from which there are branches leading to a few of the biggest villages, such communications as exist are poor.

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



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

Two other important factors have influenced the development of the educational system. Firstly, the major portion of the country is served by one mission only, the London Mission. Secondly, the policy of indirect rule, with the development of tribal responsibility, has led to a transfer of the immediate control of schools, in areas where there is an adequate social organisation, from mission or Government agencies to Native Administrations.

In short, in tribal and certain other areas, district school committees, which do their work under statutory authority and which are representative of tribal, mission and Government interests, are directly responsible for the running of their schools.

An understanding of these facts, to some of which later reference will be made, is essential to a proper appreciation of the administration of African education in the Bechuanaland Protectorate.

For the earlier history of education in the Protectorate, reference should be made to the annual report of the Director of Education for the period 1st January, 1938, to 31st March, 1939.

## CHAPTER I.

### GENERAL.

#### (i) Grant from Colonial Development and Welfare Fund:

1. In November the welcome news was received that a free grant of £62,000 from Colonial funds had been authorised for an eight-year programme of education development in the Protectorate, this total having been reduced by £4,000 to assist in providing a reserve to meet the increases in personal emoluments which derive from the recommendations of the Fitzgerald Commission's Report, to which reference is made later.

2. The scheme provides for the following expenditure:—

- (a) A grant of £3,500 for buildings and equipment at the Lobatsi European school, to supplement funds amounting to £3,150 already subscribed by the local community or granted by Government.  
For this school, which replaces three small and inefficient schools whose buildings were condemned by the Health Authority, Government alienated 10 acres of land on an attractive site, and plans have been drawn up by the Government Architect for additional new classrooms — three having already been erected — staff rooms, cloakrooms, an office, a store and an assembly hall, the last to serve the community also.
- (b) A grant of £4,000 for building a European school at Ghanzi, where, because of isolation and local poverty, it has not been possible to provide suitable facilities by privately sponsored effort. The grant will enable classrooms and simple boarding accommodation to be built, and help to remove the danger of illiteracy among the European children in an area which has been described as the most remote in the whole of Southern Africa.
- (c) A grant, of £18,383 to provide for the establishment of a Government Training College for African teachers.  
For this purpose a plot of fifty acres has been offered by Chief Bathoen, O.B.E., and the Bangwaketse tribe, the land to be shared with the proposed new Government Health Centre which is to be subsidised from the same fund. Teachers in training will thus have excellent facilities for gaining an insight into the medical needs of their people and for seeing the measures taken to meet them. Moreover, the students, and in particular the young women, will work in close association with the Health Centre.
- (d) A grant of £21,448 for the development of agricultural and homecrafts education, to cover the salaries, allowances and travelling expenses of the two European technical officers already in service, as well as the cost of implements, seeds, plants, trees, transport, demonstration work, domestic science equipment, etc.



- (e) A grant of £9,168 to promote various approved social welfare activities, including the maintenance and operation of a complete mobile cinema unit, given by His Majesty's Government chiefly for educational, medical and agricultural propaganda work, the development of youth movements, the rehabilitation of African ex-servicemen and the furthering of adult education generally.
- (f) A grant of £5,500 for African bursaries to supplement the provision made by the Protectorate for this important service, which brings within reach of many deserving students training facilities not available in the Territory.

3. The people of the Protectorate are greatly indebted to the people of Britain, who, during their most difficult period of post-war recovery, have made available the money for these grants.

**(ii) Teachers' Vacation Course:**

4. Through the courtesy of the St. Joseph's Mission, Khale, the only education centre in the Territory which could offer adequate residential accommodation, an intensive vacation course was held from June 27th to July 4th for teachers from strategic schools. They foregathered from places as far distant as Ngamiland and the Kgalagadi, as well as from tribal headquarters and other centres of large population.

5. The Resident Commissioner, who was unfortunately prevented by other urgent claims from giving the inaugural address, conveyed a message of encouragement and counsel through the Government Secretary. The Resident Commissioner emphasised the view that education might benefit financially if tribal authorities expressed in material fashion their desire for better educational facilities, by devoting to these an appropriate part of the increased revenue which, it was hoped, would result from graded taxation.

The teachers' own responsibilities in the matter of reform were also stressed.

6. The Government Secretary not only deputised for His Honour, but returned from Mafeking later in the course to address the conference on "School and Community in Africa". His lecture was enriched by varied references drawn from his long and intimate knowledge of the African scene and from his familiarity with Tswana idiom.

The problem of ensuring that education should be rooted in the soil whilst at the same time equipping the children for life in a changing society was examined, and the relationship between teachers, native authorities, tribal elders, school committees and parents also.

7. Courses in the following subjects were given by officers of the Department:—

- The Educational System of the Protectorate,
- Organisation and Management,
- Principles and Methods of Teaching,
- School Gardening and Nature Study,
- Practical Gardening,
- Maintenance of Property,
- The Teaching of Needlework,
- Physical Training for Girls,
- Illustrations as an Aid to Teaching,
- Practical Homecrafts, and
- Youth Organisations and Recreation.

In addition the Financial Secretary dealt with "Teachers and Finance" and the Medical Officer of Health with "The Health of the School Child".

8. The afternoons were largely devoted to demonstrations and practical work, and the Welfare Officer directed the recreational side of the course which included games, cinema shows, debates, and popular camp fire concerts.

The enthusiasm, earnestness of purpose, corporate spirit and ready response in discussion groups and elsewhere, on the part of African teachers from twenty widely-scattered schools, not only justified the expenditure and effort involved, but augured well for the return from this investment.

Thanks are due to Father Vollmer and his community who made it possible, and who gave so generously of their services to ensure that it would be a success.



**(iii) Homecrafts Course for Village Women:**

10. A successful course was specially organised by the Homecrafts Education Officer at Mochudi, during the period August 30th to September 25th, for local village women; this inaugural course which is to be followed by others varying in type, comprised practical training in needlework and lectures and demonstrations in infant welfare.

Because of the limitations of staff and finance, and owing to the necessity first to win over the older women, it had not been possible before to embark upon this form of adult education. That it evoked encouraging response may be judged from the fact that 140 members were enrolled, their ages ranging from 18 to 52, with the majority in the 32-42 age group.

11. It was but natural that the venue chosen was that of the Homecrafts Training Centre, established some years ago for the training of adolescents, under the aegis of the Education Department at the Mochudi Mission of the Dutch Reformed Church.

In the last report reference was made to the fact that, through the welcome co-operation of the Chief and of the District Commissioner a house owned by the tribe near to this centre was leased to Government rent-free, after which it had been thoroughly renovated and suitably equipped in order to improve training facilities. Further improvements were carried out in the year under review, so that, with this, and with the impetus given by the response of the village women to the programme drawn up for them it is anticipated that before long there will be a full enrolment and a demand for further accommodation. It will then become necessary to consider a wider constituency than that of the local tribe, and consequentially, the provision of residential facilities, which, it is believed, the Mission might help to supply.

12. At the end of the course was held an exhibition of the work done, which was attended by representatives of the Chief, the local School Committee, the staffs of neighbouring schools, and the Mission, as well as by the District Commissioner and his wife, the Education Officer and members of the African and European communities.

To the District Commissioner for his consistent interest and valuable support, to the Mission staff for theirs, and to the hospital staff for taking charge of the infant welfare aspect of the course thanks are especially due.

Upon the experience gained projects for the future can be planned with confidence.

13. In commenting upon the course, the Homecrafts Education Officer reported, *inter alia*:—

"If the teaching of homecrafts within the Territory is to be a success, it is essential that the work should not be confined to the schools but should be carried over to the community . . . With this aim in view the first course for women was held at the Mochudi Homecrafts Centre . . . The work is under the guidance of Miss van Mollendorf of the Dutch Reformed Church Mission, and as the centre is convenient to other mission activities, the pupils are able to benefit accordingly . . . This being the first course it was purely experimental."

14. After describing the making of garments for the children of those who attended, the report continued:—

"The lectures on infant welfare were given by Dr. G. Barry who is in charge of the Mission hospital, and by Sister van der Merwe who carried out the practical demonstrations. Together they covered:

- (a) The hygiene of pregnancy,
- (b) Care of the new born baby,
- (c) Clothes, bathing and feeding,
- (d) Weaning and supplementary feeding,
- (e) Exercise, sleep and regular habits, and
- (f) Children's minor ailments."

15. It is of interest to read that:—

"The times were seldom adhered to as some of the enthusiasts were on the doorsteps when the centre opened, and it needed much persuasion to get them to pack up when the bell was rung . . . The success of the



course was entirely due to the enthusiasm of its members and never before have I met an audience so keen to learn. Special tribute must be paid to the older women who always set the example of perseverance and who were most grateful for any help given to them . . . The most encouraging feature was that the women themselves expressed their enjoyment of the course and said they were looking forward to the next one."

In view of the response others will certainly be arranged at this and at other centres.

#### (iv) Bamangwato College:

16. The most spectacular educational development of the year was the advance made in connection with the above tribal secondary school, in respect of which in 1948 no less than £54,846 was spent upon its establishment, a sum which will probably be doubled before capital works are completed.

17. For this achievement the initiative of Acting Chief Tshekedi was almost entirely responsible, the Secretary of State having approved his proposal that the money for the foundation should be collected by means of a cattle levy imposed on the tribe. Owing to the increased price of cattle, the former has recently estimated that instead of his original forecast of £100,000, the levy may now be expected to realise a figure nearer to £130,000. If this proves to be the case it will materially assist in remedying the shortfall which would otherwise have been caused by rising costs and unforeseen expenditure.

In the meantime the figure is a good indication of the ambitious nature of the project, in many ways unique among tribally sponsored schemes for social betterment.

18. Under Government Notice No. 25 of 1948 was promulgated the constitution for the Bamangwato College, which appears in Annexure VIII to this Report.

This resulted from an examination of a draft prepared by the Director of Education, based upon the constitution of self-governing schools in Uganda, modified to meet the special conditions which obtain at this tribal school, and of a memorandum presented by the Chief, the examination being conducted by an ad hoc meeting of the Advisory Board for African Education, for which additional members were co-opted. The additional members included the Principal of Tiger Kloof Institution and Professor Matthews of Fort Hare. Unfortunately the representative of the Witwatersrand University, who also was invited, could not attend, but forwarded a statement of his views.

19. Reference to the constitution will show that the management of the College is vested in a Board of Governors consisting of eleven members, only two of whom are Government representatives, the Resident Commissioner electing one of these as Chairman; that the Bamangwato Tribe elects four representatives, of whom one may be a woman; that the Principal is an ex-officio member; that the African Advisory Council elects an African who is not a member of the tribe, and that in addition there is one representative each of the following groups — the London Missionary Society, the South African Native College, Fort Hare, and the non-official Europeans of the Bamangwato Area.

20. It will further be seen that staff appointments and terms of service are subject to the approval of the Director of Education; that the revenue of the College may include (i) fees, (ii) income from any endowment or bequest, (iii) grants from tribal funds, (iv) grants or subventions from external sources, and (v) profits from farm and business operations approved by the Board, and that:—

"The consent of the Resident Commissioner shall be obtained to these rules before they are put into effect, and he shall have the power at all times to take such action in connection with the policy, administration and finance of the College as he may consider necessary in the interests of the Africans of the Territory, or of the College itself."

21. The inaugural meeting of the Board of Governors was held at Moeng, where the College is situated, on the 20th and 21st September, under the Chairmanship of the Resident Commissioner, who expressed the opinion that the meeting would remain memorable and of decisive importance in laying the foundations of later development, and who added that the responsibilities of the governing body would become more apparent as experience was gained.



A heavy agenda was then covered and estimates of revenue and expenditure for the year 1949 were adopted.

Subsequent to this meeting the Education Officer for the Southern Protectorate replaced the Director of Education as the second Government representative, and was elected a member of the Standing Committee which met twice during the year to discharge the functions delegated to it by the Board.

22. The College was successfully opened at the beginning of 1949 and an account of its further development must be deferred until the next annual report is written.

In the meantime it may be fitting to record that a vigorous beginning has been made and many formidable difficulties overcome.

That numbers will steadily grow and differentiated courses develop is undoubted. Of slower growth inevitably will be general confidence deriving from accredited academic standards, a high moral tone, and the manner in which the students who leave render service to the community. It is in these respects that the self-sacrifice of the tribe can best be repaid, rather than by the provision of secondary education cheaper than that which previously has been available to Protectorate students in the Union.

#### **(v) Directors' Conference:**

23. The Directors of Education of the High Commission Territories met in Pretoria during the period August 3rd to 5th, and discussed among other subjects the following:—

British Council aid concerning books and periodicals,  
Designation of junior and senior African Education Officers,  
Travelling allowances for African Officers,  
Policy regarding the provision of European schools and of compulsory education for European children,  
Mass literacy schemes,  
Educational matters in the Liversage Report,  
Loan bursaries, and  
Swaziland standing instructions regarding African bursaries.

The importance of these annual conferences is in no way reflected by the brevity of treatment accorded them in departmental reports. In these territories, as elsewhere in Africa, regional conferences between heads of departments have proved invaluable in breaking down the sense of isolation, in exchanging experience, in remedying weaknesses, in collating data, in making joint representations for consideration in matters of common concern, and in general, in the furtherance of educational interests over a wider but closely related field.

#### **(vi) Conference of District Commissioners:**

24. As the following account will show, Administrative Officers are giving increasing prominence to education in their annual deliberations, which is not to be wondered at when, as will be shown in the next chapter, tribal treasuries expend on this service approximately the full amount of their rebate from Protectorate funds. The basic importance of a sound educational system in post-war development schemes, and the Africans' realisation of this fact, are also fully realised.

25. The proposals made by the District Commissioners at their June conference deserve to be quoted in full:

- (a) "The increase of salaries for properly qualified teachers to rates equal to those of neighbouring territories, and small increases for unqualified teachers for as long as it may be necessary to employ them;
- (b) opening the educational field to approved missions where practicable, and aiding them by grants;
- (c) occasional lectures at schools by Medical Officers and other professional and technical officers on hygiene, epidemic prevention and other subjects;
- (d) the exploration of ways and means of placing education on a qualitative rather than a quantitative basis;
- (e) the efficacy of school committees should be considered;



(f) the stationing of more of the present European educational cadre in the territory. Officers so stationed could more closely supervise the work of African school supervisors and would be closely in contact with African schools."

26. At their later conference in August an opportunity was afforded the Director of Education of full discussion on these and other constructive proposals. The note which subsequently appeared in the record of their proceedings concerning this is reproduced in Annexure VII to this Report.

27. Of major interest is the manner in which they advocated opening the door of educational service to missions and the provision of related grants in aid, a need to which attention was directed in the 1945 Report of the Education Department.

Such a development would be far-reaching in its beneficial effects, and the schools so established and subsidised would be complementary to rather than competitive with tribal schools.

#### **(vii) African Advisory Council:**

28. At the 29th Session, held in August, the above Council welcomed the appointment of an African woman graduate to the itinerant staff of the Department; advocated the adoption of Union scales of salary for African teachers; expressed concern regarding the standard of primary education in the Protectorate; claimed that "all schools established by the tribes are Government schools, and all schools established by the Government are tribal schools"; recommended that the Advisory Board for African education should be convened to consider the general position; urged that better terms of service should be given to Africans with higher qualifications and asked that the Native Treasuries be granted more money in view of their responsibilities towards Education.

29. In committee the view was expressed that at the end of the year various communities would probably agree to close certain of their weaker schools in order to concentrate their resources on others, but in response to a circular concerning this, issued by the Education Department to all school committees, not a single school was selected for this purpose. This is not surprising for it is difficult to close any established school where minimum requirements can reasonably be met.

30. The Council appointed a committee to discuss some of these issues with the Director of Education. One of their proposals alone would have involved additional expenditure in the neighbourhood of £15,000 p.a. whilst others called for examination in relation to regional planning and to other stocktaking upon which the Department was actively engaged.

#### **(viii) European Advisory Council:**

31. During the year there were two sessions of this parallel Council, the first in April and the second in November.

Two resolutions on education were adopted, the first reading:—

"That as from April 1st, 1949, the Lobatsi School become a Government institution and that the Department of Education be instructed to undertake the necessary preliminary organisation."

The principle involved had been accepted as early as 1946, its application having been delayed because of the financial implications. However it will be seen when the 1949 Report is written that Government gave effect to this resolution.

The second resolution concerned the constitution of school committees; it was agreed in debate that their composition should permit of variation to suit local conditions and that election procedure should be improved. Provision for this has been made in the Draft Education Proclamation to which reference is made in the next chapter.

#### **(ix) Advisory Board for African Education:**

32. "The Board of Advice on Native Education for the Bechuanaland Protectorate" was constituted on November 10th, 1930, although it received no statutory recognition.

Its reconstitution on more progressive lines will be examined when dealing with amending legislation.



Here it may suffice to say that after an interval of many years during which the Board did not meet, chiefly because of war-time economies in the first instance, and later because of the need for a full preliminary survey, the appointment of an augmented departmental staff and adequate consultation, it was convened as a reconstituted body twice during 1948.

On the first occasion its deliberations were confined to an examination of the draft constitution for the Bamangwato College, and on the second to that of the Draft Education Proclamation. In connection with both these important issues the benefit of advice from a representative body, including in its membership competent educationists as well as senior representatives of African and European leadership, stood clearly revealed, and such consultation will accordingly be regularly resorted to in dealing with the heavy programme of educational reconstruction in the years to come. Its responsibilities, which are considerable, cannot be delegated to any other body.

**(x) Lobatsi European School:**

33. On August 27th, His Honour the Resident Commissioner, A. Sillery Esquire, C.V.O., was welcomed to the above school by Mr. H. E. Going, M.B.E., for a function of no little importance to the local community, and of special significance to the Protectorate as a whole. This consisted of the laying of the foundation stone of the new buildings and, concurrently, the formal opening of a completed unit of classrooms which formed the first section of those buildings, pleasantly sited on a ten acre plot given by Government for the purpose.

34. Mr. Going had been most active and most effective in raising funds by means of local enterprise, which Government had supplemented on the £ for £ basis to enable the former inadequate and outmoded school to be replaced by one of modern design, thus making possible its later reconstitution as a Government school.

In response to his efforts the community had given very generously.

35. His Honour's address included the following statement:—

"Ever since I came to the Protectorate . . . I have been very conscious of the needs of European education . . . To be a witness, as I am to-day, of a notable step towards a sound system of primary education in at least one part of the Protectorate is one source of great pleasure. Another thing that gives me great pleasure is that these buildings which are now going up are a monument to the spirit of self-help exhibited by the local community . . . On behalf of Government I should like to thank all those people who have pursued the ideal of a good local primary school to the point where it has become a reality. They have worked unceasingly to raise funds, to negotiate with Government and generally to keep alive enthusiasm in the community . . ."

36. Others who participated were the District Commissioner who had played a prominent part in the negotiations as Chairman of the Committee, Mr. J. Marne-  
wick, J.P., the Secretary, Mr. H. R. Bruerton, O.B.E., the local member of the European Advisory Council, the Rev. D. Brink, and the Director.

**(xi) African Teachers' Association:**

37. The Bechuanaland Protectorate African Teachers' Association held its annual conference at Mochudi in July, under the Chairmanship of Mr. T. W. Moeti, Acting Headmaster of the Government Teacher Training College, Kanye, Mr. T. W. Motlhagodi of the Junior Secondary School, Khale, being the Secretary. Representations were subsequently forwarded in resolution form concerning, among other topics, the need for an accepted terminology in Tswana grammar, the primary school syllabus, examination procedure, allowances for unqualified married teachers, and sick leave for teachers.

The resolutions, which were drafted with commendable restraint, and which were constructive in character, were discussed later with a delegation selected for this purpose, the Education Department then issuing a circular to notify all schools of their nature and of the comments upon them made during the discussion at headquarters. This is indicative of the value Government places upon corporate representations from African teachers whose collaboration in this way will continue to be encouraged. To this principle recognition has been accorded in the Draft Education Proclamation, which gives ex-officio membership on the Standing Committee of the Advisory Board for African Education to the approved



nominee of the Association, who at present, most fittingly, is on the staff of the Teacher Training Centre.

It is hoped, therefore, that in spite of the widely scattered nature of the schools in the Territory, the membership of the Association may steadily grow and, correspondingly, the influence of its deliberations.

#### **(xii) British Council Aid:**

38. In many schools, African and European, some of them extremely isolated and therefore remote from urban amenities, the regular receipt of a generous issue of periodicals from the British Council is most highly appreciated.

The distribution follows the recommendations of the Education Department, and the periodicals which are varied according to local needs and which find their way to schools selected according to their ability to make profitable use of them, having regard to the isolation factor also, include such papers or journals as "The Geographical Magazine," "The Boys' Own Paper," "The Girls' Own Paper," "Pictorial Education," "The Times Weekly," "Homes and Gardens," "The Nursing Mirror," "The Children's Newspaper," and "The Teachers' World."

It was agreed by the Council, moreover, that they would devote a sum of £87 10s. 0d. for this service in the Protectorate, in addition to expenditure on the provision of books for a few school libraries.

The Director of the Periodicals Department of the British Council has been assured that this small but valuable investment is paying rich dividends in an extensive territory of difficult communications, where the constant cry is for more, and still more, reading material.

#### **(xiii) British Red Cross Society:**

39. A Branch of the British Red Cross Society was formed during the year, and under the presidency of the Resident Commissioner, a branch Council whose Director is the Director of Medical Services and whose secretary is the Welfare Officer.

A beginning was made upon the preparation of plans for the establishment of divisions and detachments throughout the Protectorate wherever qualified instructors are available, and it is confidently anticipated that junior links, which have proved so valuable all over the world, will be formed before long in appropriate schools of all communities.

#### **(xiv) Vernacular Work:**

##### **40. (a) Translator's Activities:**

Steady work was done in the Translator's office during the year, not only in straight translations, but in connection with the promotion of Tswana generally. It has not yet been found possible to provide him with an assistant, but the following is typical of his activities in this important subject.

41. He examined and reported upon the following manuscripts:—

- i. "Rammone wa Kgalagadi" by Michael Seboni,
- ii. "Motlhankana wa Lima" by Mary Fabyan Windeatt,
- iii. "Bible Lessons in Tswana" by the Rev. A. E. Seager,
- iv. "Revision of Wookey's Tswana Grammar, and the Reduction of Ten Classes of Tswana Nouns to Eight Classes" by Dr. Nhlapo,
- v. "Tswana Introductory Reader" by J. L. Moncho,
- vi. "Report of Southern Sotho Orthography Conference held at Maseru."

42. He published fifteen articles on "Common errors in writing Tswana" in the newspaper "Naledi ya Batswana", reprints of these being issued, with a covering letter inviting comment, to all African schools in the Protectorate. Appreciative letters concerning these were received from many sources, including Union institutions.

43. Among translations made were:—

- i. "Poultry production in the Bechuanaland Protectorate" by the Principal Agricultural Officer,
- ii. "Rodent plague" by the Director of Medical Services,
- iii. Two articles by the Principal Veterinary Officer on "Foot and Mouth Disease",
- iv. Two Empire Day messages.



- v. Question Papers for the Nurses' Grade I, II and III nursing and mid-wifery examinations.
- vi. Two lengthy opening addresses by His Honour for the African Advisory Council, the session being postponed from April to August,
- vii. Departmental instructions for the use of new attendance registers and other records, and, into English,
- viii. Correspondence which appeared in the vernacular press.

44. In addition he set Tswana examination papers for standards IV and VI, for the Teachers' Primary Lower Course, and for Police promotion examinations, marking many of the scripts and writing subsequent reports.

In the examinations for Government officers he continued to serve as Assistant Examiner.

45. Supplementing these responsibilities Mr. Moumakwa on many occasions acted as interpreter, gave clerical assistance, interviewed African visitors, was called into committee by the Advisory Council, and once or twice was sent into the Territory on special duty.

46. From the above it will be seen that, quite rightly, the Translator's services are of an inter-departmental nature.

It is also clear that from them the school system must benefit and that this whole-time appointment has been thoroughly justified.

When it becomes possible to appoint an assistant to this section, the scope will correspondingly widen, and in particular it will be possible to send out teaching aids in the vernacular to the many teachers of low qualifications, and to make a beginning upon the production of manuscripts to help in adult education and the promotion of literacy.

Upon the retirement of the present holder of the post, who for so long has done such admirable work, it will be opportune to consider his replacement by one specially trained in linguistics. This would assist inter-territorial consultations, the work of the consultative Tswana Orthography Committee which has been established in the new year, and the promotion of higher standards generally, both within and outside the school system.

In the meantime the achievement is encouraging.

**(b) Examinations for Government Officers:**

47. The Education Department continued to be responsible for the conduct of the Tswana examinations taken by Government officers in terms of Public Service Regulations.

48. In 1947 Professor G. P. Lestrade of the University of Cape Town tendered his resignation from the post of official examiner in the Tswana Language, the Resident Commissioner conveying to him an expression of cordial thanks for the great help given to Government in this capacity for thirteen years. His Honour referred to the signal value of this unfailing assistance, by no means confined to examination work, in placing on a sound footing the standard required of Government officers.

Mr. D. T. Cole, Lecturer in the Bantu Studies Department of the Witwatersrand University, a fluent Tswana linguist born in the Protectorate, was appointed his successor, assuming duties as Examiner and Adviser at the beginning of 1948.

49. Two official examinations were conducted, the Translator being appointed as Assistant Examiner.

In May one candidate passed in the First Grade, three in the Second and three in the Third, the number of entrants being respectively one, four and five.

In September one passed in the Second Grade, the only candidate, and five out of nine in the Third Grade. The four entrants who failed had all passed in the oral part of the examination.

Among the difficulties facing many candidates are the inconsistency shown in the orthography used in the grammars, readers and other texts, as well as in the vernacular press; the absence of competent African instructors at many



stations, and the fact that academic facilities provided in the Union and elsewhere are not available.

Nevertheless standards are slowly rising, increased emphasis is being placed by the Resident Commissioner on language study and, with the guidance of Mr. Cole, if the proposed Languages Board be formed as complementary to the Orthography Committee just established, further progress may be anticipated.

**(xv) Public Services Commission:**

50. In August, 1947, Mr. T. Fitzgerald, C.M.G., O.B.E., was appointed by the Secretary of State for Commonwealth Relations to review the salaries and conditions of service in the High Commission Territories, his report appearing at the end of 1948.

Since decisions have not yet been taken on the recommendations of the Local Committee subsequently instructed by the High Commissioner to investigate and report upon anomalies arising from the Fitzgerald Report, it is inopportune to comment upon the extent of amelioration in the terms of service of European and African officers employed by the Education Department. It can be confidently affirmed, however, that in consequence of the Commission's investigations, the interests of education will undoubtedly be advanced in this Territory as in others where similar enquiries were earlier held.

## CHAPTER II.

### EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL.

51. In the last report it was stated that, although amending legislation could not be much longer delayed the growth of professional staff was of basic importance as also the wider collection of data and the fostering of a more favourable climate and opinion. It was then claimed that in the year then under review the first had assisted the other two and that progress in these directions could accordingly be reported.

In consequence it became possible to submit to the reconstituted Advisory Board for African Education a Draft Education Proclamation for their consideration, although it was not found practicable to convene the Board until December.

52. The draft was based upon legislation in East and West Africa and upon the proclamation recently promulgated for Basutoland, reference being made to the Butler Act in connection with policy concerning religious instruction and freedom of conscience.

53. Since the necessity for amending legislation had long been admitted, Proclamation No. 26 of 1938 and the rules made thereunder no longer being adequate for present needs, occasional attempts to introduce changes on the advice of local committees or authorities had been resisted, for this would have resulted in piecemeal treatment which would have proved unsatisfactory.

54. Among the features of the draft were that all racial groups were provided for, the underlying principles remaining the same for all, this being a departure from previous procedure; that the Advisory Board for African Education was reconstituted, 14 members to replace the unwieldy number of 23 which formerly obtained; that a Standing Committee was provided to perform duties delegated to it by the Board and to prepare business for the Board; that District Committees for African Schools were released from a rigid uniform pattern and were to appoint small executive bodies; that an Advisory Committee for European Education was included and that an Education Reserve Fund was to be established from unexpended balances of moneys voted from public funds.

In addition the introduction of compulsory education in due course for different racial groups and different areas, was made possible; power was to be given to the Resident Commissioner to vary the constitution of boards or committees, without amending legislation, but after due consultation; the Government's right to establish its own schools was made clear, and the competence of the Resident Commissioner to establish Local Education Authorities in such a manner and in such areas as he might think fit was also defined.



55. In connection with the last point, although the functions of District Committees, as reconstituted, afforded more scope for constructive effort than before, it was considered desirable to anticipate the time when fuller powers and responsibilities might well be entrusted to some of them. They would then be reconstituted as Local Education Authorities with more autonomy.

56. The Advisory Board, under the chairmanship of the Resident Commissioner, gave general approval to the main features described; suggested a small number of useful amendments, largely in matters of detail, and advised that a Standing Committee approximating to that proposed in the constitution should be appointed by His Honour as a piloting committee to deal with these amendments.

57. Reference was made in the last chapter to the functioning of the reconstituted Advisory Board for African Education during the year and to its assistance in connection with the constitution for the Bamangwato College.

It is hoped that an Advisory Committee for European Education will shortly come into being.

58. Two Africans were appointed to the itinerant staff of the Education Department, the first being Miss G. K. T. Chiepe, a science graduate holding a post-graduate diploma in education who, after completing her primary course in the Protectorate, proceeded to the Union as a bursar for her secondary and post-secondary education.

At Fort Hare Miss Chiepe took botany and zoology as her major subjects, in addition to English, Chemistry and Psychology.

It was considered advisable that in the first instance she should be seconded to the staff of the Government Teacher Training College, Kanye, to gain experience there and in the schools of the locality. She also co-operated in the vacation course for teachers at Khale.

Her appointment has been widely welcomed, for girls preponderate in the school system; the women teachers, most of whom are unqualified, need every assistance; community work among women will be facilitated; and the teaching of science, physiology, nature study and hygiene will be stimulated.

59. Mr. S. H. Modisi, also born in the Protectorate, was appointed Supervisor to fill a vacancy caused by death.

A matriculant with the Higher Primary Teachers' Certificate, and special qualifications in various vernaculars including Tswana, Mr. Modisi came to us after twelve years' teaching experience. During this period he had been on the staff of the Bensonvale Training College, Organising Principal of four tribal schools in the Pietersburg District, and Science Master and Acting Principal of the Mphahlele Secondary School.

In his case also it was decided to second him to the Training College staff that he might become familiar with local standards before engaging upon itinerant work intended to raise those standards.

60. It may be of interest to record that during the year, despite two retrenchments, more than 400 visits to schools were paid by officers of the Education Department, this being far in excess of any previous record for this Territory.

The incidence of supervision quoted constitutes one of the most encouraging features of the year, although it is admitted that, because of the modest qualifications of some of the African personnel, the nature of their service is not as competent as one could wish. Against this there is abundant evidence of individual and regional reports helpfully written, and of loyal endeavours to assist teachers and related communities on the part of other members of the field staff who maintain their interest and enthusiasm in spite of very exacting conditions.

61. The work of a panel of education officers who carried out an intensive survey of middle schools will be described in a later chapter.



CHAPTER III.  
FINANCE.

62. The total amount of money expended on educational services from funds controlled by Government and by Native Administrations in the financial year 1947-1948 was £57,668, distributed as follows:—

	Capital £	Recurrent £	Total £
Education Department Vote .....	1,738	25,811	27,549
Surplus Balances .....		9,220	9,220
Native Treasuries .....	3,482	17,417	20,899
	£5,220	£52,448	£57,668

The above aggregate, which does not include the considerable sum of £54,846 spent on the Bamangwato College to which reference was made earlier, represents an increase of £6,118 on the parallel expenditure during the financial year 1945-1946, two years previously.

63. Of this total the sum of £47,657 was devoted to African education, £9,135 to European education and the balance of £877 to the education of the small Coloured community, the small discrepancy being due to taking figures to the nearest whole number.

64. In the last Annual Report a beginning was made upon readjusted procedure whereby financial data were supplied to coincide with the calendar year, so that these would relate more closely to the educational statistics examined.

It was then shown that in respect of the year 1947 the total expenditure from public funds on the education of all communities was £51,188, of which sum the recurrent expenditure on the African school system amounted to £42,596.

The Parallel figures for 1948 were £60,666 and £49,577, showing percentile increases of 18.5% and 16.4% respectively, the former sum including £85 disbursed by the Public Works Department for minor works.

65. Expenditure by the various Native Treasuries on education was as follows:

	Capital £	Recurrent £	Total £	%Increase or Decrease over 1947
Bakwena .....	297	3,107	3,404	+ 17.7%
Bangwaketsi .....		3,824	3,824	+ 27.4%
Batawana .....		1,312	1,312	+ 3.3%
Barolong Farms .....		465	465	— 35.4%
Bamangwato .....	*134	8,752	8,886	+ 18.1%
Bakgatla .....		†2,964	2,964	+ 52.3%
Bamalete .....	46	829	875	+ 5.9%
Batlokwa .....		376	376	— 21.3%
	£477	21,629	22,106	+ 18.5%

\* Does not include expenditure on the Bamangwato College.

† In the absence of returns from this treasury the figures are estimated as nearly as possible, but are not exact.

It should be noted that:—

- (i) In spite of the concurrent claims of other urgent services, the Native Administrations should have valued education so highly that from their slender resources they increased their expenditure upon it by £3,456 or by nearly 20%.



- (ii) The Bakgatla tribe generously voted an increase of no less than 52% to the support of their schools.
- (iii) The Bangwaketsi tribe increased their provision by 27%.
- (iv) During the period when the Bamangwato made a herculean effort to build the Bamangwato College, they synchronously increased their provision for primary education by 18%.

66. In 1948 the sum of £9,694 was disbursed from public funds upon European education, of which sum £1,400 was a capital grant on the £ for £ basis, and £85 was spent on minor works.

From school funds it is estimated — one return being incomplete — that over £2,000 was spent in addition, the Lobatsi community having contributed £1,595 towards capital expenditure on the new school there.

In consequence, from all sources, a total of at least £11,694 was provided for European education, of which sum 17% was contributed directly by the constituencies concerned, which raised also a further £629 by local effort to swell school funds.

67. £820 was spent on Coloured education, the numbers enrolled being very small.

68. Details of mission expenditure are not known, but that it far exceeded the grants in aid received is undoubted.

In paragraph 66 it was stated that from public moneys £60,666 was devoted to the education of all communities, this total being raised to £117,512 if disbursements on the Bamangwato College be included, and probably to at least £120,000 if the financial contributions of missions were fully known.

Admittedly the tribal contribution of the Bamangwato represented a very special effort, involving no small sacrifice, but the year conspicuously surpassed any previous one in the history of the Protectorate for educational expenditure.

69. If the recurrent expenditure from all sources on African education in 1948, namely £49,577, be divided among the total number enrolled in schools of all types, i.e. 16,438 (this figure including teacher training and homecrafts students) it will be found that the per capita expenditure amounted to £3 0s. 4d. as against £2 8s. 9d. the previous year and £1 11s. 5d. the year before.

This is clear evidence of a notable advance in financial provision.

70. The gross Protectorate revenue during the year 1948 was £478,284, made up as follows:—

	£
General revenue .....	393,735
Colonial funds .....	75,168
War Levy .....	9,381
	478,284
Remitted to Native Treasuries .....	22,520
	£455,764 = net revenue

In the same year £35,500 was spent on education from Protectorate funds. This was 7.8% of the net revenue. In this connection it may be fitting to point out that the corresponding net revenue for the year 1947-1948 was considerably higher, that being a peak year which showed the effect, inter alia, of the removal of post-war controls, with consequential effects on customs receipts.

The amount remitted to Native Treasuries, namely £22,520, during 1948, is almost identical with the sum they devoted to education, i.e. £22,106.



71. From moneys controlled by the Education Department, £2,528 was expended on African bursaries and £2,672 on European bursaries and allowances, or a total of £5,200 as against £4,893 the previous year.

Towards this valuable service the Colonial Development and Welfare Fund contributed £1,076.

The fee income from African schools, excluding those belonging to the Bakgatla concerning which such information was not received, amounted to £1,482, and from European schools £274.

#### CHAPTER IV. BUILDINGS AND EQUIPMENT.

72. The appreciable sum raised by the Lobatsi community for their new European school has already been mentioned, parallel efforts on a smaller scale having been successfully made at Serowe and Palapye for theirs.

A local benefactor enabled the Francistown European school to provide suitable playground equipment which has been the source of much enjoyment.

73. A most commendable example of enterprise and efficiency was set by the Witwatersrand Native Labour Association in the buildings erected on a magnificent site at Kazungula for the children of their African employees.

At a cost of £500, and to a very pleasing design, were erected in burnt brick, under well thatched roofs, a large school room, a rondavel classroom and mosquito-proofed teachers' quarters, the whole being equipped with well made hard-wood furniture.

Outstandingly the best school unit in the Chobe District, it serves the local constituency admirably, has set a standard for others to emulate, and is already functioning with a good enrolment.

#### CHAPTER V. PRIMARY EDUCATION.

##### (i) African:

74. 16,380 were enrolled in 152 schools. Of these 16,346 were in the primary section. 62% of the primary pupils were girls. The disproportion between girls and boys is being slowly readjusted. As the figure for girls in 1910 was 71%, in 1945 64%, in 1946 62% and in 1947 63%. Owing possibly to economic causes such as drought and foot and mouth disease and consequent preoccupations of both parents and children in the home, there has been a decrease in enrolment compared with previous years.

75. The number of schools increased by two to 152 and the number of African teachers by 20 to 464.

76. 387 Candidates entered for the Primary Schools' leaving examination as against 455 the previous year, the decrease being chiefly due to the more careful determination of standard V results at the end of 1947 and to the fact that others qualified to proceed to standard VI, entered the labour market.

Of those who presented themselves 170 passed, or 44% as against 30% the year before.

Of the successful candidates only two were placed in the first class, both at St. Joseph's, 57 were in the second class and 111 in the third.

77. Of 200 girls who presented themselves 80 passed, or 40%; of 187 boys, 90 passed, or 48%, the corresponding percentages in 1947 being 26% and 35%, so that the percentage improvement for both sexes was about the same although

it will be seen that the girls still compare unfavourably with the boys, the obvious reason being the disparity between the number and qualifications of women and men in the teaching service.

78. Of the 387 candidates 240 sat for the first time, of whom 42% passed; 109 sat for the second time, of whom 46% passed, and 38 sat for the third time or more, of whom 50% passed.

The significance of these figures would appear to be:—

- (a) that of those who enter normally only two out of five succeed;
- (b) that there is but a slight improvement as previous failures sit again, and that
- (c) the validity of earlier examination results is shown.

79. To approximate more closely to Union procedure in the parallel examination the number of subjects had been reduced and the nature of tests altered somewhat. Of necessity this afforded less opportunity to schools where staffing and other conditions are better to demonstrate their superiority in regard to the full curriculum.

Nevertheless the evidence clearly reveals that the standard of work has improved in the Protectorate as a whole.

80. Comparison between the achievement of schools of different types provides the following figures:—

	Percentage Pass	Average Mark
Mission Schools ....	82%	55%
Village Schools ....	50%	43%
Middle Schools ....	34%	44%

**Note:** In view of the small number of their candidates, the Desert schools have been omitted from the above comparison.

The following observations suggest themselves:—

- (a) The mission schools retained their supremacy which would have been more clearly revealed had all subjects been examined;
- (b) considering their conditions the village schools did very creditably;
- (c) considering their conditions the middle schools again did extremely badly although improvement in individual cases was welcomed.

81. In the main, however, it was encouraging to find that at last there is an appreciable forward movement, testifying to the efforts of the Education Officers and Supervisors, and to the response secured.

If this response be sustained and if professional direction be readily accepted, the advance which has begun will gather momentum and accredited standards result. To assist this full reports by examiners were issued to all concerned.

82. Because during the previous three years there had been a surprising lack of success on the part of the middle schools in the Primary Schools' leaving Examination, notwithstanding that their conditions of staffing, accommodation and equipment were far superior to those obtaining in other tribal schools, the following panel of Education Officers was appointed to conduct an intensive inspection tour of such schools:—

- Education Officer, Southern Protectorate,
- Education Officer, Northern Protectorate,
- Agricultural Education Officer,
- Homecrafts Education Officer, and (for Tswana),
- Mr. J. Gugushe, Supervisor of Schools.



83. Approximately a week was spent at each school, this being followed by a discussion with the staff, and by another with the tribal management committee.

Apart from a full report on each centre and a confidential report on the teaching staffs, a seventeen-page composite report was issued for the information and guidance of teachers and committees, a report collated from sub-reports by Mr. Gardiner, the senior officer on the panel.

**(ii) European.**

84. The number of small primary day schools maintained for the children of European residents remained at nine, of which six were one-teacher schools.

Following upon the closing of the Monarch Mine at the end of 1947, the enrolment at the Francistown School dropped correspondingly and the school reverted to a two-teacher school. At Mahalapye also two teachers were employed and at Lobatsi three.

85. As against 175 pupils enrolled the previous year, the number enrolled at the end of 1948 was 195 in spite of the falling off at Francistown. Of this total 107 were boys and 88 were girls, 123 or 63% claiming Afrikaans as their home language by comparison with 67% in 1947.

86. Thirteen teachers were employed in those schools, of whom twelve were qualified, as against nine the year before, and of whom eleven were women.

87. Pending decisions concerning policy regarding educational development at Ghanzi, the most remote of our European settlements, local enterprise, aided by the active support of the District Commissioner, enabled a private school to function, Government continuing to give financial support in respect of certain children attending the Vereeniging Farm School in the Gobabis District of South-West Africa.

The numbers enrolled in the Ghanzi private school, namely 30, are not included in those supplied in paragraph 98.

88. To pave the way for development there the Education Officer for the Northern Protectorate visited Ghanzi, attended a meeting of the community convened by the District Commissioner, inspected also the Farm School at Vereeniging, and subsequently drafted a report on these visits, embodying recommendations for Government consideration. These are now being examined in relation to the grant of £4,000 obtained from the Colonial Development Fund for Ghanzi, to which reference was made in paragraph 2 (b).

In the meantime it is a source of satisfaction that most commendable money raising efforts have been made locally to further the interests of the children during the inevitable delay.

89. All the schools were inspected and reported upon during the year, little calling for comment arising. The general impression was that, in spite of the disappointing results in the Leaving Examination — largely due to poor foundations laid in earlier years and to the unsettlement due to frequent changes of domicile owing to the transfer of parents, particularly when railway employees — an educational advance was undoubtedly made in many directions; that the schools benefited from the appointment of better qualified teachers and from increased contacts with the professional and technical staff of the Education Department; that the teachers rendered very loyal and effective services, and that the school committees regarded themselves as trustees for the children whose interests they consistently endeavoured to promote.

90. At Francistown the Committee's good fortune persisted and it was able to procure the services of locally resident qualified and capable teachers. The newly formed Recreation Club purchased the whole of the library from the club



of the defunct Monarch Mine. This was housed in a vacant classroom, thus forging another link between school and community. From it gifts were made to the school library also.

At Mahalapye sports requisites were added to the equipment; steady progress in classroom work was reported and greater gardening activity resulted in the planting of flowers, vegetables and trees.

At Serowe construction on the new building was vigorously promoted in consequence of local effort and enthusiasm; the fee position was sufficiently sound to enable new equipment to be bought, and a decision was taken to begin upon the raising of funds for a teacher's quarter.

At the small but dynamic and wholesome school at Maun the work was favourably reported upon by three officers of the Department; the nucleus of a small library was formed and £179 was raised by the sale of materials and by a bazaar towards a building fund to which it is hoped that, at a later date, Government may contribute on the £ for £ basis.

A well qualified teacher of long experience improved the buildings, equipment and standard of work at the little school at Tsessebe.

Reference has already been made to developments at Lobatsi where, under the able direction of Mrs. Challis, the new buildings were occupied and early improvements resulted.

91. Returns received in respect of 1948 show that 46 pupils, of whom 8 were bursars, attended the Convent School, Mafeking; 37, of whom 12 were bursars, attended the Government Primary and High Schools there, and 42, of whom 11 were bursars, were enrolled at the Government Primary and High Schools at Zeerust, or a total of 125 at the three centres named.

These figures, combined with those given in paragraph 85, but disregarding enrolment at the Ghanzi private school, show the educational facilities enjoyed by 320 European children, although to complete the picture, it would be necessary to obtain data, not at present available, concerning the large number of others who are entered privately at schools in the Union and Southern Rhodesia.

92. 72 Children received grants of £16 p.a., for primary education and 18 were awarded grants of £24 p.a. for secondary education to enable them to attend approved schools outside the Territory.

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

93. 38 Educational allowances of £30 p.a. were paid to officials in respect of their children over the age of 10, educated at approved extra-territorial schools.

In view of the Public Services Commission the individual allowance is to be raised with retrospective effect to £40 p.a.

94. 6 Children attending schools outside the Territory entered for the External Bursary Examination, on the results of which four bursaries were awarded.

### (iii) Coloured:

95. Schools for this community were conducted at Francistown, Bokspits, Olifants Kloof and Mokgopeetsane, the total enrolment being 198, of whom 102 were girls.

96. Half the children were in the sub-grade classes, the same percentage as in the African schools, and five only were in Standard V, the top class.



97. All the pupils learnt Afrikaans and 70 were taught English, the disparity being due to the home language at the pre-school stage and to the preponderance of young children.

98. Five teachers were employed, two only being qualified. It is extremely difficult to secure the services of suitably qualified Coloured teachers for these remote schools, which serve small, poor and largely indifferent groups of culturally isolated people. Better terms of service, including the provision of reasonably good quarters, might attract.

With few exceptions the quality of the work done is no better than in the rudimentary African school.

## CHAPTER VI. SECONDARY EDUCATION.

99. In the post-primary classes in the Protectorate the number of African students enrolled was but 34, all at St. Joseph's Junior Secondary School, Khale.

This is indicative of the fact that the system is almost entirely primary in character, a position which will gradually be altered as pressure against extra-territorial students is exerted by the Union, and as St. Joseph's expands, as it so fully deserves to do, as the Bamangwato College becomes established, as day junior secondary schools come into being at a few strategic centres, and as vocational courses at Mochudi and elsewhere evolve.

(In the meantime it could not be claimed that the 17 adolescents undergoing homecraft training at Mochudi were engaged in post-primary work.)

100. At St. Joseph's eight candidates sat for the Junior Certificate Examination of the University of South Africa, all being successful and three obtaining second class passes, thus adding support to the finding of Education Officers regarding the manner in which accredited standards are maintained at this dynamic school.

Upon this institution, which includes an efficient higher primary school and excellent boarding accommodation, the mission has expended over £9,000, of which sum over £5,000 has been spent during the past three years. The great value of its educational contribution to the Protectorate, however, cannot be assessed in terms of such expenditure.

101. In Annexures V and VI to this Report the distribution of Protectorate students in extra-territorial institutions is shown, together with related bursary provision.

Reference to the latter will show that 191 African students were enrolled in post-primary courses in such schools, of whom 91 were in receipt of bursaries.

102. The same annexure reveals that of the 91 bursaries awarded no less than 64 were in respect of secondary education; that 14 were for teacher training; that 8 were for other vocational training, and that the remaining 5 were to enable students to take university courses at Fort Hare and at the University of the Witwatersrand.

103. The vocational training within the Protectorate of nurses and orderlies, of artisans, of agricultural learners and of the police, remains largely as described in the 1945 Report, the training of teachers being dealt with in the next chapter.

104. The European system remains entirely primary but the bursaries and educational grants earlier described assist a number of promising pupils to proceed to secondary courses elsewhere, although it must be admitted that financial need debars others, and that the Africans have an advantage over the Europeans in that no provision has yet been considered possible to enable the latter to receive post-secondary bursaries.



In the last Report the corresponding chapter, when referring to European education, ended on the note that:—

“As previously explained, the reasons which militate against the establishment of secondary schools in the Territory are the very small output from the primary course, the absence of cultural stimuli within the schools’ environment and the impossibility of offering would-be students the choice of differentiated training available in the Union.”

Nevertheless, when finance permits, a case deserving of consideration would be the establishment at Lobatsi of a junior secondary course, a possibility which will be examined when once the new school is firmly established.

## CHAPTER VII.

### TEACHERS EMPLOYED AND TEACHERS IN TRAINING

#### (i) Teachers Employed:

105. The number of African teachers employed in schools other than the Teacher Training and Homecrafts Centres rose from 444 to 464 in spite of the further decrease in enrolment of 1,011.

106. In tribal areas the percentage of qualified teachers was 38% as against 36% in non-tribal areas, where treasuries are not established, there is no rebate from revenue, and in the remote Kgalagadi and the Chobe Districts it is more difficult to obtain trained teachers.

107. The distribution of African teachers according to qualification was as follows:—

Native	Native	Elementary	
Primary	Primary	Teachers’	
Higher	Lower	Certificate	Unqualified
M. F.	M. F.	M. F.	M. F.
11 5	89 30	24 36	150 139

**Note:** Native Primary Higher denotes a two-year post-Junior Certificate Course; Native Primary Lower a three-year post-primary course; and

Elementary Teachers’ Certificate a two-year post-primary course, now obsolete.

M = male, and F = female.

108. The disparity between male and female teachers is not restricted to differences in qualifications only but is further revealed by the fact that, although girls constitute 62% of our total enrolment, the women teachers represent 45% of the cadre employed.

It has previously been admitted that the recruitment from the Union of suitably qualified and experienced African women as class or subject teachers or as infant method or homecrafts specialists, presents an almost insoluble problem which local conditions do not help to solve, a problem which will soon be accentuated by reason of the recent change of Union policy towards extra-territorial students.

This vital challenge confronts the Government Teacher Training College, for the building of which a generous grant from the Colonial Development and Welfare Fund has been received, but the challenge to the various communities to improve local conditions still remains.

109. Earlier reference has been made to the teachers employed in European and Coloured schools, improvement in the percentage of qualified teachers in the former and the difficulty of obtaining them for the latter having been noted.



**(ii) Teachers in Training:**

110. In the last report was described as the most significant educational development of the year, the inauguration of centralised teacher training for Africans in temporary accommodation at Kanye; it was stated that the local tribe and the wider communities represented had warmly welcomed this development and were gratified by the results of the first year of training, to which was added the comment that

"such training which is basic to the reform of education in the Protectorate, was begun in the faith that financial provision will before long be found to make it possible to implement the fuller scheme upon which the Department is engaged."

Paragraph 2(c) in the first chapter to this report has shown that this faith was justified, for the sum of £18,384 for this purpose was included in the grant made from the Colonial Development and Welfare Fund, in consequence of which 1949 may see marked progress made towards the establishment of sound teacher training, liberally conceived, to help in the reform which the earlier sections of this chapter represent as a matter of the utmost urgency.

It is correspondingly gratifying to be able to report that in 1948, before such appreciable financial provision had been authorised, progress had undoubtedly been made towards this objective.

111. As against 22 students in 1947, 41 were in training in 1948, of whom 9 men and 14 women were in the first year, 7 men and 5 women in the second year and 4 men and 2 women in the third year. Those in the third year were accounted for by reason of the fact that, because of their qualifications, they had originally been admitted to the second year of the course.

112. Six students, the first to qualify in the new Primary Lower Course, which may be equated with that of the Union, passed their examinations at the end of the year, two in the second class. They are the forerunners of those who, with the advantage of the better facilities now made possible from Colonial Development and Welfare funds, should enter service in the Protectorate with better equipment and higher standards in the years to come.

113. In the Union in the corresponding course professional work is confined to the last two years. At Kanye it is given throughout, and apart from organised practical teaching in each year, the whole of the first term in the third year is devoted to it.

114. The tribal distribution of students was as follows:—

Bangwaketsi	13
Bamangwato	9
Barolong	5
Bakgatla	4
Bakalanga	4
Bakwena	2
Batlokwa	1
Batawana	1
Bangologa	1
Xhosa	1
	—
	41
	—

This illustrates that an advance has been made towards the accepted aim of including students from the whole territory rather than from the immediate tribal locality.



115. At the beginning of the year Mr. R. M. Sebetso, the headmaster, resigned to take up a Union appointment, having completed three years in teacher training, the first two before the course was upgraded. He had proved adaptable, imaginative and hardworking, and piloted the centre through the first year of readjustment under conditions of no little difficulty.

Mr. T. W. Moeti succeeded him as Acting Headmaster. When the new developments made possible by the Colonial Development and Welfare Fund grant takes place, it has been decided to appoint a European graduate as principal. In the meantime, pending financial provision for essential staff, Miss G. K. T. Chiepe, B.Sc., and Mr. S. H. Modisi, both itinerant officers, were seconded to the staff of the College.

116. In May arrangements were made for the Acting Headmaster to visit the Gore-Brown Training School at Kimberley, and Tiger Kloof, to study the training given to the students there.

117. Attention was given to scouting, guiding, debates, concerts, games and simple dramatic work. It is regretted that it has not yet been possible, with the staff available, to participate in organised community work in the locality, a social and training need which will be remedied as soon as circumstances permit.

It can be claimed, however, that the staff have creditably attempted to meet the heavy demands made upon them and that there is an encouraging difference in the quality and character of the work done although the attainment of the standards desired must await the means to bring this about.

## CHAPTER VIII. PHYSICAL AND MORAL WELFARE.

### (i) Physical:

118. The following note was supplied by the Acting Director of Medical Services:—

"During 1948 epidemics of poliomyelitis, smallpox and diphtheria occurred.

"Poliomyelitis appeared in the Lobatsi and Kanye Districts; strict quarantine measures were enforced and the schools in both areas were closed for eight weeks.

"A total of six cases were diagnosed but there is no doubt that many cases were not reported, for African children with paralysis of several months' duration have been frequently encountered at the dispensaries, and it is practically certain that these cases were originally unreported instances of poliomyelitis.

"Smallpox appeared during the year in a virulent form in Manyana, Kanye District, the mortality being of the order of 17%.

"The outbreak of 1947 continued well into 1948. Nearly 30,000 prophylactic inoculations were given, a great number of which were to school children.

"Bilharzia is very prevalent along the Metsemoclaba and Notwani Rivers in the Bakgatla Reserve, and many pupils are amongst the infected.

"With the aid of the Colonial Development and Welfare Fund an intensive drive during the next four years is to be made in the hope of reducing the infection and mortality rate."

The relation between the position described and the need for more competent health instruction in the schools, and for adult education is clear, and to the limit of its resources the Medical Department continues to give unfailing co-operation.

119. The standard of physical training given in our schools remains low owing to the small percentage of teachers qualified in this important subject.



The conception of replacing formal drill for girls by rhythmic and free movement is not yet appreciated.

The opportunity afforded by the Teachers' Vacation Course was taken of demonstrating more liberal methods but the solution, as usual, lies in reformed teacher training.

120. The following section, of course, also has a direct bearing upon physical welfare.

**(ii) Social:**

121. In the last Report it was stated that, with the appointment of a Welfare Officer, the way had been opened for a new chapter in the social welfare of adolescents and adults, since rehabilitation work among returned soldiers must naturally be of short duration and would give place to constructive and co-ordinated endeavour for all who are educable.

122. The sub-report of the Welfare Officer, which appears in Annexure IV, is a modest statement of some of his activities during a year which continued his exploratory period, but which included solid achievement.

It is in connection with the services of youth that social welfare most impinges upon the work of the Education Department, and it is admittedly easier to influence the ways of living and the attitudes of youth than those of adults.

It is correspondingly encouraging to learn from Mr. Leech's report that in 1948 the number of active Scout troops had doubled; that an African and European delegation had represented the Protectorate at the All-Africa Guide Conference in Johannesburg; that as a result of a Desert Tour by the Welfare Officer three new Guide companies and three new Scout Troops were formed in this remote area; that as Acting Divisional Pathfinder-Scouts Commissioner he had been appointed to the Executive Committee for the Union and the High Commission Territories; that a monthly bulletin had been issued to Scouters, and that weekly letters on scouting had been published in the press.

123. The Welfare Officer, apart from his weekly contributions to "Naledi ya Batswana", acts as liaison officer with other departments in connection with the submission of material.

He has thus made a beginning upon public relations work also.

**(iii) Moral:**

124. Neither in the Protectorate nor elsewhere can missionary endeavour be truly assessed for it deals with imponderables.

That its extent is inadequate for the deeper needs of the scattered population of this Territory of great distances, is indisputable.

125. The Protectorate is confronted with the grave alternative as to whether the school system adopts Christianity or secularism as its distinctive character. As things are to-day, in the absence of adequate missionary strength, the latter is becoming strongly entrenched.

**Concluding Note:**

126. The year under review witnessed much that was encouraging synchronously with other features that were retrogressive.

It included a welcome increase in expenditure on education from all sources, concurrently a notable improvement in the incidence of competent supervision, the firmer establishment in spite of local difficulties of teacher-training at Kanye, the development of Junior secondary education at Kahle, the marked progress made in connection with the ambitious scheme for the Bamangwato College, the



holding of successful courses for teachers and for village women, the laying of foundations for more vigorous welfare work, and the preparation and preliminary examination of amending legislation.

It witnessed also a further falling-off in enrolment, a depreciation in the already small percentage of qualified teachers, and a deterioration in respect of school buildings.

Because of the disquieting features and attendant needs, there exists in some quarters a genuine concern and a growing desire to accept essential administrative and other reforms, in which may be found the promise of better things.

127. In this context I remain more than grateful to my colleagues who have been unsparing in their devotion to this difficult but important task, for they have given of their best and maintained their ideals in the face of apathy and occasional misrepresentation, nor have their efforts gone unrewarded.

I am deeply indebted, also, to the Administrative Officers who make common cause with us, and without whose labour, support and initiative, our system of tribally managed schools would, ere this, have been in danger of decay.

And finally I would record my cordial appreciation concerning the altruistic contribution of the missionaries, a contribution of enduring value despite the smallness of their numbers. Without it the Protectorate would be much the poorer.

H. JOWITT,

Director of Education,

Imperial Reserve,

Mafeking.

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#### Annexure I.

#### EXCERPTS FROM PROGRESS REPORTS OF EDUCATION OFFICERS FOR SOUTHERN AND NORTHERN PROTECTORATE

##### (i) Southern Protectorate:

1. The duties undertaken by the writer during the year under review chiefly comprised:—

(a) Inspecting of schools.

(b) Regional planning.

(c) Assisting the Director of Education in educational administration at headquarters.

##### INSPECTING OF SCHOOLS:

2. Over ninety visits were paid to schools in the Southern Protectorate over the year. In the majority of cases written reports were submitted, but in a few instances the visit was regarded as part of a preliminary survey with a view to regional planning.

##### ATTENDANCE AT MEETINGS OF AFRICAN SCHOOL COMMITTEES:

3. The writer attended all the meetings of African School Committees to which he was invited. It is gratifying to note that the only tribal chief who had doubts as to whether the Education Officer should attend such meetings has now been convinced that such attendance is desirable. A much greater degree of co-operation between Education Department and Tribal School Committee can be achieved only in this way, a fact which is steadily gaining recognition.



#### BAMANGWATO COLLEGE:

4. The writer was nominated as one of the Government members of the Council of this college and of the Standing Committee. Two meetings of the latter were attended.

#### VACATION COURSE:

5. The writer conducted a series of lectures on school organisation and management during this course, organised by the Director and held at Khale during the winter holiday.

#### AFRICAN "VILLAGE" SCHOOLS:

6. (a) **Bakgatla:** All schools in the Bakgatla Reserve were visited at least once and a number more than once. Individual reports on school and staff were issued. In addition a comprehensive regional planning survey was developed and submitted for consideration. The school committee is strongly in favour of the scheme suggested.

The promotion of pupils in this Reserve was supervised by the Education Department. The more stringent requirements for promotion are already giving better returns.

It is pleasing to record that this tribe, at one time the chief supporters of unlimited promotion and admission to the upper classes, has been converted to the Department's policy of limiting promotion to those fitted for higher classes.

(b) **Bakwena:** All the Molepolole and most of the country schools were visited. A special report was submitted on the National School, with reference to staffing which was far from satisfactory.

The Bakwena school system is not working smoothly, largely as a result of teachers' dissatisfaction with its central administrative control which was to an unusual extent left in the hands of the previous African School Secretary. A comprehensive survey of the Bakwena schools is planned for 1949.

(c) **Ngwaketse:** All the Kanye schools and a number of district schools were visited. This inspection will be continued in 1949 as it is considered that a complete overhaul of the system is necessary. At present the schools are classified horizontally, each school catering for only two standards. As a result, a pupil proceeding to Standard VI must attend four separate schools under four different head teachers. This system is manifestly contrary to educational theory and practice. After a more intensive inspection a new scheme will be submitted for consideration.

(d) **Lobatsi Block and Barolong Farms and Crown Lands:** All schools in this area were inspected. This classification of schools is unfortunate as financial responsibility for Crown Lands schools falls on Government directly, whereas administration falls on the Secretary and Committee of the Barolong tribe. This committee is unenterprising and ineffectual. It should be relieved of the responsibility of administering the Crown Lands schools.

The Barolong schools are generally poor, financially and otherwise. An extension of Mission enterprise in education in this area would be a boon.

(e) **Kgalagadi:** All schools in the Kgalagadi area, including the Coloured one at Bokspits, were inspected and a comprehensive survey submitted. It is suggested that Hukuntsi be made the focal point and that a school supervisor be stationed there for at least three months annually, visiting other schools as transport allows. The Headman at Hukuntsi shows a great deal of initiative and has already erected a house in anticipation of the Supervisor's visits.

The Kgalagadi schools suffer from lack of supervision in the past, and with few standards of comparison, have deteriorated. Constant supervision and support are necessary.

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